NAAC Maturity Based Graded Levels (MBGL) Accreditation 2025

by

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08/08/2025 , 31/12/2025

Maturity Based Graded Levels
Research and Innovation Outcomes

1. Input

- New Imagination
- New Problems in Research
- Proper Policy for Promotion of Research .
- Advanced Research
- Citation.

3. Outcomes

- Publications.
- Patents.
- Participation of collaborative institutions in research.
- Translational work.

2. Process

- Interdisciplinary approach.
- Collaborative approach.
- Research addressing local and regional issues of societal concern & global issues like climate & global issues like climate change and world economy.
- Out of the box and fearless thinking that reduces the 'fear of failure' barrier to develop sensitivity towards diversity in the society.
- Promoting open , equitable and secure scientific collaboration and encouraging mobility of researchers and encouraging mobility of researchers and scientists across research and higher education institutions.

4. Impact

- Increase in Citations.
- Peer group recognition.
- Stake holder impact.
- Better funding of research by industry and other agencies.

Guidance from NEP 2020 on Accreditation

In the long run, accreditation will become a binary process as per the extant global practice.

The task to function as are cognized accreditor shall be awarded to an appropriate number of institutions by NAC.

" In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy."

"Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAAC".

Global Best Practices On Accreditation

01 Accreditation is mandatory in many countries not only for awarding degrees but also for practising engineering as a profession.

02 The outcomes are predominantly binary : i.e. Acceptance or different shades of rejections. In some cases, the accreditation request can be outright rejected , or a university can be given more time to comply with the requirements.

03 Student learning outcomes are measured by the perusal of students' exam scripts, the difficulty of questions, and grades. Student interviews in the on-site assessment are also used to calibrate learning outcomes.

04 Accreditation agencies base their assessment of student and faculty satisfaction using surveys. To ensure their veracity, interviews are often conducted on an anonymous basis without any interference from the university.

05 The forms are very brief and simple.

06 All important documents ,such as the details of facilities, faculty profiles, student strength (at different levels), curricula, teaching plans, lectures, and assignments are in the public domain at all points of time with the strictest adherence to compliance norms and stringent action against errant institutions.

07 Public display of learning outcomes for stakeholder Independent assessment and scrutiny is a regular practice.

08 The accreditation fee is fairly high when compared to India but the level of engagement and mentoring is fairly mature and scientific at all stages– pre-during-post accreditation process.

Maturity Based Graded Levels
NEP-2020 Vision

Present Accreditation System	NEP 2020 Vision
Score – based Multiple Grade Accreditation	Binary Accreditations
Portal Self-Disclosure	Public Self – Disclosure
Single Accreditation Institutions	Approved Accreditation institutions
One -Size – Fitz – All Model	Majorly Outcomes - Based approach
Generic policy benefits as an incentive for accreditation	Empirical Policy benefits to motivate accreditation

Maturity Based Graded Levels (MBGL)

What is Maturity Based Graded Accreditation?

In **2025**, the National Assessment and Accreditation Council (NAAC) in India overhauled its accreditation framework to focus on continuous quality improvement rather than static letter grades. Under this system:

1. Basic (Binary) Accreditation

Institutions are first judged simply as Accredited or Not Accredited. If they fail minimum quality benchmarks, they do not receive accreditation at all.

2. Maturity-Based Graded Levels (MBGL)

Once accredited, institutions can progress through five levels of maturity, from basic compliance to global excellence, showing how robust and advanced their quality systems are.

Key Criteria Used for Maturity Based Graded Accreditation

Although full official regulations are still being finalized, the emerging framework emphasizes a broad set of quality dimensions rather than just a numerical score. These include:

1. Foundational Inputs :

- These look at what resources and systems the institution has in place:
  1. Curriculum Design & Relevance
  2. Faculty Quality & Development
  3. Infrastructure, Labs & Learning Resources
  4. Financial Health and Sustainability

Maturity Based Graded Levels

2. **Academic Processes**
   - How well the university applies its inputs in real academic work:
     - Teaching & Learning Effectiveness
     - Outcome-Based Education Practices
     - Student Engagement & Co-curricular Activities
     - Governance & Administrative Quality

3. **Outputs and Impact**
   - What the institution actually achieves:
     - Student Outcomes (e.g., academic results, employability)
     - Research Productivity & Innovation
     - Community & Sustainability Impact
     - Industry & Global Linkages

4. **Additional Strategic Areas**
   - Across maturity levels, institutions are also evaluated on:
     - Governance, Leadership & Strategic Management
     - Student Support & Progression Systems
     - Innovation, Best Practices & Distinctiveness
     - Institutional Values, Sustainability & Social Responsibility

How the Levels of MBGL Works

Institutions that achieve basic accreditation can climb through five maturity levels, each with increasing expectations :

Level	What it Means
Level 1	Foundational Compliance — Meets basic quality norms.
Level 2	Strengthening Systems — Structures becoming consistent and systematic.
Level 3	Established Quality — Measurable and sustained academic practices.
Level 4	Advanced Institution — Strong performance in research, innovation, Collaborations.
Level 5	Global Excellence — Equivalent to internationally benchmarked Institutions.

This tried model shifts accreditation from a one-time score to continuous maturity and quality improvement.

Specific Evaluation Parameters

- In practice, NAAC's 2025 model increases both the **number and complexity of evaluation parameters** as institutions progress:
  - University Level 1 : ~ 55 Parameters
  - Higher Levels (Up to Level 5) : ~ 80–100 Parameters

- Some of these parameters align with the 10 broad criteria often referenced in draft and analysis documents:
  1. Curricular Aspects
  2. Teaching–Learning & Evaluation
  3. Research & Extension
  4. Infrastructure & Learning Resources
  5. Student Support & Progression
  6. Governance & Leadership
  7. Innovation & Best Practices
  8. Sustainability & Environment
  9. Institutional Values & Social Responsibility
  10. Emerging Quality Parameters

Modern Features of the 2025-26 Accreditation System

AI – Driven Assessment & Data Verification :

Emphasis on online submission and analytics rather than peer inspection alone.

Hybrid Verification - Physical or hybrid evaluations resume only at higher maturity levels.

Stakeholder Validation - Broader panels (faculty, industry, NGOs) help verify data authenticity.

Penalties for Misrepresentation - False data can lead to score drops or temporary exclusion from accreditation.

Purpose of This Shift
- The move to maturity - based accreditation is intended to:
- Encourage continuous quality enhancement rather than one-off compliance.
- Reduce bias and increase transparency using digital tools.

MBGL – 10 Indicators Checklist Template (2025-26)

- **MBGL Indicator 1 :**
  Curricular Aspects Checklist
  - Curriculum aligned with NEP 2020
  - Clearly defined Programme Outcomes (POs), PSOs & Cos
  - Regular curriculum revision mechanism in place
  - Stakeholder feedback (students, alumni, industry) documented
  - Interdisciplinary / multidisciplinary courses offered
  - Value-added / skill-based / certificate courses introduced
  - Academic flexibility (CBCS, electives, exit options)

- **MBGL Indicator 2 :**
  Teaching–Learning & Evaluation Checklist
  - Student - centric teaching methods adopted
  - ICT-enabled teaching (LMS, smart classrooms)
  - Experiential learning (internships, projects, fieldwork)
  - Transparent internal & external evaluation system
  - Timely declaration of results
  - Remedial & mentoring mechanisms for slow/ advanced learners
  - Teacher performance appraisal system

Evidence Required :
- BoS & Academic Council minutes
- Curriculum revision reports
- PO-PSO-CO mapping documents
- Feedback analysis & action taken reports.

Evidence Required :
- Teaching plans & LMS screenshots
- Internship / project records
- Evaluation guidelines & result analysis
- Mentoring & remedial class reports

MBGL – 10 Indicators Checklist Template (2025-26)

- **MBGL Indicator 3:**

  Research, Innovation & Extension Checklist :
  - Research policy and ethics committee established
  - Funded research projects & consultancy
  - Publications in Scopus / WoS / UGC-CARE journals
  - IPR, patents, startups, incubation support
  - Extension & outreach activities aligned with SDGs
  - MoUs for research collaboration
  - Research incentives & seed funding

Evidence Required :

- Research policy document
- Publication lists with indexing proof
- Project sanction letters
- Extension activity reports
- IPR/patent certificates

- **MBGL Indicator 4:**

  Infrastructure & Learning Resources Checklist :
  - Adequate classrooms, labs, seminar halls
  - Library with e-resources (e-journals, databases)
  - IT infrastructure & bandwidth adequacy
  - Maintenance & upgrade mechanisms
  - Green campus initiatives
  - Barrier-free access for Divyangjan
  - Hostel, sports, medical facilities.

Evidence Required :

- Infrastructure audit reports
- Library subscription invoices
- Campus maps & photographs
- Maintenance logs
- Green audit reports

MBGL – 10 Indicators Checklist Template (2025-26)

- **MBGL Indicator 5 :**

  Student Support & Progression Checklist :
  - Scholarships & financial support mechanisms
  - Career guidance & placement cell functioning
  - Competitive exam coaching
  - Student grievance redressal system
  - Alumni association actively involved
  - Progression to higher education tracked
  - Student participation in co-curricular activities

- **MBGL Indicator 6 :**

  Governance, Leadership & Management Checklist :
  - Vision & mission clearly defined and disseminated
  - Decentralized governance structure
  - Strategic plan with measurable goals
  - Financial transparency & audits
  - E-governance in administration
  - Leadership development programs
  - Statutory bodies functioning regularly

Evidence Required :

- Scholarship disbursement data
- Placement statistics
- Grievance redressal records
- Alumni activity reports
- Progression data

Evidence Required :

- Strategic plan document
- Organizational structure
- Audit reports
- E-governance screenshots
- Minutes of statutory bodies

MBGL – 10 Indicators Checklist Template (2025-26)

- **MBGL Indicator 7 :**

  Institutional Values & Social Responsibility Checklist :
  - o Gender equity & inclusiveness initiatives
  - o Environmental sustainability practices
  - o Social outreach & community engagement
  - o Code of conduct for stakeholders
  - o Ethics, human values & professional integrity programs
  - o Safety & security measures
  - o Universal human values courses

- **MBGL Indicator 8 :**

  Innovation, Best Practices & Distinctiveness Checklist :
  - o Institutional innovations documented
  - o Best practices with measurable impact
  - o Use of emerging technologies (AI, analytics)
  - o Institutional distinctiveness clearly articulated
  - o Awards & recognitions received
  - o Innovative pedagogy models implemented

Evidence Required :

- Policy documents
- Outreach program reports
- Gender audit / green audit reports
- Code of conduct copies

Evidence Required :

- Innovation case studies
- Best practice documentation
- Awards certificates
- Technology adoption reports

MBGL – 10 Indicators Checklist Template (2025-26)

- **MBGL Indicator 9 :**

  Internal Quality Assurance System (IQAS) Checklist :
    - IQAC established and functional
    - Regular quality audits & reviews
    - Continuous improvement mechanisms
    - Stakeholder feedback loop operational
    - AQAR submitted regularly
    - Benchmarking with peer institutions
    - Data-driven decision making

Evidence Required :

- IQAC meeting minutes
- AQAR copies
- Quality audit reports
- Feedback analysis & ATR

- **MBGL Indicator 10 :**

  Emerging Quality Parameters & Global Outlook Checklist :
    - International collaborations & MoUs
    - Global mobility programs (students/faculty)
    - Alignment with global rankings (NIRF, QS, THE)
    - Digital transformation initiatives
    - Outcome-based institutional performance
    - Compliance with national regulators (UGC, AICTE)
    - Readiness for higher MBGL levels.

Evidence Required :

- International MoU documents
- Mobility program reports
- Ranking data submissions
- Digital transformation roadmap

Maturity Based Graded Levels
10 Attributes As Proposed in binary Accreditation

1st , 2nd , 3rd and 4th Attributes

5th , 6th and 7th Attributes

8th , 9th and 10th Attributes

1. **Input Based Attributes :**
   - Curriculum Design.
   - Faculty Resources.
   - Infrastructure and Finance.

2. **Process Based Attributes :**
   - Learning & Teaching .
   - Extended Curricular Engagement.
   - Governance & Administration .

3. **Outcome Based Attributes :**
   - Student Outcomes.
   - Research and Innovation Outcomes.
   - Sustainability Outcomes and Green
   - Initiatives

Maturity Based Graded Levels
Number of Metrics

SN.	Attributes of Binary Accreditation	No. of Metrics	Weightage
1	Curriculum Design	08	75
2	Faculty Resources	02	50
3	Infrastructure	06	50
4	Financial Resources & Management	04	50
5	Learning & Teaching	07	120
6	Extended Curricular Engagement	06	100
7	Governance and Administration	10	100
8	Student Outcomes	05	150
9	Research & Innovation Outcomes	07	130
10	Sustainability Outcomes & Green Initiatives	04	75
	Total	59	900

Maturity Based Graded Levels
Comparison with Existing System

SN.	Attributes of Binary Accreditation	Criteria of Existing NAAC System
1	Curriculum Design	Curricular Aspects (150)
2	Faculty Resources	
3	Infrastructure	Infrastructure and Learning Resources (100)
4	Financial Resources and Management	
5	Learning and Teaching	Teaching, Learning and Evaluation (200)
6	Extended Curricular Engagement	
7	Governance and Administration	Governance, Leadership and Management (100)
8	Student Outcomes	Student Support and Progression (100)
9	Research and innovation Outcomes	Research innovation Extension (250)
10	Sustainability Outcomes and Green Initiatives	Institutional Values and Best Practices (100)

Input, Processes, Outcome and Impact in Curriculum

Input	Process	Outcome	Impact
• Source of the Content which is open for public viewing in their portals.	• Students' Feedback. • Teachers' Feedback. • Stakeholders' involvement. • Method of periodic up gradation. • Review mechanism. • Transparent responsible and inclusive methods of functioning. • Expanding access to high-quality Technical and Vocational Education and Training (TVET). • Emphasizing the importance of enabling life-long learning focused on skilling , reskilling, and upskilling especially for vulnerable groups. • Encourage mobility of students, scholars, across higher education institutions.	• Successful completion of Course (Passing). • Updated knowledge. • Time management catering to the needs of the semester system. • Innovative ideas/ ways of exercising policies / patents/ high impact publications, books. • Teaching content contextualized leading to real-world skilling in the learners. • Enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. • Multidisciplinary and holistic education.	• Progression towards higher level of education educations in the society. • Increased possibilities skilled work-force leading to placement or self-generated jobs. • Rise of/ involvement in entrepreneurship /innovations. • Awards/ recognitions / Inventions/ Wealth generation. • Prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

Input, Processes, Outcome and Impact in Facility Resources			
Input	**Process**	**Outcome**	**Impact**
Applications received.	- Shortlisting procedure. - Personality aspects, Pedagogy, R & D aptitude. - Constitution of Selection Committee. - Integrated Score with appropriate weightage. - Continuous professional development of teachers through the Malviya Mission Programme and other similar programmes approved by UGC/ AICTE with appropriate weightages - Appropriate consideration of faculty selection parameters (e.g. Professional skills like performing arts, visual arts; writing case studies for management institute faculty) and practical based selection - Consideration of parameters for ensuring social inclusivity measures in the HEIs (gender parity/disabled/ trans-person/ SDGs) with appropriate weightages	- Merit - based selection with due importance to equity and diversity. - Reflection in career path of students	**Student progression towards** higher level of education in good institutions/ professional life/ social acceptance and moulding them to be responsible citizens of the nation. - High quality faculty that contribute towards the implementation of NEP2020

Input, Processes, Outcome and Impact in Learning & Teaching

Input	Process	Outcome	Impact
• Diversity of content & contemporary issues in content delivery	• Normal classroom practice (Top down approach). • Interactive method/ collaborative/ contextual learning. • Field work & evaluation • Experiential learning • Critical, ab-inition thinking and problem solving methods. • Inculcating research oriented study • Cultivating deeper interest in the subject to spur learning by self-efforts • Harnessing digital technologies to overcome the digital divides for all learners • Promoting open, equitable and secure scientific collaboration across research and higher education institutions	• Holistic and contextual understanding of the subject and impact of learning in life. • Need to have a benchmark of learning outcome. • Promotion of research activity and new areas of thoughts. • Developing the aptitude of connecting insights across domains	• Attainment of learning outcome, progression in studies & profession. • Contribution towards different areas of learning / research through new and innovative critical ideas and thoughts. • Promotion of self-sufficiency. • Creating confident citizens.

Input, Processes, Outcome and Impact in Research and Innovation

Input	Process	Outcome	Impact
• New imagination. • New problems in research. • Proper policy for promotion of research and research facilitation.	• Interdisciplinary approach. • Collaborative approach. • Research addressing local and regional issues of societal concern & global issues like climate change and world economy. • Out of the box and fearless thinking that reduces the 'fear-of-failure' barrier to develop sensitivity towards diversity in the society. • Promoting open, equitable and secure scientific collaboration and encouraging mobility of researchers and scientists across research and higher education institutions	• Publications Patents. • Participation of collaborative institutions in research. • Translational work	• In crease in Citations. • Peer group recognition. • Stake-holder impact. • Better funding of research by industry and other agencies.

Input, Processes, Outcome and Impact in Extracurricular (EC) and Co-Curricular (CC) Activities			
Input	**Process**	**Outcome**	**Impact**
• Credit for EC/ CC activities.	• Incentivization (financial etc.) and special focus to marginal sections. • Logistic, connecting to the syllabus.	• Holistic concepts of institutional learning. • More complete realization of human potential.	• Representation of students in national / larger bodies. • Creates an eco-system that uncovers innate talents in the society.

Input, Processes, Outcome and Impact in Community Engagement			
Input	**Process**	**Outcome**	**Impact**
• Curriculum & engagement with society. • Outreach activities. • Projects/ internships executed on real-world problems.	• Social outreach and Community Engagement • Involvement of students to connect with society in the context of curriculum • Social research in collaboration with concerned bodies • Adoption of near by institutions, bodies or villages. • Exchange programmes	• Understanding the relevance of curriculum for effective social and community engagement. • Increased involvement of the students in the societal level and realizing their sense of responsibility as a social being.	• Better accept ability of the institutions by society • Community improvement in terms of health, education & economic upliftment.

Input, Processes, Outcome and Impact in Green Initiatives			
Input	**Process**	**Outcome**	**Impact**
• Credit for Green Initiatives	• Use of renewable energy • Waste Management. • Environment friendly initiatives e.g. • Green building, Eco restoration. • Spreading awareness among stakeholders. • Rainwater harvesting and water recycling • Appreciation towards the importance of achieving SDGs rapidly.	• Orientation towards environmental friendly actions. • Shift towards renewable energy.	• Reduction of carbon footprint.
Input, Processes, Outcome and Impact in Infrastructure Development			
Input	**Process**	**Outcome**	**Impact**
• Infrastructure Development	• Details of land, classroom, research laboratory, computer centre, workshops, restaurant, theatre, dining hall, library, administrative office , faculty rooms, central stores, security, house keeping, examination control office, placement office, common room, first aid cum Sick room, guesthouse, sports club/ Gymnasium, auditorium, hostel. • Logistics for infrastructure for connecting to the students, faculty and staff	• Holistic view of the existing capabilities of the institution. • Judgment of capabilities for expansion	• Better outcomes from students and their academic courses • Creates an eco-system that ensures that a healthy development of courses, students, faculty, and staff takes place.

Input, Processes, Outcome and Impact in Governance and Administration			
Input	**Process**	**Outcome**	**Impact**
• Act, Statutes, Regulations, Policies	• Implementation conforming to Act, Statutes, Regulations, Policies. • Amendment procedure.	• Better conflict resolution	• Transparency in Governance
• Mission to achieve the vision.	• Innovation in Governance to be evaluated based on Implementation of e-Governance, Decentralization, participative management strategies. • Implementation of the G20 High-Level Principles on Lifestyles for Sustainable Development (LIFE) with appropriate weightage. • Appropriate weightage for availability of an effective Grievance Redressal Mechanism and resolution of complaints. • Appropriate weightages for performance related statistics like increase in enrolment, gender parity ratio, SC/ ST/ OBC/ EWS Student enrolment • Appropriate weightage for strategies adopted for promotion of internationalization of education (e.g. UGC (Academic Collaboration between Indian and Foreign Higher Education Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022, Study in India programme)	• Level of Implementation with examples in different area. • Increased GER.	• Timeline of execution of administrative tasks • Helps in better management of the institution and its admin. • Restoration of India's role as a Vishwaguru.

Input, Processes, Outcome and Impact in Governance and Administration

Input	Process	Outcome	Impact
Financial Resources & Management.	• Seed money for teachers, students and researchers. • Support for conferences, workshops, equipment, research etc. to students, teachers and researchers. • Amount spent on developing facilities, library, e-resources, labs, training teachers and staff for undertaking outreach activities. • Amount spent on salary of teaching and non-teaching staff • Amount spent on Seminars/ Workshops/ Conferences. • Expenditure on infrastructure augmentation. • Amount received in donation and CSR funds. • Revenue generated from outreach activities. • Total amount spent on developing facilities, training teachers and staff for undertaking outreach activities • Utilized amount on library, labs, workshops, other expenditure, salary of teaching and non-teaching staff, maintenance of infrastructure, consumables, Seminars/ Workshops/ Conferences, each value given separately for of each the last 3 financial years.	• Detailed overview of the financial health and existing capabilities of the institution. • Judgment for expansion of the institutes.	• Better judgment about the outcomes from student, faculty and researchers. • Creates an eco-system that ensures that a healthy development of student, and faculty can be correlated.

One Nation One Data (ONOD) Platform

- The development of the One Nation One Data (ONOD) Portal aims at establishing a unified data architecture for augmenting the efficiency and transparency of the Approval and Accreditation a Ranking processes of Higher Education Institutions in the country.

Features of ONOD :

- The ONOD platform allows for singular capture of all the information sought from HEIs from diverse entities and there after enables the sharing of only relevant data fields to Approval and Accreditation Agencies.

- Further, IT enablement by use of embedded business logics of the approval work flows, derived data metrics used for evaluation, external observer visit feedback etc. seeks to ease the burden on HEIs, promote authentic data reporting and there by an efficient and transparent HEI quality regulatory framework.

- The platform provides a single window access to the database of higher education institutes existing in the country with Open API integration to allow for sharing of only user consented and required information with entities.

- The ONOD portal seeks to address the duplication of efforts on the end of education institutions in collecting the correct and reliable information on various parameters eliminating the prospect of any error or fraudulent information.

Features of ONOD

- This would help in increasing the efficacy and efficiency of the institutes and government by acknowledging the true state of education institutes and planning long term expansion of capacity and infrastructure.

- Further, it would assist in improved decision making by students, faculty and parents while deciding the institution for enrolment.

- The inclusion of stakeholder crowd sourcing verification frameworks, individual trust score and HEI accountability score shall also allow HEI incentivization for authentic data reporting.

- ONOD shall extant analytics NDEAR building block-VSK Vidya Samiksha Kendra for data driven decision making in addition to development of AI/ML predictive modeling capabilities.

- Strategic data analytics shall allow the Government to more accurately estimate current capacities and identify gaps in order to plan future expansion and funding in order to standardize high quality, Inclusive and equitable learning opportunities.

THANK YOU!