

# Evaluating Quality - Measures to Improve NAAC Ranking for Higher Education Institutes

Ushveen Kaur, Sugandha Gupta



**Abstract:** Quality in education is imperative and thus it is a matter of great concern for the universities, colleges and institutions to maintain it. There are varied criteria to measure quality and methods to improve it with time. A lot of Higher Education Institutions (HEI) offer courses across streams for the students to pursue. The success of an educational institute depends on the quality of education. Educationalists, policy makers, researchers and scholars across the world are working towards quality management for continuous improvement, student/faculty satisfaction and institutional excellence. The National Assessment and Accreditation Council, NAAC, an autonomous institution has been established by the University Grants Commission with the prime agenda of assessing and accrediting Higher Education Institutes (HEI), facilitating them to work continuously towards improving the quality of education. The assessment process is carried out in three stages, which comprises of, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. In the NAAC's Self study report seven criteria are used for assessment; among all, criteria II: Teaching, Learning and Evaluation carry a major weightage of 350 points. In this paper, we will be briefly discussing the quality measures that can be taken up by any HEI regarding Teaching, Learning and Evaluation methodologies to improve upon its overall score and ranking. A survey was also conducted amongst graduation level students from various universities asking them multiple research questions related to measures that can be taken up by the colleges to improve quality in teaching, learning and evaluation.

**Keywords:** NAAC, HEI, criteria, Key Indicators, quantitative measures, teaching, learning, qualitative measures, Higher Education, Accreditation, A&A

## I. INTRODUCTION

Higher education and the role of institutes imparting higher education is immense and vital for any country's development. And thus the pressure to maintain quality in education is huge. When one is talking about quality, quality of an institute is not assessed only in terms of infrastructure or use of smart-classes but total quality assurance is what one should look for. As India is moving towards becoming a world class economy, requirement of highly trained professionals from quality institutes is important.

These professionals need to compete in the global market. The core mission of higher education institutes should be to educate, train, undertake research and provide world class professionals to the community. As the demand for such professionals is increasing, so is the number of institutes in varied areas of India imparting it.

And thus the need for effective and efficient quality assurance mechanism to audit and review on a nation-wide level becomes necessary. For maintenance of quality, audit need to be conducted periodically by the institute themselves internally and externally by an autonomous body. To maintain the quality of the higher education in institutions in India, the National Policy Mission proposed the Accreditation unit. Based on that, University Grants Commission (UGC), under section 12 CCC of the UGC Act (Act 3 of 1956), established the National Assessment and Accreditation Council (NAAC) as an autonomous institution on 16 September 1994 with registered office at Bangalore, India. The prime aim of NAAC is to Assess and Accredite institutions and universities of higher learning in India. NAAC helps the institutes to assess their performance and work in all spheres continuously. Further it suggests ways to improve the quality of education, identifying the strengths, weaknesses and opportunities of an institute through an informed review process. Assessment helps in identification of internal areas of planning and resource allocation. Our paper is organized into six sections. In section II, we will discuss the seven criteria and distribution weightage across Key Indicators. Section III will describe the Key Indicators of Criteria II – Teaching, Learning and Evaluation along with their weightage in detail. Also the details of Qualitative Key Indicators (QM) and Quantitative Key Indicators (QnM) will be discussed. In section IV, analysis of the survey conducted is done. And in Section V, we will discuss in detail and suggest the steps that can be taken by an institution/college in order to improve upon its ranking. And, then Section VI finally concludes our paper.

## II. ASSESSMENT & ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

Assessment process of NAAC primarily focuses on evaluating three main aspects of an institution, namely - Quality Initiatives, Quality Sustenance and Quality Enhancement. Accreditation means - an evaluation process in which an accrediting body evaluates an educational institute to ensure that it is meeting minimum standards and established by experts. NAAC's Assessment and Accreditation (A&A) process is a combination of self evaluation and external peer assessment/evaluation. The accreditation data and score given by NAAC is also used by an institute as objective performance data for funding agencies.

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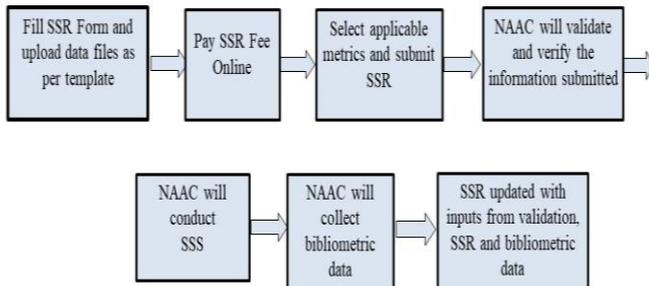
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## Evaluating Quality - Measures to Improve NAAC Ranking for Higher Education Institutes

The process of A&A broadly consists of the following –

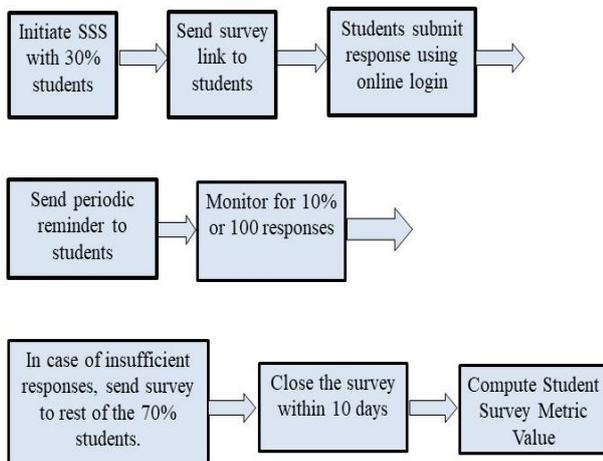
- Online submission of Institutional Self-Study Report (SSR)
- Information Validation and Verification by NAAC
- Student Satisfaction Survey (SSS)
- Peer Team Visit

SSR Submission process can be explained as under [4] :



As described in the figure above, Self study report is submitted online by the institute. After submission, NAAC verifies and validates the Quantitative metrics in the SSR. Only if an institution clears the Pre-qualifier score of 30%, the Student Satisfaction Survey is administered. In case of any discrepancy in the information submitted in the SSR, a Deviation Report is sent to the institution seeking further clarifications.

Student Satisfaction Survey Process can be explained as shown-



Let us look at the details of the Self Study Report submitted by each institute. The seven criteria represent the core functions and activities of an institute. In the revised framework of November 2019, NAAC has tried to include overall quality metrics of an institute. In the new SSR form, not only the academic and administrative aspects but also the emerging issues, trends and their ways to improve quality have been included.

The seven criteria of quality in the Self Study Report are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics

which actually elicit responses from the HEIs. These seven criteria along with their KIs are given in the next explicating the aspects they represent.

**Table 1: Distribution of weightage across Key Indicators (KIs) [4]**

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	40	30
	1.3 Curriculum Enrichment	30	40	30
	1.4 Feedback System	20	20	20
	<b>Total</b>	<b>150</b>	<b>150</b>	<b>100</b>
2. Teaching- Learning and Evaluation	2.1 Student Enrolment and Profile	10	20	30
	2.2 Catering to Student Diversity	20	30	50
	2.3 Teaching-Learning Process	20	50	50
	2.4 Teacher Profile and Quality	50	60	80
	2.5 Evaluation Process and Reforms	40	40	50
	2.6 Student Performance and Learning Outcomes	30	50	40
	2.7 Student satisfaction Survey	30	50	50
	<b>Total</b>	<b>200</b>	<b>300</b>	<b>350</b>
3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	20	20	NA
	3.2 Resource Mobilization for Research	20	10	10
	3.3 Innovation Ecosystem	30	20	10
	3.4 Research Publications and Awards	100	20	20
	3.5 Consultancy	20	10	NA
	3.6 Extension Activities	40	50	60
	3.7 Collaboration	20	20	20
	<b>Total</b>	<b>250</b>	<b>150</b>	<b>120</b>

Among all the criterion's listed in the above table, for an Affiliated / Constituent College, criteria II: Teaching-Learning and Evaluation is one of the most weighted criteria. Therefore, this criterion plays a vital role in improving the overall ranking of an institution.

### III. TEACHING- LEARNING AND EVALUATION

Following table describes the Key Indicators of criteria II along with their weightage in detail. Also, these KIs are divided into two categories, i.e. Qualitative Key Indicators (Q<sub>1</sub>M) and Quantitative Key Indicators (Q<sub>n</sub>M).



**Table 2: Criteria 2: Teaching- Learning and Evaluation (200) [4]**

Key Indicators 2.1 Student Enrollment and Profile (10)		
Metric No.		Weightage
2.1.1 Q <sub>n</sub> M	Average percentage of students from other States and Countries during the last five years	3
2.1.2 Q <sub>n</sub> M	Demand Ratio	4
2.1.3 Q <sub>n</sub> M	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years	3
Key Indicators 2.2 Catering to Student Diversity (20)		
2.2.1 Q <sub>i</sub> M	The institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow learners	5
2.2.2 Q <sub>n</sub> M	Student-Full time teacher ratio (current year date)	10
2.1.3 Q <sub>n</sub> M	Percentage of differently abled students (Divyangjan) on rolls (current year data)	5
Key Indicators 2.3 Teaching – Learning Process (20)		
2.3.1 Q <sub>i</sub> M	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences	5
2.3.2 Q <sub>n</sub> M	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)	5
2.3.3 Q <sub>n</sub> M	Ratio of students to mentor for academic and stress related issues (current year data)	10
Key Indicators 2.4 Teaching Profile and Quality (50)		
2.4.1 Q <sub>n</sub> M	Average percentage of full time teachers against sanctioned posts during the last five years	10
2.4.2 Q <sub>n</sub> M	Average percentage of full time teachers with Ph.D. during the last five years	10

Quantitative KIs are based on the factual data of the institution whereas Qualitative KIs refers to the strategies that can be used by any institution in order to score better under criteria II. In section V, we will discuss these qualitative KIs and ways to improve them in detail.

**IV. ANALYSIS OF SURVEY**

A questionnaire survey method was used to gather data for the present study. A Google form to evaluate quality measures in teaching, learning and evaluation methods in the college was circulated among undergraduate students of different universities to gather data.

The assessment form had numerous questions which were later on analyzed to draw the necessary conclusions about the quality measures which shall be adopted by every institution.

Following main research questions were identified from the form:

**RQ1.** Do you think the Institution should conduct special classes/remedial classes for slow learners?

**RQ2.** Do you think Orientation Program/Induction Program conducted by the Institution are useful for the students in understanding the evaluation and Assessment Mechanism?

**RQ3.** Whom do you think Remedial classes/help classes for slow learners should be conducted by?

**RQ4.** Do you think having teacher mentors apart from the teachers teaching you will help you discuss your problems on emotional/educational/family/friends front in a better way?

**RQ5.** How should the advance learners/Fast learners be motivated to do even better?

**RQ6.** Which of these experiential and participative learning methodology can be used for enhancing learning experience by the Institute?

**RQ7.** Do you think teaching using power point presentations will enhance the learning experience in the class?

**RQ8.** What is the best way to inculcate experiential learning in students?

**RQ9.** Do you think conducting online quizzes/presentations/role playing help create innovative and creative learning environment in the class?

**RQ10.** Do you think that you are told well in advance all the details about the Continuous Internal Evaluation System?

**RQ11.** Do you think conducted multiple tests/quizzes/ assignments all through the semester would improve your Continuous Internal Evaluation?

**RQ12.** Are you well informed at regular time intervals about your Continuous Internal Evaluation, so that you can improve if you are lacking somewhere?

**RQ13.** Is the the mechanism of Internal Assessment transparent and robust in terms of frequency and variety?

**RQ14.** Is the mechanism used to deal with examination related grievance transparent, time- bound and efficient?

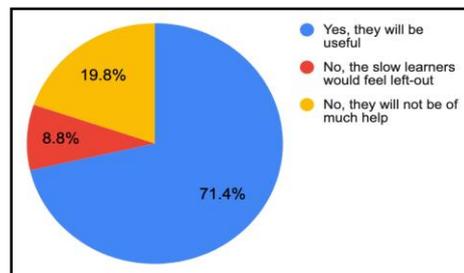
**RQ15.** Does your Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation (CIE)?

**V. ANALYSIS**

Following are our finding for the research questions mentioned above:

**RQ1.** Do you think the Institution should conduct special classes/remedial classes for slow learners?

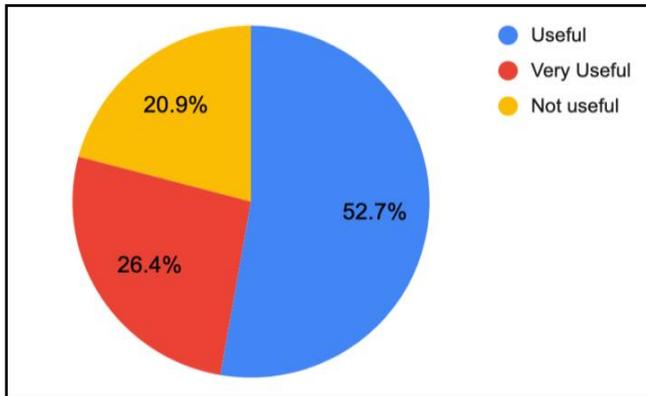
At college, a major portion of the curriculum is covered at a very high pace as compared to schools. Thus, to help students who aren't able to learn at that fast pace and who doesn't catch the rest of the batch at their basic skills, remedial or special classes are conducted. According to 71.4% of the students, remedial classes are useful.



**RQ2.** Do you think Orientation Program/Induction Program conducted by the Institution are useful for the students in understanding the evaluation and Assessment Mechanism?

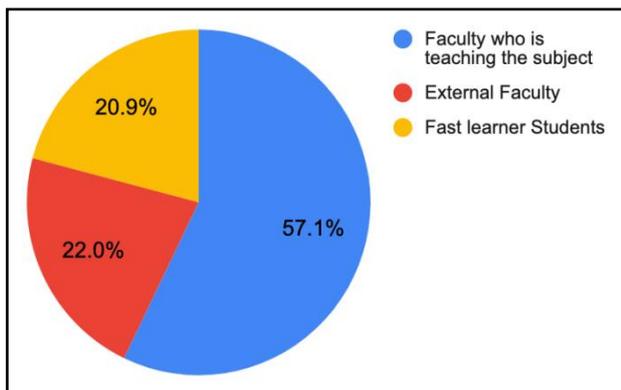


Colleges have their Orientation Program or Induction Program at the commencement of their sessions every year. In this session, new students are given a brief introduction about the College, College societies, different committees and the course structure. According to 26.4% students, conducting an Orientation Program is very useful for the students in understanding the evaluation and assessment mechanism.



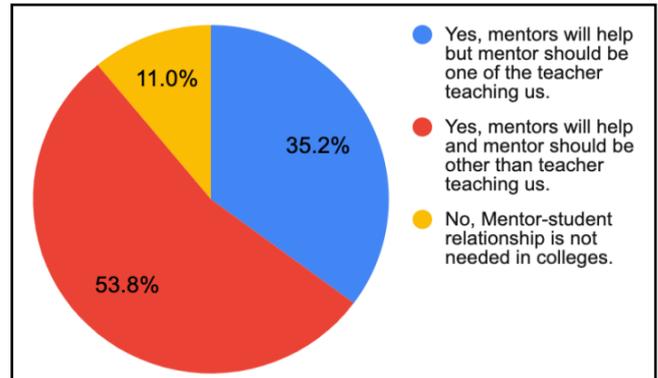
### RQ3. Whom do you think Remedial classes/help classes for slow learners should be conducted by?

The objective of conducting remedial classes is to give additional help to students who, for one reason or another, have fallen behind the rest of the class in the corresponding subject. It is important for a remedial teacher to understand thoroughly the strengths and weaknesses of their students so that appropriate teaching approaches can be adopted to meet their individual needs. Thus, an essential question arises, "who shall conduct these remedial classes?". According to 57.1% of the students, remedial classes shall be conducted by the faculty who is teaching the subject itself.



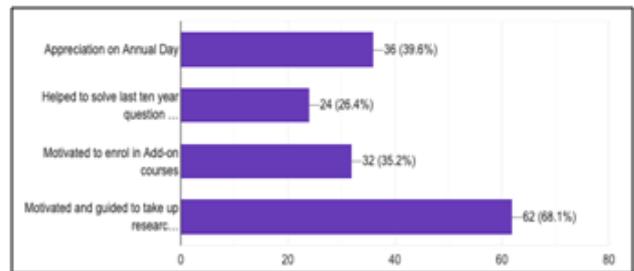
### RQ4. Do you think having teacher mentors apart from the teachers teaching you will help you discuss your problems on emotional/educational/family/friends front in a better way?

Mentors play an important role in nurturing a student's career. A good mentor seeks to help a student optimize an educational experience, to assist the student's socialization into a disciplinary culture, and to help the student find suitable employment. According to 53.8% of the students, this student-mentor relationship will help them, but the mentor shouldn't be teacher teaching them.



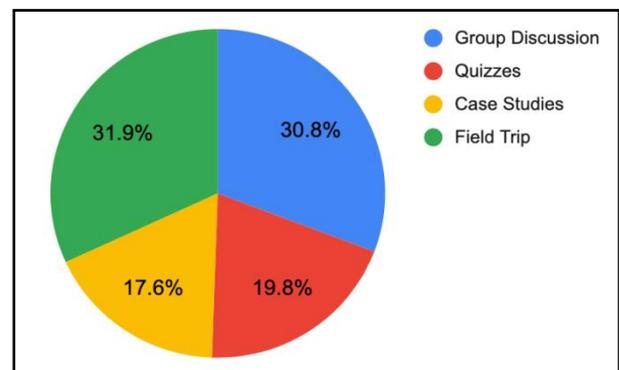
### RQ5. How should the advance learners/Fast learners be motivated to do even better?

Advance learners should also be motivated to perform better, they should not be neglected. Various practices can be adopted to do this, likely, appreciation on Annual Day, helped to solve last ten year question papers, motivated to enroll in add-on courses, motivated and guided to take up research etc. According to 68.1% of the students, motivating and guiding them to pursue research would be the best way to motivate the fast pace learners.



### RQ6. Which of these experiential and participative learning methodology can be used for enhancing learning experience by the Institute?

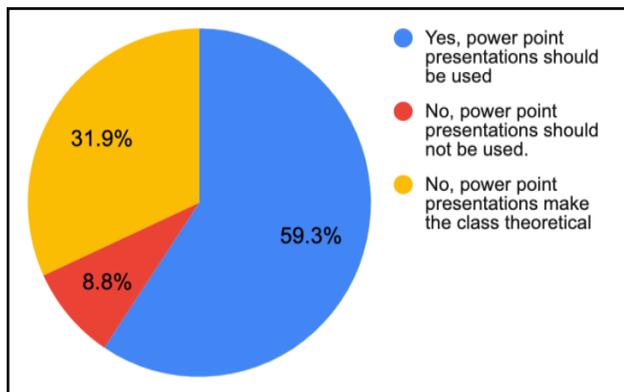
To enhance learning and encourage students to pay more attention towards learning, Institutes should practice various experiential and participative learning methodologies. Field trip was one such methodology that was liked by 31.9% of the students.



### RQ7 Do you think teaching using power point presentations will enhance the learning experience in the class?

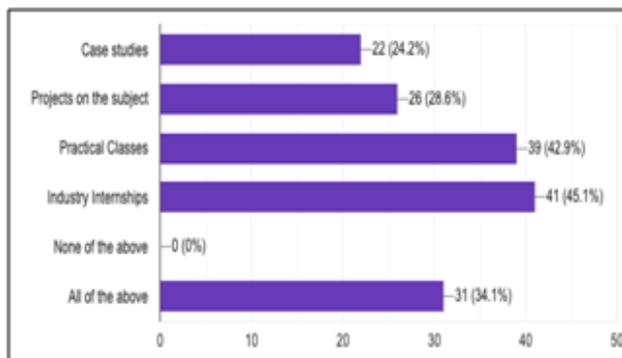
The teacher's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation.

PowerPoint can be an effective tool to present material in the classroom and encourage student learning. This was agreed upon by 59.3% of the students.



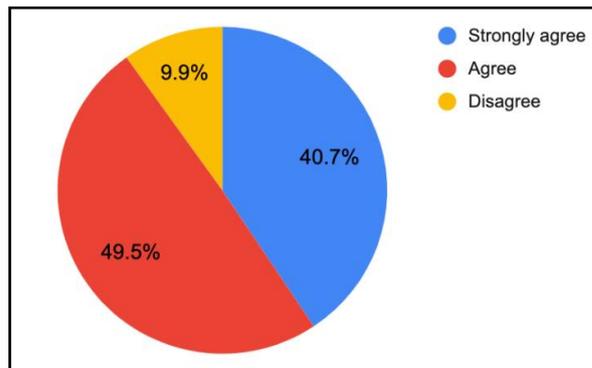
**RQ8. What is the best way to inculcate experiential learning in students?**

Experiential learning is when a student learns by practically implementing whatever he has learnt, i.e. learning from experience. Successful experiential learners have a willingness to reorder or alter their conception of a topic. According to 45.1% of the students, Industry Internships is the best way to inculcate experiential learning.



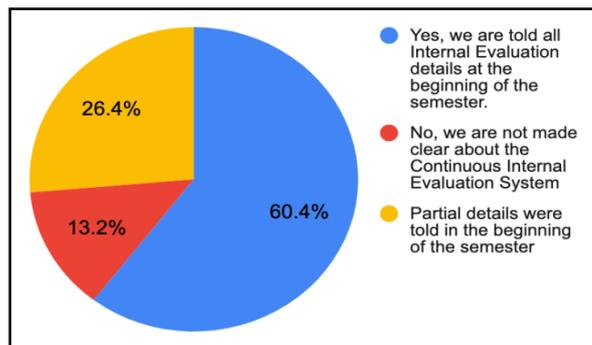
**RQ9. Do you think conducting online quizzes/presentations/role playing help create innovative and creative learning environment in the class?**

Developing innovative and creative learning environment in the class is the need of the hour today, as traditional educational approaches will not be able to impart 21st Century competencies for learners. For this, active learning techniques like online quizzes, presentations, role playing, games, story telling etc can be used. According to 40.7% of the students, these kind of approaches help them retain and learn more.



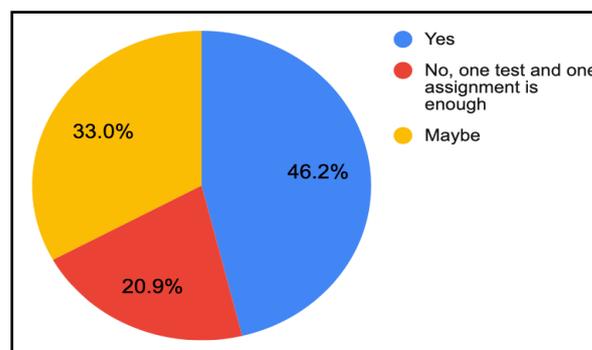
**RQ10 Do you think that you are told well in advance all the details about the Continuous Internal Evaluation System?**

Currently, Continuous Internal Evaluation (CIE) System is followed by all the major Universities. Under this, a student is assessed on a continuous basis throughout the tenure of his course and evaluated accordingly. According to 60.4% of the students, they were told about the Internal Evaluation at the very beginning of the semester.



**RQ11. Do you think conducting multiple tests/quizzes/assignments all through the semester would improve your Continuous Internal Evaluation?**

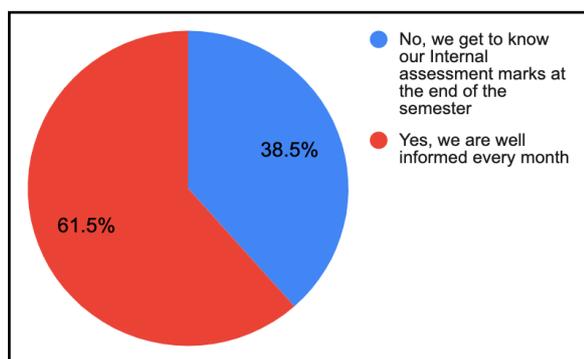
As per Continuous Internal Evaluation (CIE) System, evaluation of the students is an internal as well as an integral part of the teaching-learning process. Under this, students are assessed continuously. This assessment can be done using various techniques likely, multiple choice tests, quizzes, presentations, assignments etc. And according to 46.2% of the students, this kind of a continuous and rigorous assessment will help them in their final examinations.



**RQ12. Are you well informed at regular time intervals about your Continuous Internal Evaluation, so that you can improve if you are lacking somewhere?**

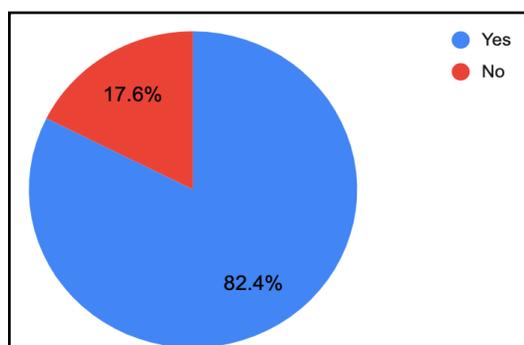
## Evaluating Quality - Measures to Improve NAAC Ranking for Higher Education Institutes

Continuous assessment will only help students if their evaluation reports are communicated to them well on time. So, that they can improve upon their method of studying and perform well in the subsequent assessment. According to 61.5% of the students, they are informed at regular time about their evaluation.



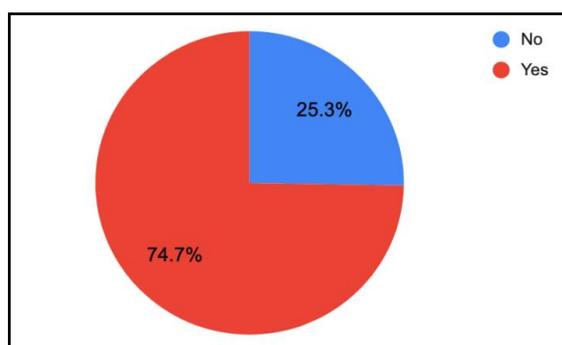
### RQ13. Is the mechanism of Internal Assessment transparent and robust in terms of frequency and variety?

Mechanism of Internal Assessment should be transparent and robust in terms of frequency and variety. This can be achieved by intimating students about their semester's assessment schedule well at time, sharing their evaluation reports with them, solving their grievances etc. And according to 82.4% of the students, mechanism of Internal Assessment is fair and robust.



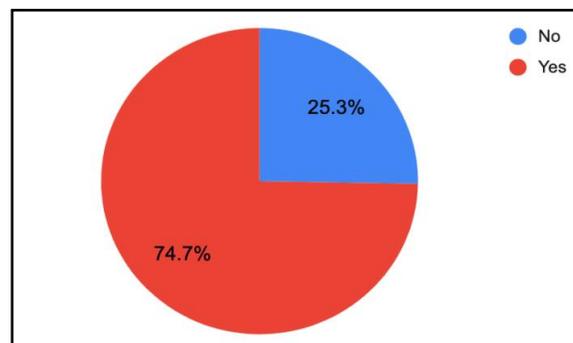
### RQ14. Is the mechanism used to deal with examination related grievance transparent, time- bound and efficient?

The Institution should evolve a mechanism for redressal of grievances related to internal and external evaluation. The institution shall then take steps to ensure that this mechanism, in both levels of its operation is transparent, prompt and efficient. 74.7% of students are satisfied by the mechanisms followed by their Institutions.



### RQ15. Does your Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation (CIE)?

The academic calendar, uploaded by the Affiliating University on its website at the beginning of the session should be scrupulously adhered by the Institution. The academic calendar of the college, for conducting Continuous Internal Evaluation shall be thoughtfully drafted in such a way that it is in sync with the University calendar. According to 74.7% of the students, their Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation.



## VI. QUALITATIVE KEY INDICATORS OF CRITERIA II

In this section, we have suggested various Qualitative measures, category wise, which each Institute can implement to improve the quality of Teaching-Learning and Evaluation. Enforcement of some of these measures requires a lot of planning, time and help of the faculty members and students. The planning of implementation of these measures must be done well before the beginning of a session. Internal Quality Assurance Cell of each Institute must take up these measures for an overall growth of the Institution and the students.

1. Key Indicator- 2.2. Catering to Student Diversity, Metric No. 2.2.1.

### How does the Institution assess the learning levels of the students, after admission and organizes special Programs for advanced learners and slow learners?

- a) Institutes can conduct formal entry level tests to assess the learning levels of the students.
- b) For many UG courses, whether a student has studied a subject or not, his percentage in a specific subject in class 12 can be a measure to assess the learning levels of the student.
- c) Colleges organize Orientation Program/Induction Program at department level (for each course) and at college level too. These types of programs help the students understand about the course better and also guide them about the evaluation and assessment mechanism followed at their Institute. These types of programs build the base for assessment and monitoring mechanism to be followed in the Institute.
- d) Interdepartmental sessions can be organized to help the students. For eg., teachers of department of computer sc. can conduct interdepartmental sessions with department of commerce students who have no knowledge about computer science. Teachers of Department of English can conduct classes for Hindi medium students.

- e) Introductory sessions at the beginning of academic session can be organized by the department for their own subject too if the child has never studied the subject. For e.g., those students of B.A.(Hons)Punjabi who have never studied Punjabi in school can attend such introductory sessions.

**For slow learners**

- a) Remedial Classes can be conducted. These classes help the slow learners to learn the subject and catch up with their fellow students.
- b) It should be identified if the students are not able to learn due to language barrier, if that is the case, students can be taught in the language they are comfortable in.
- c) NAAC encourages institutes to designate two mentors for each class. These student mentors can guide the students regarding study material, study pattern so as to help the slow learners.
- d) Students who have good understanding of the subject, belonging to the same batch or senior batch can help the new students.

**Strategies for Advanced Learners**

- a) Advance learners should be motivated to secure University Rank Positions.
- b) Teachers/mentors can help and guide them to solve last ten year question papers for their better score in the exams.
- c) Advance learners should be rewarded on annual day as a token of appreciation.
- d) Advance learners should be encouraged to join Add-on Courses, so that they become Industry ready and get better placements.
- e) Not every advance learner in a specific subject is good in Soft Skills too. Special classes can be organized for such advance learners to hone their soft skills.
- f) Advance learners should also be encouraged for taking Research Projects at National Level/ University Level.
- g) Advance Learners should conduct remedial classes for slow learners.

**2. Key Indicator- 2.3. Teaching-Learning Process, Metric No. 2.3.1.**

**Which student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience by the Institute?**

- a) Power Point Presentation can be created by teachers. This will definitely make the task of drawing diagrams and illustrations easier. This will drastically enhance the learning experience.
- b) Subject related quizzes can be created by the teachers to encourage participative learning.
- c) Group discussions and role-play activities can be organized.
- d) Field Trips can be organized to help the students get hands-on live experience of the problems discussed as part of their class room teaching..
- e) Case studies should be discussed in the class room to inculcate critical thinking and encourage participative learning.
- f) ICT enabled teaching should be encouraged by an Institution. The Institute must adopt modern technology to achieve enhanced learning experience. All class

rooms should be Wi-Fi enabled with LCD projector installed.

- g) Regular practical sessions must be conducted and examined by the instructors. This encourages the students in Participative Learning and Problem Solving.
- h) Students should be encouraged to take up a project based on the subject. This helps students learn the concept better as they apply the course content on their own project.
- i) Students should be guided to take up Industry Internships/ Internship Projects so as to inculcate experiential learning.

**3.Key Indicator- 2.3. Teaching-Learning Process, Metric No. 2.3.4.**

**Which Innovative and Creative techniques are used in teaching- learning by the Institute?**

- a) Use of Audio-Visual Tools in creation of course material like quizzes and presentation greatly increase the teaching-learning outcome.
- b) Role Play and Simulation are such tools that can really take the classroom teaching to another level due to active student participation. Students should be presented with scenarios that they will face in real-life Industry and then they should figure out ways to deal with the given situation.
- c) Including Real-world examples and situations in our classroom teaching helps the students to learn better and faster.
- d) Use of puzzles and quizzes to conduct tests instead of simple Question –Answer format.
- e) Active participation in school groups/clubs.
- f) Flip Classroom
- g) Teaching faculty were trained on ‘Outcome based education’.
- h) Various lecture sessions by experts in different fields are provided to the students to watch through
- i) NPTEL and EduSAT (Anna University).
- j) Establishment of one smart classroom to enhance teaching learning process.

**4.Key Indicator- 2.5. Evaluation Process and Reforms, Metric No. 2.5.1.**

**What reforms are done in Continuous Internal Evaluation (CIE) System at the Institutional level?**

- a) First and the foremost thing required for a successful Continuous Internal Evaluation System is the awareness program telling the students clearly about the evaluation process that will be adopted in the Institution. Students should be told about the marking scheme, tentative dates of internal exams and the weight-age of each component in the Internal Evaluation System.
- b) Students with less than a minimum attendance percentage should be informed through a text message or notice can be put on Institute’s notice board so as to inform the students regularly about their attendance.
- c) Chapter-wise extra questions/ last year question paper questions/ important questions should be provided to the students.

## Evaluating Quality - Measures to Improve NAAC Ranking for Higher Education Institutes

- d) Teachers must conduct quizzes, Group discussions, presentations on topics related to the course regularly to keep the students engaged and helping them gain overall knowledge about the subject
- e) Multiple tests/Assignments should be conducted so that student has to be prepared and perform well all through the session. Just conducting One Test and one assignment doesn't do justice to student score.
- f) The Institute should invest in online software for daily attendance and maintaining record of Internal Assessment test marks and Internal Assessment Assignment marks.  
Such software informs students about their attendance and marks in seconds and all through the year.
- g) Parents/Guardians should be informed about the progress of their wards. Parents should be informed about the marks their ward gets in the Internal Assessment tests conducted and they should also be informed about their wards attendance if it falls short than the minimum attendance criteria of the Institute. Remedial action should also be taken if required.
- h) Reappearing in an examination should be allowed if the student had genuine reason for not taking the exam on the scheduled date. Internal Assessment Committee must formulate a mechanism for reappearing in an exam so that students can be informed about it well in time. Only the students who are able to furnish proof for the reason of absenteeism should be allowed to put up their case in front of Internal Assessment Committee.
- i) Specifically monitoring the marks of the students who were initial slow learners or who have not scored too well in past examinations can lead to a lot of improvement in their grades if they are helped well.
- j) For subjects having Practical Lab classes too, students should be evaluated using continuous evaluation mechanism where they should be evaluated on the basis of the outcome of their practical, punctuality of attending lab session.
- g) The Head of the Department to maintain transparency should review few answer sheets of Internal Assessment Test of every subject.
- h) A teacher other than who taught that set of students to maintain non-partiality in paper checking should check internal Assessment test of each set of students.
- i) A committee/team should be constituted to monitor the Internal Assessment.
- j) Tests/assignments should be on the lines as University Exams.
- k) Students' Feedback should be taken and reviewed to assess the transparency and robustness of the Internal Examination Process.
- l) Multiple evaluations like quizzes, group discussions, multiple choice based tests, online tests, practical exams, projects should be conducted at regular intervals to make the Internal Assessment Process robust.

### 6.Key Indicator- 2.5. Evaluation Process and Reforms, Metric No. 2.5.3.

#### **What is the Mechanism used to deal with examination related grievance transparent, time- bound and efficient?**

- a) A common grievance form should be created by the Institute for Internal Assessment Grievances. The form should be accessible to all students easily.
  - b) Institutes should have online Examination Form filling mechanism where the subjects should be pre-filled on the basis of the subjects in which Internal Assessment of the student is created. If manual Examination Forms are filled then students tend to make mistake in writing the subject names and subject codes. Giving a pre-filled Examination Form to the students will definitely avoid a lot of mistakes in the first place, rather than becoming a grievance later.
  - c) Another type of grievance that the students can face is regarding the Admit Card. Weather its about not filling the examination form receiving the admit card
  - d) Once the Grievance form is submitted, redressal mechanism should be followed stage wise. Institute must address the grievance at the following stages, in order –
    - a. Subject Teacher Level
    - b. Department Level
    - c. Institutes' Internal Assessment Committee Level
    - d. Principal Level
    - e. University Level
  - e) To handle students' grievance in time-bound and efficient way, students grievance mail ID should be created and students should be counseled to mail their grievance with required documents, if any. This way grievance will be documented and too
  - f) Date of submission of grievance should be mentioned on the grievance form so that head of the Institute can check about the time taken to address the grievance of the student.
  - g) The student who files a grievance should be asked to fill a student Grievance Redressal Feedback Form asking if the student is satisfied with the mechanism in which his Internal Assessment Grievance was addressed in terms of time taken and the solution given by the respective authority.
- 5.Key Indicator- 2.5. Evaluation Process and Reforms, Metric No. 2.5.2.
- #### **What steps are taken to make the Mechanism of internal assessment transparent and robust in terms of frequency and variety?**
- a) The most important thing to make the Internal Assessment Transparent and robust is to tell the students well in advance all the details about calculation, evaluation and distribution of marks of the Internal Assessment.
  - b) All evaluation marks and internal assessment test/assignment marks should be displayed on the notice board before submitting them to the University.
  - c) A proper mechanism and system to address the grievances of the students, if any.
  - d) Multiple tests and assignments should be conducted all through the semester so as to make the evaluation process robust.
  - e) All the records, answer sheets, attendance sheets should be retained and maintained by the Institute for Academic Audit.
  - f) Internal Assessment Marks should be displays on the online portal or Institute website on monthly basis for transparency.

- h) Information regarding resolving the Internal Assessment Grievance should be intimated to the student as soon as it is resolved.
- i) All grievances of any type should be solved with maximum sensitivity and efficiency in minimum time.

7.Key Indicator- 2.5. Evaluation Process and Reforms, Metric No. 2.5.4

**Does the Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation (CIE)?**

- a) The Institution must announce the Academic Calendar of the semester at the beginning of the semester.
- b) The Academic Calendar of the Institute must be created keeping in mind the following requirements-
  - 1) The Academic Calendar should include dates for multiple tests and assignments so that continuous evaluation system can be implemented.
  - 2) The Academic Calendar should have preparatory leave before the end of semester University Exams.
  - 3) Tentative Dates should be given for all the events that the Institute/Societies/committees/cells plan to hold during the Year.
  - 4) University exam dates and university Practical Exam dates should also be included in the Institutes Academic Calendar.
  - 5) List of Holidays and dates for the mid semester break should be included.
- c) Internal Quality Assurance Cell (IQAC) of the Institute prepares the Academic Calendar.
- d) The Head of the Institution must check if the Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation.

**VII. CONCLUSION**

These quality measures discussed in Section V of our paper will surely lead to a better accreditation score. In these ever changing times, we have to adopt technology and newer ways of teaching, but at the same time we have to make sure that the quality of education is maintained. We have to move from the traditional way of “management of education” way of handling the education institutes to “total quality” culture. A lot of change is required in the management attitudes and working methods. The institutes which will not be able to deal with this change and manage the quality index of their institute will soon vanish from the map of education system of India.

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