

QUANTITATIVE MANIFESTO OF INSTITUTIONAL ACCREDITATION: THE BUILDING BLOCKS OF TRUST

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Accreditation

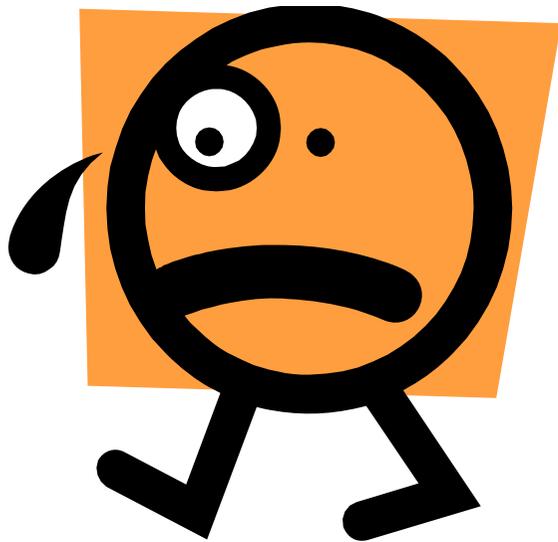
- Measuring quality of Education
- Largely by Peer-Team Review
- Question of Subjectivity
- Need for more objective measure realised
- Genesis of Revised Accreditation Framework



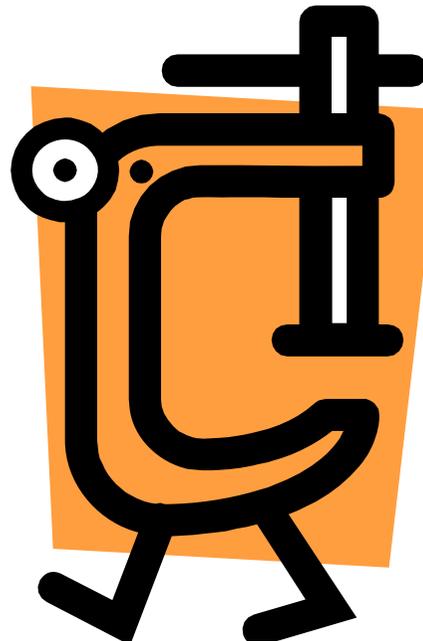
Revised Accreditation Framework

- More Quantitative (70%) and justifiable (30%) Qualitative
- More reliable, data driven and objective
- Student Satisfaction Survey
- Data Validation and Verification
- More transparent and strictly time framed
- Completely ICT enabled
- Reduces nepotisms

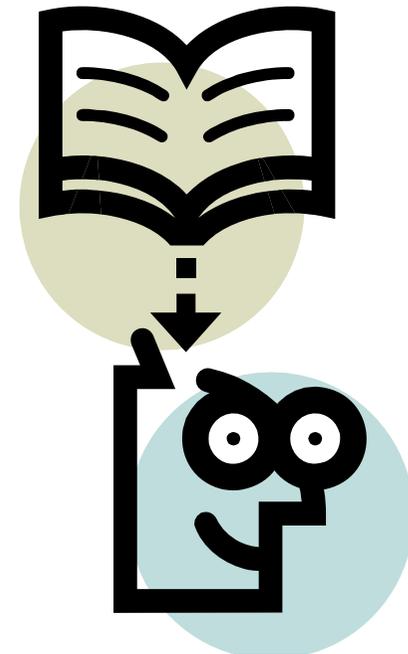
Perception of Accreditation



Institution Perception



Peer Perception



Student's Perception

Instance

- Trivago 
- Yatra.com 
- GoBIB 
- others 



Human tendency does not allow to accept information as it comes.
“One is better than two and two is better than three!”

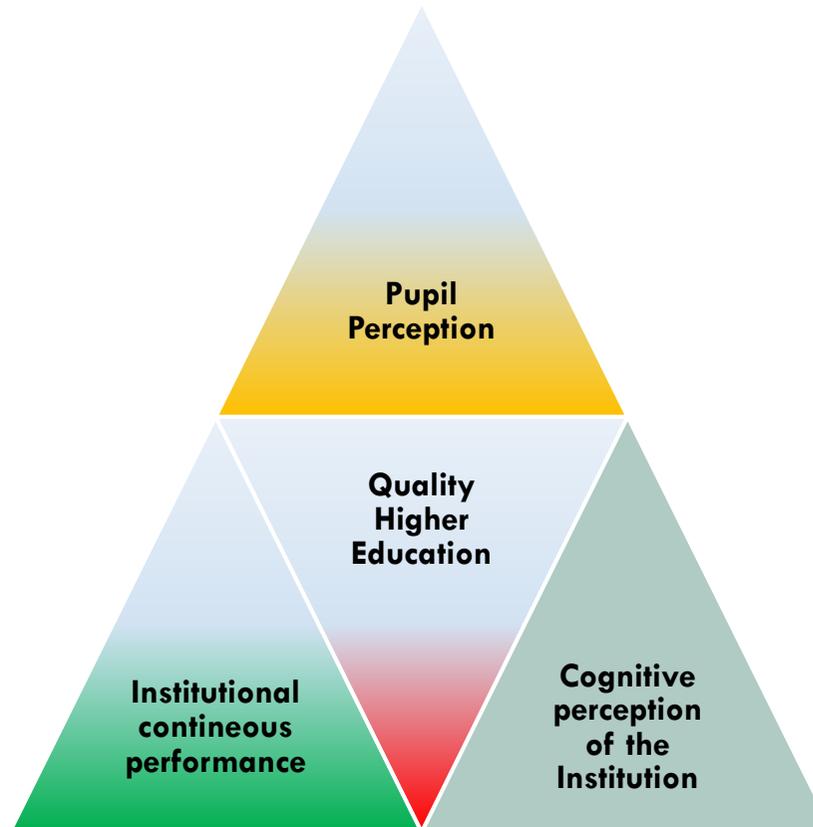
First set of results on RAF and its Analysis:



Objectives

- To compare the student perception with the grades of Institutional Accreditation
- To evaluate the continuous performance of institution across 3-4 cycles of Accreditation
- To analyse the acceptance of the institutions of the grade obtained in RAF and appeal sought for in a point of view as difference in perception.

Holistic perception





Student Satisfactory Survey

Correlation between Student Satisfaction Survey and CGPA

	Mean	Std. Deviation	N
CGPA	2.4973	.43045	538
SSS	3.3747	.33185	536

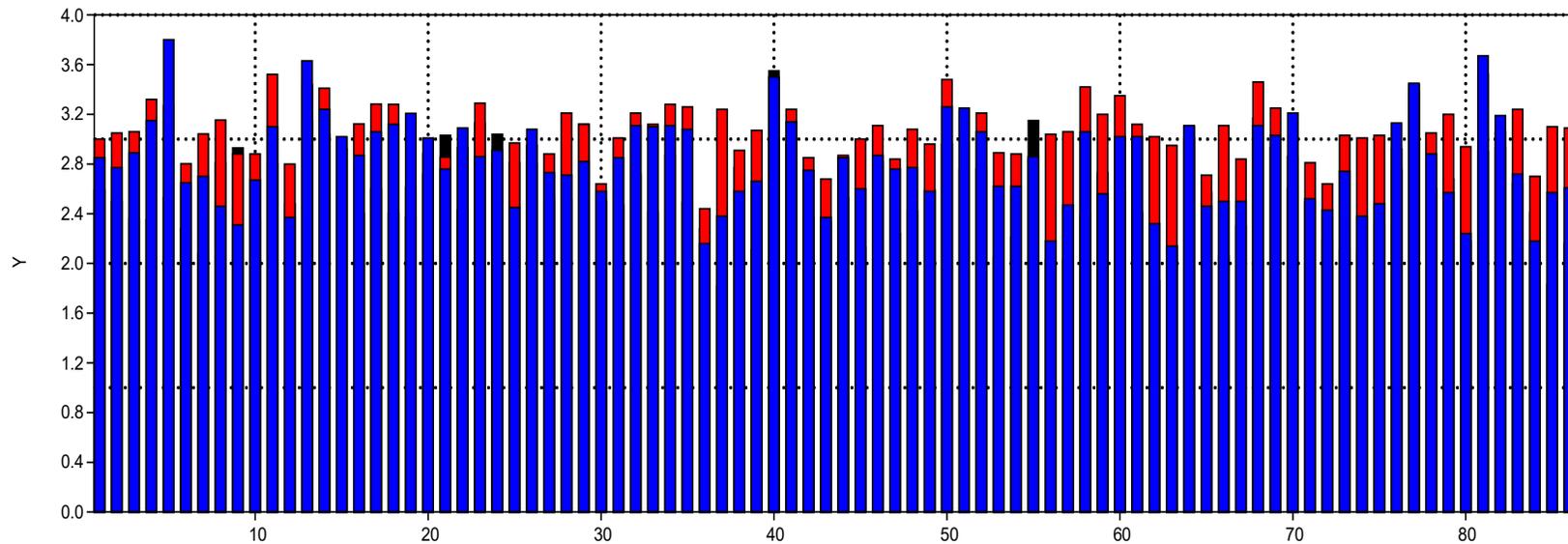
		CGPA	SSS
CGPA	Pearson Correlation	1	.087 [*]
	Sig. (2-tailed)		.043
	N	538	536
SSS	Pearson Correlation	.087 [*]	1
	Sig. (2-tailed)	.043	
	N	536	536

The analysis proves a positive correlation between the cumulative grade points obtained by the institutions and the scale determined by Student's Satisfaction Survey. The strength of correlation is 0.087 which is significant. There is a general trend of hype seen between the perception of students to that of the grade obtained. Out of 579 institutions taken for analysis 31 institutions were identified to have lesser score in SSS than CGPA. This accounts for 5.35 per cent. Only two institutions matched in their SSS and CGPA. More than 94% of the institutions had hyped image of the institution that is reflected in the SSS. The difference between CGPA and SSS ranges from 0.01 to 2.1

Institutional Quality Consistencies

— A
— B
— C

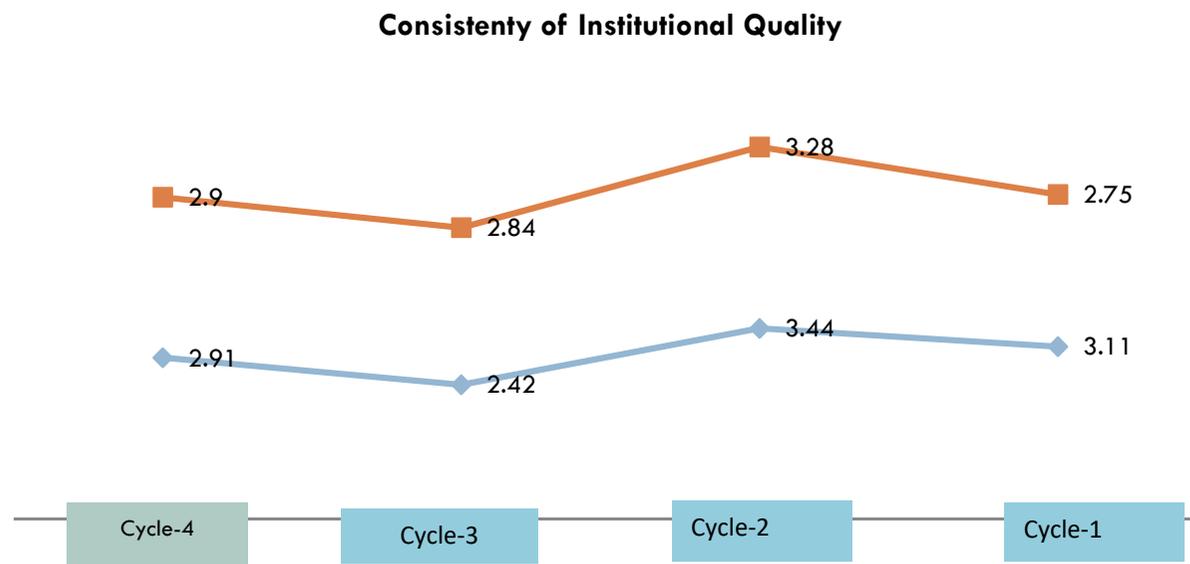
Institutional Quality Consistencies of Cycle 3 Institutions



- The figure represents the performance analysis of Cycle three institutions. The CGPA obtain in consecutive three cycles were compared. 83% of the institutions experienced fall in CGPA in their third cycle. The fall in grade is represented in red colour in the bar diagram. Longer the shade of red larger is the fall of CGPA. About 14% of the institutors witnessed increasing CGPA that are represented in Black shades. The black portion of the bar represents the gained CGPA in RAF. About 3% of the institutions retained the same CGPA in RAF. These are represented in Blue bars without black or red part in it.

Institutional Quality Consistencies cont..

□ Institutional Quality Consistencies of Cycle 4 Institutions



Institutionalization of quality reflects in the Cycle four institutions that does not or have least fluctuation in the CGPA



Reaction of the Assessed institutions

- The reaction from the assessed institutions is strong in terms of vocal resistance to the new framework but only about 12% of the institutions is understood to have made a written request for the review of the process/grades (as per provision available to aggrieved institutions) and is to be reviewed by a committee shortly. 74 institutions have filed their appeal to NAAC out of 579 institutions whose accreditation results have been published.



Conclusions

- The classification of Higher Education Institutions through a Quantitative analysis of data on such a large scale by NAAC is paradigm shift in the Assessment process and is possibly the first attempt by any quality assurance agency in the world.
- The learning from the field experiences from the Indian context will possibly have far reaching implications for all assessment agencies in the world and create sound grounds for further trust building in the process.
- The quantitative data gathered in the process will also help in inter institutional and intra institutional analytics and outcome from the analysis can guide policy decisions of the future.



□ Thank you