

NAAC

NAAC for Quality and Excellence in
Higher Education



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(An Autonomous Institution of the University Grants Commission)



Shri Ramesh Pokhriyal 'Nishank'
Hon'ble Minister of Human Resource Development
Government of India



Shri Sanjay Shamrao Dhotre
Hon'ble Minister of State for
Human Resource Development (Higher Education)
Government of India



Prof. D.P. Singh
Chairman, UGC and
President, General Council, NAAC



Prof. Virander S. Chauhan
Chairman, Executive Committee, NAAC



Prof. S.C. Sharma
Director, NAAC



The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Programme of Action (PoA-1992) advocated the establishment of an independent national accreditation body.

Consequently, the University Grants Commission established the NAAC in 1994 under its Act 12 CCC, as an autonomous body with its headquarters at Bengaluru.





The National Assessment and Accreditation Council (NAAC), as a premier Quality Assurance Agency, has always been responsive to the ever-changing higher education scenario as well as stakeholders' requirements

➤ **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.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education. The process of Assessment followed by NAAC is in accordance with internationally accepted practice but, with certain modifications to suit the Indian context.

➤ **Value Framework**

While formulating its Core Values for Accreditation Framework, NAAC is in cognizance of the swift changes and consequent metamorphosis in values pertaining to the Indian Higher Education.

➤ **Core Values**

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

The Main Objectives of NAAC:

- Assess and Accredite institutions of higher learning
- Generate awareness of quality in higher education
- Stimulate the academic environment and quality of teaching and research in accredited institutions
- Encourage innovations, self-evaluation and accountability in higher education
- Help institutions to achieve self-actualization on institutional strengths and weaknesses
- Focus on improvement of quality
- Promote necessary changes, innovations and reforms in all aspects of the institution for excellence
- Share information on successful quality strategies



Philosophy

NAAC is entrusted with the task of performance evaluation, assessment and accreditation of universities and colleges in the country. The philosophy of NAAC is ameliorative and enabling rather than punitive or judgmental, so that all constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities.

Governance

The NAAC functions through its General Council (GC) and Executive Committee (EC) where educational administrators, policy-makers and senior academicians from a cross-section of the system of higher education are represented. The Chairperson of the UGC is the President of the GC of the NAAC; the Chairperson of the EC is an eminent academician in the area of relevance to the NAAC. The Director of the NAAC is its academic and administrative head, and is the member-secretary of both the GC and EC. The NAAC also has many advisory and consultative committees to guide its practices, in addition to the statutory bodies that steer its policies. The NAAC has a core staff and consultants to support its activities. It also receives assistance from across the country from a large number of external resource persons who are not full-time staff of the NAAC.

Functions of NAAC

NAAC is entrusted with the primary function of assessing and accrediting higher education institutions of the country. It entails the following:

- Evolving appropriate instruments for Assessment and Accreditation
- Fine-tuning of Assessment and Accreditation instrument whenever necessary
- Provide guidance to institutions for preparing their Self-study Reports (SSRs)
- Coordinating the 'on-site' visit to its HEIs for effective completion
- Develop pre- and post-accreditation strategies
- Identifying, enlisting and creating a pool of efficient assessors
- Providing appropriate training to assessors

To supplement the functions of NAAC in addition to assessment and accreditation, it also undertakes the following functions:

- Disseminate the NAAC processes and quality enhancement mechanisms through relevant publications
- Organize Seminars/Workshops/Conferences to share and discuss issues related to quality in higher education
- Partner with stakeholders for promoting Assessment and Accreditation
- Promote the establishment of Quality Assurance units
 - ♦ Internal Quality Assurance Cell (IQAC) (at institutional level)
 - ♦ State Quality Assurance Cell (SQAC)(at the State level)
- Establish collaborations with other National and International professional Agencies involved in Assessment and Accreditation

NAAC Accreditation Framework

The current Assessment and Accreditation (A&A) Framework was launched by NAAC in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

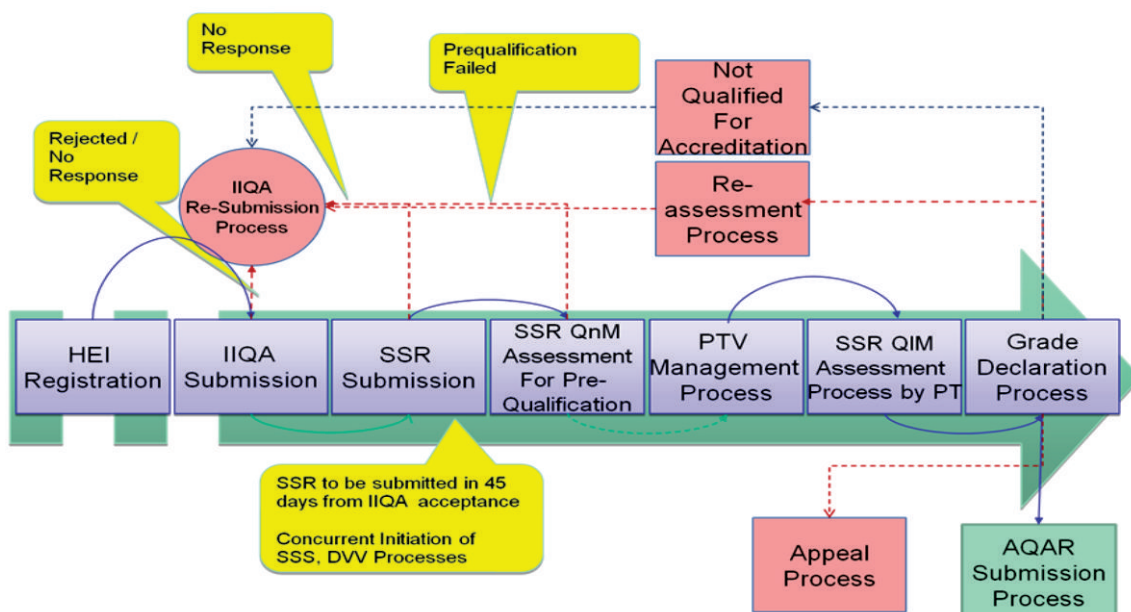
- from qualitative peer judgment to data based quantitative indicator evaluation

with increased objectivity and transparency

- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- introducing pre-qualifier for peer team visit, as 25% of system generated score.
- introducing System Generated Scores (SGS) with a combination of online evaluation (about 70%) and peer judgment (about 30%)
- in introducing the element of *third party validation* of data and the possibility of roping in multiple agencies
- in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

NAAC's Process of Assessment

Online A&A Process Flow



Taking cognizance of the diversity in the type of institutions, the NAAC has grouped them under three categories namely, Universities, Autonomous Colleges and Affiliated / Constituent Colleges.

The assessment process will be carried out in three main stages, viz., Self-study Report (SSR), Student Satisfaction Survey and the Peer Team Visit. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as 'Quantitative Metrics' (Q_nM); and two, those metrics that require descriptive responses and are accordingly named 'Qualitative Metrics' (QM).

The criteria based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The Seven Criteria serve as the basis for assessment of HEIs.

Seven Criteria for Assessment

The NAAC has identified the following seven criteria to serve as the basis for its assessment procedures:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovations and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices

Assessment Outcome

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

PART I - Peer Team Report

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion-wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion.
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: **Records Recommendations for Quality Enhancement of the Institution** (not more than 10 major ones).

PART II - Graphical representation based on Quantitative Metrics (Q_nM)

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (Quality Indicator Framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III - Institutional Grade Sheet

This part would contain the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and Student Satisfaction Survey (SSS) using existing calculation methods but it will be generated by the software.

The above three parts will together form "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

Grading System

A significant outcome of the assessment is the final institutional grading. After assessment, the Cumulative Grade Point Average (CGPA) of an institution is computed.

The Final Grade

On the basis of the CGPA obtained by the institution, the final grade is assigned on a four point scale as mentioned below:

Range of Institutional Cumulative GradePoint Average (CGPA)	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade "D". Such unqualified institutions will also be intimated and notified by NAAC as "Assessed and Found not qualified for Accreditation".

Re-Assessment

Institutions, which would like to make an improvement in the accreditation status, may volunteer for Re-assessment, after a minimum of one year or before three years of accreditation. The manual to be followed for re-assessment is the same as that of the Assessment and Accreditation. However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution during the intervening period. The fee structure and other procedures would be the same as that for of the initial Assessment and Accreditation with the exception that the Institutions that volunteer for re-assessment will not be eligible for reimbursement of accreditation expenses, as per the "Guidelines for NAAC Financial Assistance for Assessment and Accreditation of Higher Education Institutions".

Subsequent Cycles of Accreditation

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities resulting in quality

improvement, quality sustenance and quality enhancement. The institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for accreditation for the second, third or fourth cycle accreditation.

Institutions intending to be assessed subsequently and which intend to continue their accreditation status need to apply afresh by for submission of A&A and submit their A&A application during the last six months of the validity period.

Generally, the NAAC Accreditation is valid for five years. The validity period of NAAC accreditation for third / fourth cycle institutions will be extended from five years to seven years, with a condition that they have obtained highest grade for immediate preceding two cycles continuously, in addition provided that the institution again obtains highest grade in the third / fourth cycle also.

With reference to the Highest Grade obtained by HEI's in various cycle will be as below:

'A++' with CGPA 3.51 in the Grading system that is effective from 1st March 2018.

'A++ & A+' with CGPA 3.51 in the Grading system that was effective, between 1st July 2016 to 28th February 2018.

'A' in the Grading system that was effective, between 1st April 2007 to 30th June 2016.

'A++ , A+ & A' with score 85-100 that was effective between 16th March 2002 to 31st March 2007.

Impact

- Triggered several quality initiatives and concepts of Benchmarking, Best Practices, IQAC, Academic Administrative Audit, Student Participation in Quality Enhancement etc., are introduced among HEIs
- Concept of self-evaluation and peer evaluation introduced

- More than 11000 Internal quality assurance cells [IQAC] established
- Many policymakers used accreditation results for funding and other decisions
- Nationally acceptable quality criteria evolved and applied in a complex and diverse HE system
- UGC has started to fund IQACs of accredited HEIs to sustain Quality Assurance culture
- NAAC has supported more than 100 Seminars/Conferences per year
- HEIs are mandated to host the AQRs and SSRs on the respective website which has helped stakeholders to access data/information for facilitating informed decisions. It has also checked fraudulent reporting by the institution on its website
- Institutions to initiate innovative and modern methods of pedagogy
- Enabled new sense of direction and identity for institutions
- Enabling the society to look for reliable information on the quality of institutions for making informed choices
- Employers look for reliable information on the quality of education offered to the prospective recruits
- Promotion of intra and inter-institutional interactions

Reforms in Accreditation Undertaken by NAAC

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

- Institutions benefit through self-actualization on strengths, weaknesses and opportunities through informed review process
- Helps institutions to identify the internal areas of planning and resource allocation
- Collegiality on the campus
- Funding agencies look for objective data for performance funding. Enables funding agencies to look for objective data for performance funding
- For all queries related to Assessment and Accreditation process a dedicated Help Desk has been established. NAAC has also established Centralized Complaints Management Committee (CCMC) for the Redressal of Grievances
- Introduction of new concepts like Learning Outcomes, Institutional Social Responsibility and Environmental Consciousness and Innovations as part of evaluation framework

Global Yoga Accreditation Summit organized by NAAC, PMI-UN and APQN at United Nations Headquarters, New York, US



In a historical move by the National Assessment and Accreditation Council, Bengaluru, India, Global Yoga Accreditation Summit titled "Beginning of a Conversation towards a Global Ecosystem in Yoga Higher Education through Accreditation (GYAS)" was organized at the UN Hall, UN Headquarters, New York, USA on 26th April 2019.

The Summit was organized in close collaboration with the Asia Pacific Quality Network (APQN) and the Permanent Mission of India to the United Nations. GYAS was represented by over 40 key stakeholders, comprising International and National inter and intra governmental policy makers, key leaders of accreditation bodies and networks, quality assurance agencies, representatives of prominent yoga higher education providers,

yoga experts, fraternity from the medical and psychology fields etc.

GYAS through the co-ordination and co-operation amongst various stakeholders has led to the general consensus on developing global framework "Bengaluru - New York" Vision Statement on Yoga Accreditation, released worldwide on the 21st of June 2019 that marks the International Day of Yoga. There were worldwide consultations in this regard. This vision statement strives to nurture and groom both artistic and scientific temperaments towards the vast reservoir of yogic knowledge firming itself on traditional philosophical foundations, authenticity of curriculum, research, innovation and extension of yogic ecosystem and Yoga as a key tool for promotion of health and prevention of diseases.

New York - Bengaluru Vision Statement 2019 towards Yoga Higher Education Accreditation released by Hon'ble Minister of HRD and Minister of AYUSH



Release of New York-Bengaluru Vision Statement at the hands of **Shri Ramesh Pokhriyal ji**, Hon'ble Minister of HRD and **Shri Shripad Yesso Naik ji**, Hon'ble Minister of AYUSH (IC) respectively on 24th & 25th September 2019 organised by NAAC at New Delhi in presence **Dr. H. R. Nagendra Guruji**, **Poojya Maa Smt. Hansaji J Yogendra**, **Prof. S.C. Sharma**, Director, NAAC & **Dr. Jagannath Patil**, Adviser, NAAC, Convener of the Programme and other Yoga dignitaries of India and around the world.

The release of New York-Bengaluru Vision Statement is counted as a major landmark in

both the national and international history of quality assurance of Yoga in higher education. The world wide release programme happened at different places of the countries. Yoga organizations around the world particularly United States, China, Canada and Italy joined the simultaneous release of document via video conference mode on 24th & 25th September 2019.

New Initiatives of NAAC

Collegium of Assessors: Increasing the collegium of Assessors and organizing training programmes/special sessions for new

assessors is underway and the induction of fellows of National Academics as NAAC assessors is part of the agenda for effective assessment and accreditation process.

Videography of Onsite Visit: As a policy measure, the NAAC has decided to video graph the entire Peer Team Visit and that such video recordings have to be submitted mandatorily to NAAC besides uploading the same on the institution's website.

Covering Large Scale Assessment and Accreditation (A&A) of HEIs through End to End ICT Solution: NAAC has decided to complete the pending as well as ensuing process of A&A of institutions on a war footing through Electronic Assessment and Accreditation (EA&A)

Electronic Assessment and Accreditation (EA&A): For select category of Higher Educational Institutions particularly for Universities and Autonomous College with 'A' Grade it is resolved to adopt EA&A for Cycle-2 and Cycle-3. In adopting a 100% off site evaluation of HEIs applying for 4th cycle



Hindi Diwas Celebration

accreditation; on-site visits in exceptional cases

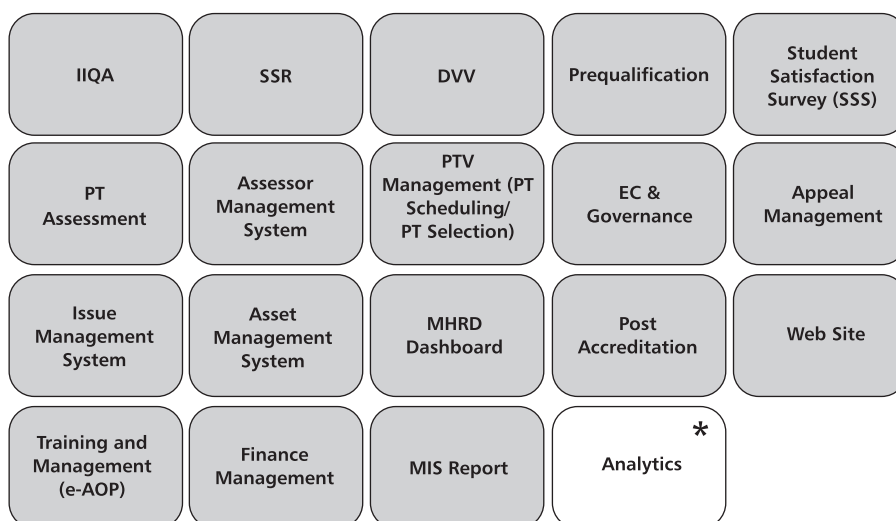
Promotion of National Language: An Official Language Implementation Committee has been constituted in NAAC to implement Official Language Policy of the Government of India.

Documentary on Yoga Accreditation Initiative: A documentary video of "NAAC Initiative on Yoga Higher Education Accreditation at National and International level" was released by Prof. S.C. Sharma, Director, NAAC on 9th October 2019 at NAAC, Bengaluru.

Information Communication Technology (ICT)

Strengthening of ICT

Revised Accreditation Framework (RAF) has proven to be objective and effective in assessing and accrediting institutions. To make the entire process objective, robust and transparent, the ICT framework is adopted by NAAC. However, there are many challenges in the implementation, viz., familiarizing the ICT procedures to all 4600 assessors on the database of NAAC besides driving ICT process among HEIs right from registration, IIQA submission, uploading of the SSR, responding to the clarifications of the DVV, payments and providing the probable dates of the peer team visit all are being handled through ICT. The ICT driven RAF comprises of 19 modules. As on date all the modules are completely developed.



Different Modules of ICT * On going

NAAC Documentary

India has one of the prevalent and assorted most varied and various education systems in of the world. The demand for quality education is all the more growing day by day. The size and shape of the Higher Education system in India has caused widespread concern for quality and the relevance of higher education is also called in for question. NAAC has been working hard to develop an accreditation framework to suit this varied education system. There is a need to create awareness among the stakeholders about the efforts made by NAAC to create quality culture and quality assurance in Higher Education. NAAC is using the Media in a big way to spread awareness regarding its efforts at quality assurance. In this regard, on 17th August 2018, NAAC has published a short documentary film on NAAC; highlighting all its essential activities and achievements. Interestingly it has received 18,000 views, since its inception. The video documentary is IPR protected and hosted in NAAC website to enable stakeholders to understand the nuances of the A&A process. This effort has far-reaching effect amongst the Institutions of Higher Learning in the country and is instrumental in motivating them to come to NAAC for assessment and accreditation.

MHRD Dashboard

In order to have synchronization with the Ministry of Human Resource Development and to share the day-to-day advancement of Assessment and Accreditation Process, NAAC has designed and shared a dashboard with the MHRD. The dashboard is a dynamic dashboard and represents the contemporaneous status of higher education institutions in different stages of A&A process like Institutional Information for Quality Assessment (IIQA) (filling/submitted stage), Self-study Report (SSR) (filling/submitted stage), Data Validation and Verification (DVV) stage, Schedules of Peer Team Visits, and Results Declared stage. Covering end-to-end process flow of HEIs, the dashboard is also causative towards achieving MHRD mandate for accrediting all HEIs by NAAC by the year 2020.

Online Assessor Database

As on date, there are 4600 assessors in the NAAC Assessors' Portal for peer team selection. Keeping in mind the present and future requirements, and to utilize ICT to its full potential in maintaining the assessors' database, the Assessors' Module is streamlined by classifying the assessors under two categories namely trained (AIM, AOP and Onsite trained) and untrained. Presently, all 2592 untrained assessors are requested to mandatorily undergo e-AOP training under RAF for possible selection as peers. Assessor registration is made provisional online periodically, and the database is scrutinized to accommodate complete details of assessors to facilitate the system to auto-select the assessors for the onsite visits. These were achieved in less than six months time with constant refining the database for multiple entries, follow-ups and with dedicated team to address the queries of assessors.

NAAC Video Tutorials

Hand holding of the HEIs to the ICT driven RAF required an immense effort on behalf of the NAAC. The matter of concern was how NAAC could lead the HEIs in the remote landscapes to opt for accreditation under the RAF. It involved an avalanche of effort, human resource and other resources to train the stakeholders to gear up to the new RAF. Digital literacy was what NAAC chose to address this issue. NAAC through its website chose to train the stakeholders through step by step method through Video Tutorials; available both in English and Hindi to guide the Institutions in the Assessment and Accreditation Process and to raise awareness of the portals used by the HEIs. The video tutorials were prepared in house, thanks to the new team of Assistant Advisers at NAAC. These tutorials not only proved handy for institutions to understand the new methodology under the RAF but also as a solution for NAAC to guide institutions, provide a glimpse of the portals, offer solutions for frequently asked questions, etc. These videos hosted in NAAC website are available for Institutions to download and refer periodically during the submission of either IIQA or SSR.

In-house Development of Issue Management Software

An ingenious approach to focus on addressing everyday queries of the HEIs was a foremost task on hand for NAAC. Nonetheless provisions were made earlier with email and phone calls which did very little with issues related to RAF since it needed different angle of coordination. Hence, in the HEIs portal, Process Owners and NAAC Coordinators Dashboards were integrated in the Issue Management System (IMS). Institutions are now enabled to use the system to raise their doubts, concerns, and apprehensions through portal at any point of time during the A&A process. The turn-around time is within a single working day as these dashboards are being closely monitored by a dedicated team. This feature is a big hit in the portal and is being widely appreciated by the HEIs. Issues raised through dashboards are being verified and solutions are being provided online and the status such queries are being monitored by NAAC and MHRD, thus raising the bar on transparency and efficiency. NAAC takes pride in announcing that the IMS module is developed in-house - developed and deployed by the ICT team of NAAC, which is highly effective and efficient.

Divyang Friendly Office

The office of NAAC has legendary architecture, modern and unique to the envy of any Government Office in the country. However, the shortfall in the design was realised that there was no provision of a lift made in the design to suit the use of office for senior citizens and Divyangs. Hence, provision for 02 lifts was made in tune with the design and the architecture and the work under progress.

Establishment of Digital Library

NAAC being an Inter University Centre is at the helm of affairs in quality assurance in Higher Education of the Country. The Library of NAAC is well provided in tune with its areas of operation. However, there was a need for up-gradation and hence the digital library is enabled with good collection of books (paperbacks and e-books) made available for lease and download. The ambience and space utilization has been reorganized to have a visually motivated appeal and appearance.

Exclusive and Specialized Manuals

Apart from the regular manuals for institutions like Autonomous, Affiliated institutions and Universities, NAAC has developed, piloted and deployed exclusive manuals for Health Sciences institutions, Open Universities (Ous) etc., and has hosted them on its website. In addition to these, manuals for Sanskrit, Directorate of Distance Education, Teacher Education and Yoga manuals are being developed. Exclusive interactions with the HEIs about the manuals are being facilitated to get the feedback from the field. Rigorous piloting of all the modules is being undertaken before their integration with the ICT.

Centralized Complaints Management Committee (CCMC)

Centralized Complaints Management Committee (CMCC) was established to address the complaints and grievances received from all the stakeholders of NAAC besides the representations forwarded from the MHRD. The CCMC is looking at all grievances coming under the purview of the A&A Process. The committee has been very active and has effectively addressed about 650 complaints hitherto, in one year.

Establishment of Research and Analysis Wing (RAW)

NAAC has a very good repository of data that is generated through the RAF. Institutional data of more than 1500 institutions is available with the NAAC corresponding to 90 parameters that would be used for Institutional Assessment. NAAC has established Research and Analysis Wing to mine the available data that can help in sphere-heading policy decisions for the nation.

Establishment of Logistic Division

NAAC has established exclusive logistic division that takes care of efficient travel needs of NAAC officials and Peer Team Visits. NAAC has a MoU with Balmer Lawrie to have an implant at NAAC for better coordination of logistics activities for Peer Team Visits. The vibrant team at the Division has effectively handled facilities and ticketing for more than 1477 events till date.

Collaborations

In an era where partnerships are extremely important, NAAC collaborates with national and international agencies in order to be relevant and contemporary. At the national level, NAAC has signed MoUs with institutions such as 1) Indian Institute of Management,



NAAC signing MoU with IIM, Trichy.

Tiruchirappalli, (IIM-Trichy), 2) Research for Resurgence Foundation (RRF), Nagpur, and 3) Centre for Educational and Social Studies (CESS), Bengaluru. At the international level, NAAC has been one of the earliest members of INQAAHE and continues to contribute actively in the activities of APQN and INQAAHE. Apart from that, NAAC has signed MoUs with international QAA agencies such as 1) University Grants Commission (UGC), Nepal 2) National Centre for Public Accreditation (NCPA), Russia 3) Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Healthcare (ECAQA) Kazakhstan and 4) Higher Education Evaluation and Accreditation (HEEACT), Taiwan.

NAAC at International Fora

Since its inception, the NAAC has played a pro-active role at the international level. The NAAC was among the founder members of Asia-Pacific Quality Network (APQN) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Functionaries of NAAC have held senior leadership positions in governing bodies of international networks.

Various international projects in collaboration with UNESCO, COL (Commonwealth of Learning), APQN and INQAAHE etc., have

been carried out by NAAC and its faculty. Every year delegates from different countries visit NAAC to understand its Assessment and Accreditation (A&A) process and exchange good practices. Faculty members of NAAC



APQN Award for International Co-operation in QA

have worked as resource persons and consultants on various international capacity building projects and events. The NAAC is also the recipient of APQN Quality Award 2013 for its project on Student Participation in Quality Assurance and APQN Quality Award 2017 for International Co-operation in QA. The faculty members of NAAC have received various international awards and fellowships.

NAAC has a rich experience of hosting international events including joint activities with UNESCO, COL besides hosting INQAAHE biennial conference in 2000 and annual conference of APQN in 2011. Recently, NAAC has organized the Global Yoga Accreditation Summit titled "Beginning of a Conversation towards a Global Ecosystem in Yoga Higher Education through Accreditation (GYAS)", which was held at the UN Hall, UN Headquarters, New York, USA on April 26th 2019 which is a landmark in the history of Yoga Higher Education.

NAAC Publications

One of the vibrant activities of the NAAC is its publication activity. NAAC has brought out more than 175 publications of different types such as Manuals, Guidelines for Institutions, Quality Assurance in Higher Education-An introduction, National Action Plan, Assessor's Handbook, 13 State-wise Analysis Reports, Best Practices in different aspects, Quality Indicators for Teacher Education etc.



The NAAC Campus

The campus of National Assessment and Accreditation Council (NAAC) comprises a well designed and unique building that sits on a sprawling campus spread across five acres at Nagarbhavi, opposite to the National Law School of India, in the Bangalore University, Jnanabharati campus. An open national architectural design competition, as per the norms of the Council of Architects, was held for selecting the best architectural surrounding of the campus. The new building is spacious, architecturally designed and environment-friendly. The NAAC had moved to its present new building in August 2006. The new campus has priorities set out for working towards having a carbon neutral, eco-friendly environment aimed at energy conservation and rain water harvesting. The building is designed with unique features so that, sun light permeates into the building through the roof and thus dependency on electric light is minimized. Emphasis on lush green environment, ecological balance and great care for the conservation of ecological resources creates an enchanting experience and vibrant ambience at the campus.

The other facilities in the campus include the Guest House with accommodation facility of 2 rooms having all related amenities. It also

accommodates staff quarters and the residence for the Director, NAAC.

NAAC Garden: In a step towards fostering eco-sensitive awareness, the NAAC has over the years nurtured and nourished a well maintained garden environs at its campus in Bengaluru. The NAAC has already identified over 300 various species of exotic and regional varieties available in its garden and documented the same. The NAAC has been consistently winning prizes and accolades from the Government of Karnataka in the Horticultural Show hosted by the Government of Karnataka every year.

Grade Break Up of Institutions Accredited (As on 26/11/2019)

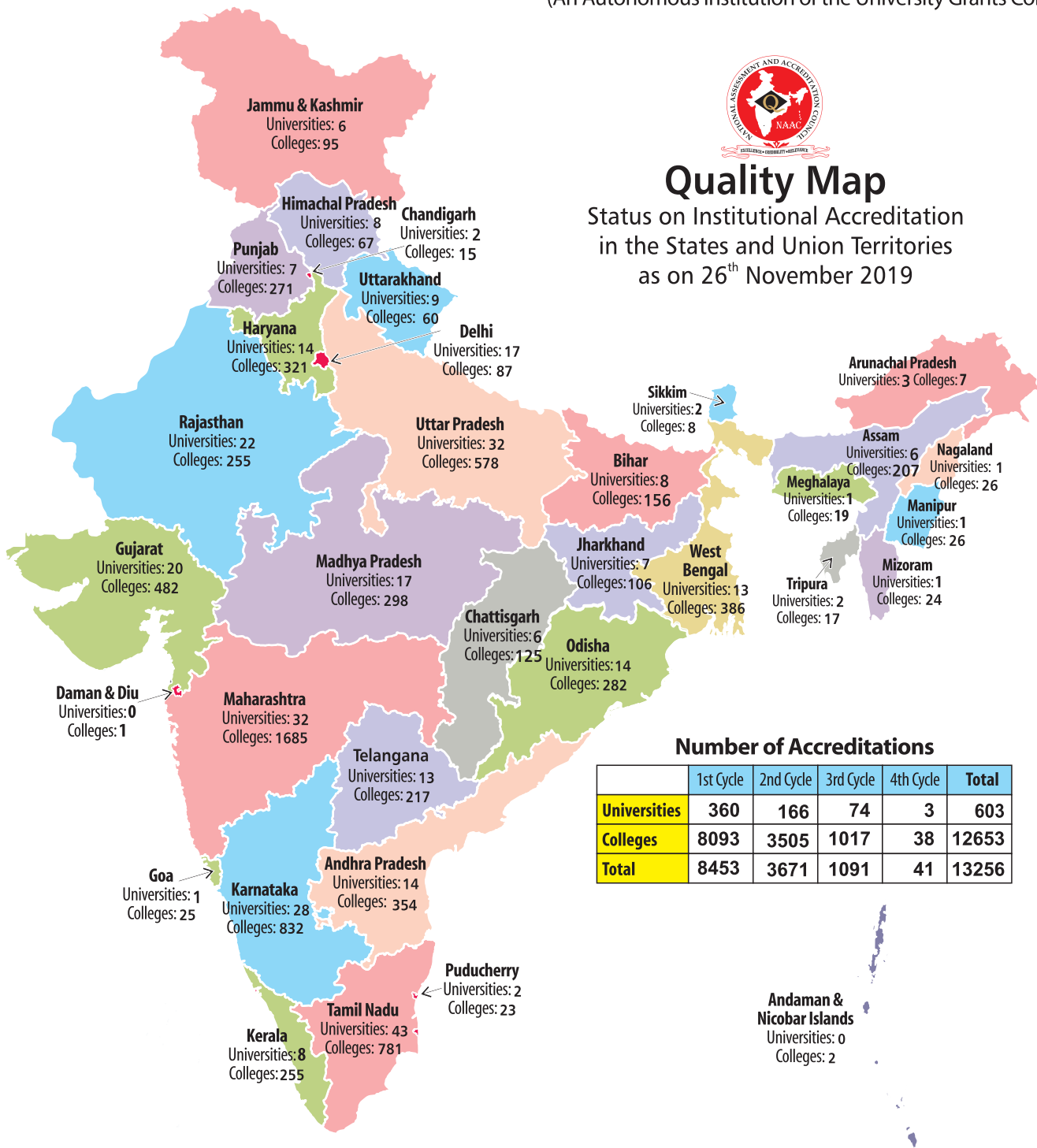
The success of NAAC in the last two decades is evident from the number of universities and colleges assessed and accredited by it. Details are as under:

	A	B	C	Total
Universities	208	140	12	360
Colleges	1693	5431	969	8093
Total	1901	5571	981	8453



Quality Map

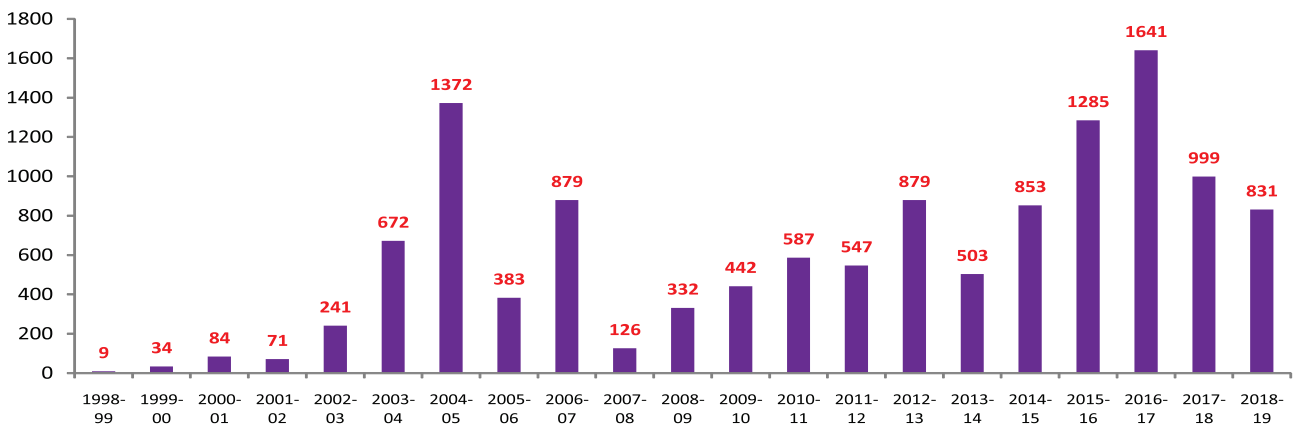
Status on Institutional Accreditation
in the States and Union Territories
as on 26th November 2019



Number of Accreditations

	1st Cycle	2nd Cycle	3rd Cycle	4th Cycle	Total
Universities	360	166	74	3	603
Colleges	8093	3505	1017	38	12653
Total	8453	3671	1091	41	13256

Year wise Number of Institutions accredited*



* Data updated on 26th November 2019 (Financial Year)

Financial Years



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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