NAAC

NAAC for Quality and Excellence in Indian 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 Prakash Javadekar
Hon'ble Minister of Human Resource Development
Government of India

Dr. Mahendra Nath Pandey
Hon'ble Minister of State for
Human Resource Development (Higher Education)
Government of India

Prof. Ved Prakash
Chairman, UGC & President, General Council–NAAC

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

Prof. D.P. Singh
Director, NAAC

Members of NAAC family pose with the former HRD Minister Smt. Smriti Zubin Irani during her visit to 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

NAAC

The Main Objectives of NAAC

- Assess and Accredit institutions of higher learning.
- Stimulate the academic environment and quality of teaching and research in accredited institutions.
- Generate awareness of quality in education.
- To embed self-assessment in the quality culture of the institution.
- Share information on successful quality strategies.
- 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.

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 judgemental, 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 it 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

Prof. Virander S. Chauhan, Chairman EC, NAAC and Prof. D.P. Singh, Director, NAAC interacting with NAAC officers

Assessment

NAAC has formulated its mission and goals in consonance with the global trends in assessment and accreditation of Higher Education Institutions. The mandate of NAAC is formulated and outlined in its Memorandum of Association.

Functions of NAAC

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

- Provide guidance to institutions for preparing their Self-study Reports (SSRs).

- Preparing in-house pre-visit documents for the perusal of assessors.

- Assessing and Accrediting Institutions.

- Coordinating the 'on-site' visit to its effective completion.

- Evolving appropriate instruments of accreditation and fine-tuning them whenever necessary.

- 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)
  - ☐ State Level Quality Assurance Cell (SLQAC)

- Establish collaborations with other National and International professional Agencies involved in Assessment and Accreditation.

NAAC's Process of Assessment

NAAC's process of assessment aims at systematic and data-based process which is objective, systematic and holistic and richly depends on the shared experiences of the stakeholders for institutional improvement.

The process for assessment and accreditation broadly consists of:

- Preparation of Self-study Report (SSR), and uploading the same on the institution website prior to submission of LOI.

- On-line submission of the Letter of Intent (LOI).

- On-line submission of Institutional Eligibility for Quality Assessment (IEQA) for applicable institutions.

- Submission of Hard Copies of SSR.

- Onsite Peer Team visit to the institution.

- Announcement of accreditation status of the institution based on the entire process.

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, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Innovations and Best Practices

Prof. H. Devaraj, former Vice-Chairman, UGC, Prof. Anurag Kumar, Director, IISc and others during the Leadership for Academic Excellence programme jointly organized by NAAC, UGC and IIM, Udaipur at Bengaluru

Methodology of Assessment

For the assessment of a unit, the NAAC follows a process which is a combination of self study and peer review. The self-study report to be validated by peers is the backbone of the whole exercise. Manuals have been developed to suit different units of higher education, with detailed guidelines on the preparation of the self study report and the other aspects of assessment and accreditation. The NAAC has identified the following seven criteria to serve as the basis for its assessment procedures: Curricular Aspects; Teaching-Learning and Evaluation; Research, Consultancy and Extension; Infrastructure and Learning Resources; Student Support and Progression; Governance, Leadership and Management; and Innovations and Best Practices. The self-study report is expected to highlight the functioning of the institution with reference to these criteria.

The validation of the self-study report is done by the peers through the criterion–wise scores and submission of a detailed assessment report. The criterion scores are used to arrive at the overall institutional CGPA.

Prof. S.C. Panda, former Chairman, NCTE, Prof. D.P. Singh, Director, NAAC, Prof. Anil D. Sahasrabudhe, Chairman, AICTE, Prof. Furqan Qamar, Secretary General, AIU, at the meet for New Education Policy (NEP), National Consultation on "Ranking of Institutions and Accreditation" at NAAC

Assessment Outcome

There are two outcomes of Assessment and Accreditation:

1. Peer Team Report

The qualitative part of the outcome is called Peer Team Report (PTR) which is an objective report prepared by the Team highlighting its evaluative judgements, mostly using precise keywords instead of long sentences. PTR includes observations (Strengths and/or Weaknesses) on Key-Aspects wise, Overall Analysis, Recommendations for Quality Enhancement of the Institution.

2. Institutional Grading

The quantitative part of the outcome comprises the criterion-wise quality assessment, resulting in the final Cumulative Grade Point Average (CGPA), a letter grade and accreditation status. The CGPA and letter grade constitute the certification by the NAAC on institutional accreditation. Thus, at the end of Assessment and Accreditation process, each applicant institution will be awarded with a Letter Grade to represent its quality level along with its Accreditation Status, based on the CGPA earned by it through the assessment process, as mentioned below:

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.76 - 4.00	A++	Accredited
3.51 - 3.75	A+	Accredited
3.01 - 3.50	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 less than or equal to 1.50 will be intimated and notified by the NAAC as "assessed and found not qualified for accreditation".

The accreditation status is valid for a period of five years from the date of approval by the Standing Committee constituted by the Executive Committee-NAAC.

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 for 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.

Subsequent Cycles of Accreditation

The methodology for subsequent cycles of accreditation i.e. second, third, fourth and so on would remain the same. However due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Internal Quality Assurance Cell (IQAC) and timely regular submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.

To volunteer for subsequent cycle of accreditation, institutions should record their intent six months before the expiry of the accreditation status and initiate institutional preparations for submission of SSRs.

Institutions which fail to express intent for subsequent cycle of accreditation within the stipulated time will lose their accreditation status on completion of the five year validity period.

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 6000 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.

- NAAC has accredited 266 Universities and 6316 colleges as on May 25, 2016.

- Creation of a pool of about 2000 trained quality assurance professionals.

- UGC has started to fund IQACs of accredited HEIs to sustain Quality Assurance culture.

- Concepts of Benchmarking, Best Practices, Student Participation in Quality Enhancement etc. are popularized among HEIs.

- NAAC has supported more than 100 seminars and conferences per year.

- HEI's are mandated to host the AQAR's and SSR's on the respective website which has helped stakeholders to access data / information relating to the institution and take informed decision. It has also checked fraudulent reporting by the institution on its website.

- Triggered several quality initiatives such as student participation in quality enhancement.

NAAC

Benefits of Accreditation

- Institutions know strengths, weaknesses and opportunities through informed review process.
- Helps institutions to identify the internal areas of planning and resource allocation.
- Collegiality on the campus.
- Enables funding agencies to look for objective data for performance funding.
- Institutions to initiate innovative and modern methods of pedagogy.
- 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 body internationally, NAAC is always in the 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) with a dedicated help desk for processing the LOI and IEQA.
- Introduction of quantitative assessment indicators as additional tool for qualitative evaluation in case of Universities.
- Introduction of new concepts like Learning Outcomes, Institutional Social Responsibility and Environmental Consciousness and Innovations as part of evaluation framework.

New Initiatives

- **Collegium of Assessors:** Increasing collegium of Assessors and organising training programmes / special sessions for new assessors. Induction of fellows of National Academies as NAAC assessors.
- **Increasing objectivity and minimizing subjectivity in A & A process:** NAAC constantly fine tunes the process of A & A to be more and more objective and minimize the subjective element.
- **Videography of onsite visit:** As a policy measure, the NAAC has decided to videograph Peer Team Visits completely. The video has to be submitted by the institutions to NAAC immediately after the visit and also to upload the video on their website.
- **Automation of all off-site processes:** The NAAC has successfully developed and deployed electronic assessment modules for two of its processes, i.e., Letter of Intent and Institutional Eligibility Quality Assessment (IEQA) and is working on automation of submission of Self-study Report and constitution of visiting teams.
- **Covering Large Scale Assessment and Accreditation (A&A) of HEIs through End to End ICT Solution:** NAAC has decided to do pending and forthcoming Colleges and Universities on a war footing mode by Electronic Assessment and Accreditation (EA&A).
- **Electronic Assessment and Accreditation (EA&A):** For select category of Higher Educational Institutions particularly for 2nd cycle and 3rd cycle of 'A' grade Universities and Autonomous Colleges.
- **Establishment of Regional Offices of NAAC:** To cope up with the increasing number of accreditations, the Executive Committee and General Council of NAAC have approved establishment of five Regional Offices.
- **Promotion of National Language:** An Official Language Implementation Committee has been constituted in NAAC to implement Official Language Policy of Government of India.
- **Grade-wise Break Up of Institutions accredited (As on 25/05/2016):** 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:

Type of HEIs	A	B	C	Total
Universities	147	114	5	266
Colleges	1226	4161	929	6316

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Quality Map
Status on Institutional Accreditation
in the States and Union Territories
as on 25th May 2016

Jammu & Kashmir
Universities: 3
Colleges: 64

Himachal Pradesh
Universities: 3
Colleges: 49

Chandigarh
Universities: 1
Colleges: 15

Punjab
Universities: 6
Colleges: 235

Uttarakhand
Universities: 7
Colleges: 54

Haryana
Universities: 9
Colleges: 300

New Delhi
Universities: 12
Colleges: 40

Rajasthan
Universities: 12
Colleges: 214

Uttar Pradesh
Universities: 24
Colleges: 515

Sikkim
Universities: 1
Colleges: 3

Arunachal Pradesh
Universities: 2 Colleges: 7

Bihar
Universities: 7
Colleges: 83

Assam
Universities: 5
Colleges: 199

Nagaland
Universities: 1
Colleges: 13

Meghalaya
Universities: 1
Colleges: 15

Manipur
Universities: 1
Colleges: 19

Gujarat
Universities: 14
Colleges: 450

Madhya Pradesh
Universities: 11
Colleges: 213

Jharkhand
Universities: 3
Colleges: 32

West Bengal
Universities: 9
Colleges: 300

Tripura
Universities: 1
Colleges: 9

Mizoram
Universities: 1
Colleges: 20

Chattisgarh
Universities: 3
Colleges: 73

Odisha
Universities: 8
Colleges: 235

Daman & Diu
Universities: 0
Colleges: 1

Maharashtra
Universities: 29
Colleges: 1180

Telengana
Universities: 11
Colleges: 155

Goa
Universities: 1
Colleges: 24

Karnataka
Universities: 21
Colleges: 638

Andhra Pradesh
Universities: 11
Colleges: 265

Puducherry
Universities: 2
Colleges: 17

Kerala
Universities: 6
Colleges: 212

Tamil Nadu
Universities: 39
Colleges: 667

Andaman & Nicobar Islands

Year wise Number of Institutions accredited*

Financial Years	No. of institutions
1998-99	9
1999-00	34
2000-01	84
2001-02	71
2002-03	241
2003-04	672
2004-05	1372
2005-06	383
2006-07	879
2007-08	126
2008-09	332
2009-10	442
2010-11	587
2011-12	547
2012-13	879
2013-14	503
2014-15	853
2015-16	1285

* Data updated as on 25th May 2016 (Financial Year)

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 is in dialogue with a number of professional bodies such as National Council for Teacher Education (NCTE), Dental Council of India (DCI) and State Councils for Higher Education.

NAAC at International Fora

Since inception, the NAAC has played pro-active role at international level. The NAAC was among 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 of NAAC have worked as resource persons and consultants on various international capacity building projects and events. The NAAC is also recipient of APQN Quality Award 2013 for its project on Student Participation in Quality Assurance. The faculty members of NAAC have received various international awards and fellowships. NAAC has signed MoUs with several QAAs from other countries such as MQA, Malaysia, HEEACT, Taiwan etc.

NAAC has 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.

NAAC Publications

One of the vibrant activities of the NAAC is its publication. NAAC has brought out more than150 publications of different types such as Manuals, Guidelines to the Institutions, Quality Assurance in Higher Education-An Introduction, National Action Plan, Assessor's Handbook, 12 State-wise Analysis Reports, Best Practices in different aspects, Quality Indicators for Teacher Education etc.

The NAAC Campus

The National Assessment and Accreditation Council (NAAC) campus comprises uniquely designed 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, Jnanabharathi 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 has shifted to its 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 on the conservation of ecological resources creates an enchanting experience and vibrant ambience at the campus.

The other facility in the campus is that of Guest House with accommodation facility of 20 rooms having all related amenities. The new campus has also in it a few staff quarters and Director's residence.

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 its Horticultural Show every year.

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An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bengaluru 560072, India
Telephone: +91-80-23210261 / 62 / 63 / 64 / 65
Fax: +91-80-23210268 / 70

Email: director.naac@gmail.com
Website: www.naac.gov.in