

## INTERNAL QUALITY ASSURANCE CELL



### New Methodology of Assessment & Accreditation and The New Grading System

**Adopted by**  
**NATIONAL ASSESSMENT & ACCREDITATION COUNCIL**  
**(NAAC)**  
(Effective from 1<sup>st</sup> April 2007)



INTERNAL QUALITY ASSURANCE CELL  
I Floor, Principal's Office  
University College of Science  
**OSMANIA UNIVERSITY**

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## Osmania University

### VISION

The Vision of the University is to generate and disseminate knowledge through a harmonious blend of ancient and modern wisdom, and to serve the society by developing in students heightened intellectual, cultural, ethical, and humane sensitivities; to foster a scientific temper, and to promote professional and technological expertise. Central to this vision is a commitment to regional and national development in consonance with our culture, heritage, and environment.

### MISSION

- To achieve excellence in teaching and research
- To generate, disseminate and preserve knowledge
- To meet the challenges of a complex, and modern society through informed social outreach
- To empower through knowledge and information
- To develop a responsible and productive citizenry
- To develop, enhance, and improve the quality of human resources
- To cultivate resolute moral and ethical values
- To meet contemporary regional and national needs and anticipate future social and economic development
- To preserve and promote cultural heritage, humanistic and spiritual values

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## **NEW METHODOLOGY OF INSTITUTIONAL ASSESSMENT AND ACCREDITATION OF NAAC**

The *New Methodology of Institutional Assessment and Accreditation* of NAAC, has been designed with a view to overcome some of the limitations of its earlier methodology, and to enhance its rigour, reliability and validity. Besides envisaging significant reduction in inter-team assessment variations, the *New Methodology*, which is user-friendly, is also expected to enable NAAC to conduct the assessment of large numbers of institutions effectively and in a short time.

The Assessment Instrument has also been fine-tuned for greater objectivity and validity, for a more effective assessment by the following processes:

- **Identification of Key Aspects under each Criterion and appropriate Assessment Indicators under each Key Aspect;**
- **Provision of Key Aspect-wise differential weightages under each Criterion; Changing the Grading Pattern from the earlier 9- point scale to the new 3-letter grades, viz., “A, B and C” for accredited institutions and “D” for those which are not accredited.**
- **Shifting the institutional overall scoring pattern from the earlier percentages to the Cumulative Grade Point Average (CGPA) System on a 4-point scale.**

NAAC would like to perceive the assessment and its outcome as catalytic processes for continuous improvement in a sustainable way. In this context, the limitations perceived by the different systems followed so far have been critically evaluated resulting in further improvement, to achieve the objective. The newly adopted grading system is on the lines of internationally-accepted system. i.e. The Cumulative Grade Point Average system

The assessment is based on seven Criteria and each criterion is divided into various Key aspects totaling to thirty six. The new Instrument has been designed to bring into operation the seven assessment Criteria into Criterion-wise Key Aspects. Each Key Aspect is further differentiated into Assessment Indicators, to be used as guidelines/probes by assessors to capture the micro-level quality pointers. The Key Aspect-wise grade points yield Criterion-wise grades, by making use of Key-Aspect-wise and Criterion-wise weightages. This can lead to a more accurate measurement of the quality of an institution.

### **WHAT IS MEANT BY CUMULATIVE GRADE POINT AVERAGE (CGPA)?**

Grade Point Average and Cumulative Grade Point Average are in general calculated, to represent the overall performance, on a numerical scale. With reference to the Assessment of Quality in Higher Education Institutions, the Cumulative Grade Point Average (CGPA) refers to the Weighted Mean Value of all the grade points, earned by the institution, for its quality parameters and quality aspects under consideration. In this context, it has multiple layers of credit point calculations, after applying the respective differential weightages.

## **CRITERIA, KEY ASPECTS, WEIGHTAGES AND ASSESSMENT INDICATORS**

The *New Methodology* has some differences from its earlier version followed in the past. The modifications are in the nomenclature of the VI and VII Criteria and the differential weightages for some Criteria.

The Key Aspects and the Key Aspect-wise differential Weightages under each Criterion are also specified in this New Methodology as detailed below:

### **CRITERIA 1: CURRICULAR ASPECTS**

#### **1.1 Key Aspect—Curricular design and development**

**Weightage - 90**

##### **Assessment indicators**

- 1.101 Curriculum design is aligned with the institutional goals and objectives
- 1.102 Curricula developed/ adopted have relevance to the regional/ national developmental needs
- 1.103 Curriculum design is suitable for meeting the overall development of the students
- 1.104 Employability is a major consideration in the design and development of the curriculum
- 1.105 Developing global competencies is evident in the curriculum design
- 1.106 Curriculum has aspects on value- based education
- 1.107 Consultation with academic experts within and outside the institution is effectively done for developing the curricula
- 1.108 Consultations are done with industry/ employment sector in the curriculum development process.
- 1.109 Faculty takes initiative (formally/ informally) in the curriculum development process

#### **1.2 Key Aspect—Academic flexibility**

**Weightage - 90**

##### **Assessment indicators**

- 1.201 Institution offers a number of program options leading to different degrees, diplomas and Certificates (UG/ PG/ PG Diploma/ Diploma Certificate)
- 1.202 The curriculum offers a number of elective options
- 1.203 A number of new programs and program combinations are developed/adopted to meet the needs of the students and the society.
- 1.204 Options are available for students to take additional/ supplementary/enrichment courses along with their regular curricula. (Eg. UG degree+ a Certificate PG degree + a diploma and so on)
- 1.205 Number of value-added courses offered (Eg. A course on entrepreneurship, personality development, etc.)
- 1.206 Institution provides for inter-institutional credit transfers
- 1.207 Choice- based credit system (CBCS) and semester system are initiated in the institution

**1.3 Key Aspect—Feedback on curriculum**

**Weightage- 10**

**Assessment indicators**

- 1.301 Feedback from students
- 1.302 Feedback from alumni
- 1.303 Feedback from parents
- 1.304 Feedback from employers

**1.4 Key Aspect—Curriculum update**

**Weightage-10**

**Assessment indicators**

- 1.401 Frequency of curriculum revision
- 1.402 National and international curricular modules are referred for curriculum update
- 1.403 Curriculum has emerging thrust areas including interdisciplinary areas
- 1.404 Faculty takes initiative in the curriculum revision, based on the feedback from stakeholders

**1.5 Key Aspect—Best practices in curricular aspects**

**Weightage- 10**

**Assessment indicators**

Best practices in curricular design and development/academic flexibility/ feedback on curriculum/...curricular update/ or any other quality initiative the institution practices

**TOTAL WEIGHTAGE FOR CRITERIA 1—CURRICULAR ASPECTS 150**

**CRITERIA 2: TEACHING-LEARNING AND EVALUATION**

**2.1 Key Aspect— Admission process and student profile**

**Weightage-20**

**Assessment indicators**

- 2.101 Wide publicity and transparency in the admission process
- 2.102 Admission process is systematically administered based on predetermined criteria
- 2.103 Admission process caters to access and equity considering the applicable norms including applicable reservation policies
- 2.104 Institution ensures due representation from different strata gender to locale

**2.2 Key Aspect—Catering to diverse needs**

**Weightage-20**

**Assessment indicators**

- 2.201 Assess the students learning level after admission and conduct appropriate remedial courses
- 2.202 Adopt appropriate strategies for advanced learners
- 2.203 Conduct tutorial classes
- 2.204 Has a mechanism for mentoring students

2.205 Institution caters to the needs of differently-abled students

**2.3 Key Aspect—Teaching-learning process**

**Weightage-90**

**Assessment indicators**

- 2.301 The teaching program schedule and methodologies are planned and organized in advance
- 2.302 Experiential learning methodologies for participative learning are used
- 2.303 Educational technology is effectively used (audiovisual aids)
- 2.304 Problem-solving approach as a teaching methodology is adopted.
- 2.305 Computer-aided information retrieval and teaching methodology is adopted
- 2.306 Library resources are effectively used to augment Teaching-learning
- 2.307 Use laboratory equipment/ field experiences effectively to maximize the teaching- learning process
- 2.308 Use wide range of techniques, materials and experiences to engage student interests

**2.4 Key Aspect— Teacher quality**

**Weightage- 60**

**Assessment indicators**

- 2.401 Percentage of teachers with Ph.D. qualification
- 2.402 Percentage of teaching positions filled against sanctioned posts
- 2.403 Adherence to UGC/ State Govt./ University norms with reference to teacher qualifications for recruitment
- 2.404 Faculty recruitment process is systematic and rigorous
- 2.405 Faculty development programs are initiated and utilized
- 2.406 Incentives/ awards / recognitions are received by faculty
- 2.407 Faculty demonstrate creativity and innovation in teaching methodology

**2.5 Key Aspect— Evaluation process and Reforms**

**Weightage- 50**

**Assessment indicators**

- 2.501 Provision for continuous evaluation and monitoring students' progress
- 2.502 Conducts mid-term/ semester evaluations
- 2.503 Declares results within two months of the examinations
- 2.504 Reforms in examination procedures and processes are evident
- 2.505 Examination processes are transparent and realizable
- 2.506 Security of the evaluation system is ensured
- 2.507 Student grievances regarding evaluation results are addressed.

**2.6 Key Aspect—Best practices in teaching, learning and evaluation**

**Weightage - 10**

**Assessment indicators**

Best practices in Admission process/ Catering to diverse needs/ Teaching-learning process/ Teacher quality/Evaluation process and reforms/ or any other quality initiative the institution practices.

**TOTAL WEIGHTAGE FOR CRITERIA 2 —  
TEACHING-LEARNING AND EVALUATION**

**250**

### **CRITERIA 3—RESEARCH, CONSULTANCY AND EXTENSION**

#### **3.1 Key Aspect— Promotion of research**

**Weightage-40**

##### **Assessment indicators**

- 3.101 Institution facilitates faculty to undertake research by providing research funds (seed money)
- 3.102 Provision for research facilities in terms of laboratory equipment, research journals and research incentives
- 3.103 Encourage and promote research culture (eg.teaching work load remission, opportunities for attending conferences etc.)
- 3.104 Initiate research by collaborating with other research organizations/ industry
- 3.105 Faculty recognition for guiding research
- 3.106 Establishing research committees for promoting and directing research
- 3.107 Establishment of specific research units/ centers

#### **3.2 Key Aspect— Research and publication output**

**Weightage-90**

##### **Assessment indicators**

- 3.201 Significant faculty involvement in research
- 3.202 Recognised Research Centres (National &International, eg. UGC, SAP, DST, DBT,UNESCO, UNICEF)
- 3.203 Significant number of major and minor research projects
- 3.204 The institution receives significant quantum of research grants from external agencies
- 3.205 Output in terms of M. Phil, Ph.D. students is significant
- 3.206 The institution has received research recognition and awards (including patents)
- 3.207 The institution's research has contributed to the industry's requirements/ productivity
- 3.208 Research facilities are enhanced through research projects
- 3.209 Significant number of research articles are published in reputed/ referred journals
- 3.210 Published books and proceedings based on research work
- 3.211 Citation Index/ Impact Factor

#### **3.3 Key Aspect— Consultancy**

**Weightage-20**

##### **Assessment indicators**

- 3.301 Publicize the expertise available for consultancy services
- 3.302 Render consultancy services to industries
- 3.303 Render consultancy services to Government
- 3.304 Render consultancy services to Non- Government organizations/ community/ public
- 3.305 Resources (financial and material) generated through consultancy services
- 3.306 Mutual benefits accrued due to consultancy



### 3.4 Key Aspect— Extension activities

Weightage-30

#### Assessment indicators

- 3.401 Promotion of extension activities
- 3.402 Organize need-based extension programme
- 3.403 Participation of students and faculty in extension programs
- 3.404 Organize NSS/ NCC activities
- 3.405 Awards and recognitions received for extension activities
- 3.406 Impact of extension activities on the community: evaluation, review and upgrading the extension programmes
- 3.407 Establish partnerships with industry, community and NGOs for extension activities

### 3.5 Key Aspect— Collaborations

Weightage-10

#### Assessment indicators

- 3.501 Institution level/ local
- 3.502 National/ State
- 3.503 International
- 3.504 Industry/ Service sector/ Agriculture

### 3.6 Key Aspect—Best practices in research, consultancy & extension Weightage-10

#### Assessment indicators

Best practices in Promotion of research/ Research and publication output/ Consultancy/ Extension activities/Collaborations/ or any other quality initiative the institution practices

**TOTAL WEIGHTAGE FOR CRITERIA 3—  
RESEARCH, CONSULTANCY AND EXTENSION**

**200**

## CRITERIA 4—INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 Key Aspect— Physical facilities for learning

Weightage-20

#### Assessment indicators

- 4.101 The institution provides necessary facilities for classrooms (furniture and fixtures)
- 4.102 The institution provides necessary facilities for laboratories (Furniture, fixtures, equipment and good laboratory practices)
- 4.103 Provides sports facilities for students/ faculty
- 4.104 The institution has necessary facilities for general computer education of students
- 4.105 Infrastructural facilities are augmented from time to time
- 4.106 Infrastructure facilities are being utilized optimally
- 4.107 Additional facilities for sports and extracurricular activities (Gym, swimming pool, auditorium etc.) are provided
- 4.108 Adequate facilities for Women

4.109 Appropriate facilities for differently able students

**4.2 Key Aspect— Maintenance of infrastructure**

**Weightage-10**

**Assessment indicators**

- 4.201 Has a maintenance budget for the physical facilities through existing/mobilized resources
- 4.202 Utilizes the funds allocated for maintenance
- 4.203 Adequate systems for maintaining and utilizing physical facilities
- 4.204 Adequate systems for maintaining and utilizing library and information facilities
- 4.205 Adequate systems for maintaining computer and network facilities

**4.3 Key Aspect— Library as a learning resource**

**Weightage-35**

**Assessment indicators**

- 4.301 Number of titles of books in the library
- 4.302 Number of journals (national + international) and other library resources (i.e. CDs/ Cassettes etc.)
- 4.303 Library resources are augmented every year with newer editions and titles
- 4.304 Effective and user-friendly library operations (issue of books, getting the necessary references, etc)
- 4.305 Reading room facility for faculty and students
- 4.306 Reprographic facilities
- 4.307 Internet facility for information retrieval
- 4.308 Library Advisory committee and its effective functioning
- 4.309 Inflibnet/ Delnet facilities
- 4.310 Computerization of library and networking with other libraries

**4.4 Key Aspect— ICT as learning resources**

**Weightage-15**

**Assessment indicators**

- 4.401 Has adequate/ up to date computer facilities
- 4.402 Provides access to computers for the faculty
- 4.403 Provides access to computers for the students
- 4.404 Provides internet facility for faculty and students
- 4.405 Institution has a website facility, updated regularly

**4.5 Key Aspect—Other facilities**

**Weightage-10**

**Assessment indicators**

- 4.501 Staff rooms
- 4.502 Common rooms for students
- 4.503 Rest rooms and toilets
- 4.504 Health centre
- 4.505 Vehicular parking
- 4.506 Hostels
- 4.507 Guest houses
- 4.508 Canteen
- 4.509 Communication facilities (Telephone; STD; ISD)
- 4.510 Electricity and lighting
- 4.511 Transport

4.512 Landscape (approach roads/ gardens and general ambience)

**4.6 Key Aspect— Best practices in the development of Infrastructure and learning resources** **Weightage-10**

**Assessment indicators**

Best practices in Physical facilities for learning/  
Maintenance of infrastructure/ Library as learning resource/ ICT as learning resources/ other facilities/ or any other quality initiative the institution practices.

**TOTAL WEIGHTAGE FOR CRITERIA 4—  
INFRASTRUCTURE AND LEARNING RESOURCES** **100**

**CRITERIA 5—STUDENT SUPPORT AND PROGRESSION**

**5. 1 Key Aspect— Student progression** **Weightage-30**

**Assessment indicators**

- 5.101 Monitors student progression
- 5.102 Makes efforts to reduce the drop-out rate
- 5.103 Percentage progression to higher studies
  - From UG to PG
  - From PG to research
- 5.104 Facilitate progression to employment

**5. 2 Key Aspect— Student support** **Weightage-30**

**Assessment indicators**

- 5.201 Ensures institutional information access and dissemination
- 5.202 Adequate student welfare measures (scholarships, free ships, insurance etc.)
- 5.203 Adequate counseling services
- 5.204 Adequate placement services
- 5.205 Provide health services optimally
- 5.206 Make the campus safe for students with adequate security and lighting

**5. 3 Key Aspect— Student activities** **Weightage-30**

**Assessment indicators**

- 5.301 Organize student cultural activities
- 5.302 Access to and use of recreational/ leisure time activities to students
- 5.303 Sports and games facilities for students I) indoor II) out door
- 5.304 Students participation in institutional sports events
- 5.305 Students participation in state-level sports events
- 5.306 Students participation in national -level sports events
- 5.307 Students participation in international- level sports events



- 6.404 Conducts self appraisal of teaching and non teaching staff
- 6.405 Conducts performance appraisal regularly
- 6.406 Specific complaints/ legal enquiry about the institution's functioning
- 6.407 Continuously makes efforts to improve the overall organizational effectiveness, capabilities, development, action and review
- 6.408 Conducts programme for professional development of staff

**6.5 Key Aspect—Financial management and resource mobilization      Weightage-35**

**Assessment indicators**

- 6.501 Budgetary provisions for academic and administrative activities (including maintenance)
- 6.502 Optimal utilization of budget
- 6.503 Monitoring financial management practices through internal audit
- 6.504 Regularity in external audit
- 6.505 Institutional initiatives for mobilization of resources

**6.6 Key Aspect—Best practices in governance and leadership      Weightage-10**

**Assessment indicators**

Best practices in Institutional vision and leadership/Organizational arrangements/ strategy development and deployment/ Human Resource Management/Financial Management and Resource Mobilization/ or any other quality initiative the institution practices.

**TOTAL WEIGHTAGE FOR CRITERIA 6 — GOVERNANCE AND LEADERSHIP      150**

**CRITERIA 7—INNOVATIVE PRACTICES**

**7.1 Key Aspect—Internal quality assurance system      Weightage- 20**

**Assessment indicators**

- 7.101 System structure
- 7.102 System Functions
- 7.103 Student participation in quality enhancement/Quality assurance
- 7.104 Institutional initiatives in institutionalising and internalising best practices and innovation
- 7.105 Continuously add value to students through enhancement in quality of education

**7.2 Key Aspect— Inclusive practices      Weightage- 15**

**Assessment indicators**

- 7.201 Practices to facilitate inclusion and academic performance of socially dis-advantaged groups
- 7.202 Special initiatives to promote empowerment of students from rural/ tribal area
- 7.203 Institutional sensitivity towards gender and differently-abled wards.
- 7.204 Incremental academic growth of the students admitted from disadvantaged sections

### 7.3 Key Aspect— Stakeholder Relationships

Weightage- 15

#### Assessment indicators

7.301 Societal perception of stakeholders (includes parents, alumni and others)

7.302 Focus on social responsibilities

7.303 Evidences for student satisfaction

#### TOTAL WEIGHTAGE FOR CRITERIA 7— INNOVATIVE PRACTICES

50

TOTAL SCORE OF ALL THE SEVEN CRITERIA PUT TOGETHER 1000

### ASSESSMENT INDICATORS

Under each Criterion and each Key Aspect, a number of Assessment Indicators have been identified, which may be used as guidelines/ probes by the Peer Teams, during their visit to the Institution, to arrive at Key Aspect-wise Grade Points (KR-GPs) and Criterion-wise Grade Point Averages (CR-GPAs).

### ADVANTAGES OF THE CGPA SYSTEM IN COMPARISON WITH THE 9-POINT SCALE

In the 9-point scale, the numerical score was converted to a letter grade, maintaining the raw score as the base. It had finer interval levels of 5% for each grade level. However, the small percentage difference was difficult to establish and the relative evaluation was not always exact. This was evident from the wide standard deviations observed from the data analysed so far. The confounding effect of the small percentage difference between grade levels and the high standard deviation made it difficult to interpret the final grade, with expected precision. Besides, there was clustering of grades observed at the beginning of each grade level, which clearly indicated the apparent subjectivity in arriving at the final institutional grade.

In the new methodology, letter grades are given starting at the lower level of measurement itself and for the aggregated grade points, after applying the relevant weightages at the key aspect and criteria levels. The grade point averages of each criterion level are used for arriving at the institutional Cumulative Grade Point Average. As per the changed grading pattern, three grades-A (Very Good), B (Good) and C (Satisfactory) accordingly will be given to the accredited institutions. Any Institutions falling under 'D' is below the threshold and hence 'not accredited'. The advantages of the new grading system would certainly be many. It has a wider scope for normalizing the scores. Extreme biases would be minimized. A one-point difference between two letter grades can result in appreciable fine tuning. Relative evaluations would be more exact due to reduction in standard deviation. Inter-team variations would also be considerably reduced. Thus, it is envisaged that the CGPA system would be an improvement over the 9-point scale and grading.

## HOW IS THE INSTITUTIONAL CGPA COMPUTED?

- Decide on the grade for the Key Aspect under a criterion, based on the Assessment indicator guidelines. Quality points are assigned to a specific letter grade i.e., 4 for A; 3 for B; 2 for C and 1 for D. Each Key Aspect Grade point is denoted as Key Aspect one Grade Point (KA<sub>1</sub>-GP); Key Aspect two grade point (KA<sub>2</sub>-GP) and so on.
- The summated grade points of all the Key Aspects under a criterion is calculated with appropriate weightages and divided by the criterion weightage for the institution, to arrive at the Grade Point Average for the Criterion (CR-GPA).
- After calculating the Criterion Grade Point Averages (CR-GPAs) for all the 7 criteria, the CGPA is calculated for the institution, based on the seven CRGPAs and the application of the respective weightages as specified for each criterion. In order to obtain the institutional CGPA, multiply the criterion GPA by the respective weightage. The sum of all these weighted scores, are divided by the total weightage i.e.1000. The CGPA thus obtained will be the final Institutional Quality Level on a four-point scale.

### *Example for Assessment of Universities*

#### **Take the Key aspect Matrix for Criterion I—Curricular Aspects**

<b>Key Aspect Matrix</b>		<b>Key Aspect Assessment Matrix</b>
1. Curriculum design & development	→	KA <sub>1</sub> GP = $\bar{X}_{1.1}$
2. Academic flexibility	→	KA <sub>2</sub> GP = $\bar{X}_{1.2}$
3. Feedback on curriculum	→	KA <sub>3</sub> GP = $\bar{X}_{1.3}$
4. Curriculum update	→	KA <sub>4</sub> GP = $\bar{X}_{1.4}$
5. Best practices in curricular aspects	→	KA <sub>5</sub> GP = $\bar{X}_{1.5}$

#### **GPA for Curricular Aspects ( $X_{1.}$ ):**

$$(X_{1.}) = \frac{(90 \times X_{1.1}) + (30 \times X_{1.2}) + (10 \times X_{1.3}) + (10 \times X_{1.4}) + (10 \times X_{1.5})}{150}$$

#### **Where**

$\bar{X}_{1.1}$  is the Grade for Curriculum design & development

$\bar{X}_{1.2}$  is the Grade for Academic flexibility

$\bar{X}_{1.3}$  is the Grade for Feedback on curriculum

$\bar{X}_{1.4}$  is the Grade for Curriculum update

$\bar{X}_{1.5}$  is the Grade for Best practices in curricular aspects

90, 30, 10,10,10 are the Weightages for the key aspects and 150 is the Criterion weightage.

#### **A sample calculation for 'X' University:**

Curricular key Aspects	Weightage	Key Aspect GP	KAGP Weightage	Total grade Points
1. Curriculum design & development	90	3	90 x 3	270
2. Academic flexibility	30	2	30 x 2	60
3. Feedback on curriculum	10	4	10 x 4	40
4. Curriculum update	10	3	10 x 3	30
5. Best practices	10	3	10 x 3	30
<b>Total</b>	<b>150</b>			<b>430</b>

GPA for Criterion I : Curricular Aspects( $X_1$ ) = 430/ 150 = **2.86**; Similarly, for all criteria, the GPAs are calculated.

Similarly, calculate the Criterion Grade Point Averages for the remaining six criteria, based on the key aspects under each criteria and their differential weightages. The Grade point averages for different criteria are shown as:

Criterion I - GPA = ( $X_1$ ); Criterion II – GPA = ( $X_2$ ); Criterion III – GPA = ( $X_3$ );

Criterion IV - GPA = ( $X_4$ ); Criterion V – GPA = ( $X_5$ ); Criterion VI – GPA = ( $X_6$ );

Criterion VI – GPA = ( $X_7$ ).

The next step is to calculate the final Cumulative Grade Point Average (CGPA) by applying the specified weightages for the criteria-wise GPAs. This can be calculated as follows:

#### **Cumulative Grading Point Average (CGPA) of the University**

$$= \frac{(150 \times X_1) + (250 \times X_2) + (200 \times X_3) + (100 \times X_4) + (100 \times X_5) + (150 \times X_6) + (50 \times X_7)}{1000}$$

Where 150, 250, 200, 100, 100, 150, 50 are the weightages for the seven criteria of the university and 1000 is the maximum score.

#### **An example for a University**

The GPA for different criteria for 'X' University is given below

Criterion I : GPA = ( $X_1$ ) = **2.9**; Criterion II : GPA = ( $X_2$ ) = **3.0**;

Criterion III : GPA = ( $X_3$ ) = **3.5**; Criterion IV: GPA = ( $X_4$ ) = **2.7**;

Criterion V : GPA = ( $X_5$ ) = **3.0**; Criterion VI: GPA = ( $X_6$ ) = **3.1**

Criterion VII: GPA = ( $X_7$ ) = **2.5**.



**The cumulative grade point average for the 'X' University will be**

$$= \frac{(150 \times 2.9) + (250 \times 3.0) + (200 \times 3.5) + (100 \times 2.7) + (100 \times 3.0) + (150 \times 3.1) + (50 \times 2.5)}{1000}$$
$$= 3.04$$

**3.04 is the overall CGPA for the 'X' University.**

The overall Grade and the CGPA will be given to each institution as indicated below:

**Table 1**

Range of institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Performance Descriptor
3.01 – 4.00	A	Very Good (Accredited)
2.01 – 3.00	B	Good (Accredited)
1.51 – 2.00	C	Satisfactory (Accredited)
≤ 1.50	D	Unsatisfactory (Not Accredited)

**For the University given in the example the performance descriptor is “Very Good” and the letter grade “A”.**

## Why Accreditation

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education.

Like in any other domain, the method to improve quality remains the same. Finding and recognising new needs and satisfying them with products and services of international standards.

The NAAC has been set up to help all participating institutions assess their performance vis-a-vis set parameters. A rating agency for academic excellence across India, and the country's first such effort.

## Benefits of Accreditation

- Helps the institution to know its strengths, weaknesses and opportunities through an informed review process.
- To identify internal areas of planning and resource allocation.  
Enhances collegiality on the campus.
- Outcome provides funding agencies objective data for performance funding.  
Initiates institutions into innovative and modern methods of pedagogy.
- Gives institutions a new sense of direction and identity.
- Provides society with reliable information on quality of education offered.
- Employers have access to information on the quality of education offered to potential recruits.
- Promotes intra and inter-institutional interactions.

# INTERNAL QUALITY ASSURANCE CELL (IQAC)



The National Assessment and Accreditation Council advocates the establishment of Internal Quality Assurance Cell (IQAC) by all the accredited Institutions as a post accreditation quality sustenance activity.

## Objective

The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

## Functions

*Some of the functions expected of the IQAC are:*

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution
- Dissemination of information on the various quality parameters of higher education
- Organisation of workshops, seminars on quality related themes and promotion of quality circles
- Documentation of the various programmes / activities leading to quality improvement
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

## Strategies

*IQAC shall evolve mechanisms and procedures for:*

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- Optimization and integration of modern methods of teaching, learning and evaluation
- Ensuring the adequacy, maintenance and functioning of the support structure.

## Benefits

*IQAC will facilitate / contribute:*

- To a heightened level of clarity and focus in Institutional functioning towards quality enhancement and facilitate internalization of the quality culture
- To the enhancement and integration among the various activities of the institution and Institutionalize many good practices
- To provide a sound basis for decision-making to improve institutional functioning
- To act as a change agent in the Institution
- To better internal communication.

