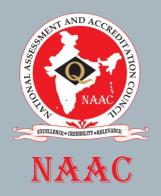NAAC

21st

Annual Report

2014-15

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- ❖ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;

- ❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;

- ❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;

- ❖ To undertake quality-related research studies, consultancy and training programmes, and

- ❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

- ❖ Contributing to National Development
- ❖ Fostering Global Competencies among Students
- ❖ Inculcating a Value System among Students
- ❖ Promoting the Use of Technology
- ❖ Quest for Excellence

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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Post Box No. 1075, Nagarbhavi, Bengaluru – 560 072, India

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1. Introduction

1.1 NAAC at a Glance

As an outcome of the ideas contained in the National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992, the National Assessment and Accreditation Council (NAAC) was established on 16th September, 1994 as a positive thrust in the direction of quality enhancement of the Indian Higher Educational Institutions (HEIs). Over these years, the NAAC has almost become synonymous with quality in higher education in India. NAAC has reached its stakeholders in one way or the other, either directly or indirectly. 'Quality' has become the buzzword on the academic campuses of Higher Education Institutions today and it is a matter of great satisfaction for those visionaries who made space for NAAC, worked day-in and day-out to realize the vision with which NAAC was established. It is not only the time for euphoria for all the people connected with NAAC in one way or the other but also it is time for continous introspection and serious engagements to improvise.

NAAC has made significant strides in quality assurance in higher education. With the mandatory accreditation regulations of UGC, NAAC is gearing to scale up assessment and accreditation of a gamut of Higher Education Institutions (HEIs). This is really an uphill task. To undertake assessment and accreditation of such huge numbers, NAAC has so far initiated the process establishing regional centers and strengthening its human resources. On the technology side also NAAC has plans to deploy the latest technology and introduce end to end online processes starting from submission of Letter of Intent (LOI) to Self Study Report (SSR). As a step moving towards online assessment and accreditation process, NAAC has already introduced LOI and IEQA processes online and efforts are on to make it more robust and user friendly.

Ever since accreditation has been made mandatory by UGC in 2013, the whole accreditation scenario in the country is changed and NAAC is geared up to face various challenges in taking up the task. NAAC has been receiving applications requests from HEIs for Assessment and Accreditation (A&A) throughout the year. Keeping in mind the requirements to meet the challenges, subsequent to

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mandatory accreditation by UGC notification NAAC established Central Application Processing Unit (CAPU) with effect from 16th September, 2014, the Foundation Day of NAAC in order to streamline the process of applications of Assessment and subsequent activities with the following objectives:

- Single point access for institution to submit LOI, IEQA and AQAR
- Dedicated Help Desk to cater to queries related to LOI/IEQA/AQAR and trouble Shooting.
- Specified schedule for speedy clearance of LOI, IEQA, SSR applications received by NAAC.
- Increased transparency and uniformity in processing Assessment and Accreditation applications.

This initiative has not only helped NAAC to process the applications within a given timeframe but also helped the institution plan for the processes at their end, meet the requirement of Statutory Regulatory Authorities (SRA) and benefit from the assessment and accreditation process.

Besides such concerns of managing the assessment and accreditation process there are certain other challenges and issues which need the focussed attention of NAAC in near future. Efforts are on to make our processes more research-based and evidence- based. NAAC has substantially upgraded the parameters for assessment and accreditation of the colleges and universities. The Internal Quality Assurance Cells (IQAC) has been promoted in a big way by UGC coming forward to fund institutions for establishing the IQAC and institutionalising the concept. NAAC would like to see IQACs act as a repository of institutional data that can be easily accessed by stakeholders.

Further to ensure transparency and accountability, institutions are being mandated to host the Annual Quality Assurance Reports (AQAR) and SSRs on their respective websites. This will not only help stakeholders' access institutional progress and data but also help in making informed decisions and question any fraudulent reporting. To identify constraints and focus on operational issues ahead, we are also developing our contingency plans in close coordination with bodies like UGC, MHRD, State Governments and other regulatory authorities. This will ensure that there is no overlap or gap in our service provision. NAAC believes that having a common understanding of challenges, organisational requirements and each other's capacities would facilitate better coherence, coordination and professionalization of the whole process of quality assurance.

To re-imagine a future in which the Assessment and Accreditation of NAAC can make a stronger contribution to the development and quality enhancement of the Universities and HEIs we have had consultations with educationists from India and abroad and initiated several reforms.

As the country's premier accreditation body and one of the most experienced and recognized quality assurance body internationally, NAAC is always in forefront of undertaking various reforms in accreditation process. Some of the recent initiatives are highlighted below:

➢ Introduction of fully online Institutional Eligibility for Quality Assessment (IEQA) system for affiliated colleges.

➢ Provision of uploading of SSRs of HEIs on institutional website before submitting to NAAC, in addition to uploading of accreditation outcomes on NAAC's website.

➢ Introduction of Central Application Processing Unit (CAPU) a dedicated helpdesk for institutions.

➢ Introduction of quantitative assessment indicators as additional tool for qualitative evaluation of universities.

➢ Introduction of new concepts like Learning Outcomes, Institutional Social Responsibility and Environmental Consciousness as part of evaluation framework.

Besides above, efforts are being made on the following aspects of Assessment and Accreditation:

➢ Research and development in higher education using the large data resource available with NAAC - quantitative and qualitative-SSRs, peer team reports and grade sheets

➢ Benchmarking and development of standards for HEIs

➢ Complete automation of A&A process.

➢ Expanding and reviewing the collegiums of Assessors

Any successful transformational process requires that the staff are actively engaged in the conceptualisation of the change and ensuring implementation process. Attempts would be to rationalise the structures and operating model around outcomes. As we bring in various changes in NAAC it is also required that there is a clarification of roles and responsibilities within and beyond NAAC, with linked capacity building in the field. This means that the whole approach now becomes the "topdown" and "bottomup".

All these will be affected through policy frameworks as well as capacity building of people at various levels. The internal and external challenges and the ongoing reform both nationally and internationally and the resultant change makes it necessary for NAAC to be clear, visible and consistent about the purpose and its vision. There are many initiatives NAAC would like to work on to bring direct improvement in the quality of our HEIs and the delivery of services by NAAC. Initial efforts will however be towards framing and adapting cohesive and coherent policies, frameworks, mechanisms and systems.

NAAC has made a tremendous impact on HEIs which is evident from the number of quality assurance seminars and workshops that have been conducted in the year 2014-2015 in order to

achieve its objectives. Hitherto, the NAAC has conducted awareness programs in almost all States and this has triggered many regional level and district level activities.

The success of NAAC is measured by the number of accreditations (Colleges 7674 and Universities 313). During present year 2014-15, 47 universities and 807 colleges were accredited by NAAC.

The process of accreditation has created a tremendous momentum among the academia on issues pertaining to quality and this has largely been due to the partnership between NAAC and the State Governments. As per the guidelines and suggestions of NAAC, almost all the States, have established State Level Quality Assurance Cells (QACs) and State Level Quality Assurance Coordination Committees (SLQACCs) at the State Level. In case of National Capital Territory and 6 Union Territories i.e., NCT of Delhi, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep, and Pondicherry, the colleges are minimal, hence the Directorate/ Commissionerate of Higher Education of the respective UTs take care. NAAC has sponsored and participated in many seminars, conferences and workshops in order to achieve its mandate.

NAAC has undertaken "National Quality Renaissance Initiative (NQRI)" project under Rashtriya Ucchatar Shiksha Abhiyan (RUSA). MHRD has sanctioned Rs. 17 crores to NQRI. The major features of the NQRI are (i) Awareness building, popularisation and promotion of Quality Assurance Mentoring Higher Education Institutions, (ii) Building Collegium of Assessors and (iii) Quality Sustenance and Enhancement Initiatives.

NAAC is a founder member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and a member of Asia-Pacific Quality Network (APQN).

1.2 Vision, Mission, Value Framework and Objectives of NAAC

1.2.1. Vision

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

1.2.2. Mission

➢ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;

➢ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;

➢ To encourage self-evaluation, accountability, autonomy and innovations in higher education;