3rd NAAC Accreditation Award Ceremony

The National Assessment and Accreditation Council (NAAC), a premier National Quality Assurance Agency that has the mandate to assess and accredit institutions of Higher Education in.....

Assessors’ Interaction Meeting

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Fifth one-day Meeting of Commissioners /Directors/Head of SQACs at NAAC

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From the Editor’s Desk......

Institutionalization of Quality Assurance Culture in Higher Educational Institutions

The veracity of the fact that India is a diverse country and that its higher education system is as diverse as its geography, people and its culture cannot be questioned. The ecology of Indian higher education system is extremely complex, dynamic and heterogeneous. With more than 600 Universities and 32,000 Colleges, it is the second largest system in the world and to erect systems to evaluate, manage and monitor these institutions is an invincible task. Furthermore, it is highly difficult to create quality evaluation systems that facilitate evaluation, sustenance and enhancement of quality.

Since 1994, the National Assessment & Accreditation Council (NAAC) has promoted the concept and process of assessment and accreditation (A&A) of institutions. Though accreditation is voluntary at the moment, more than 5000 colleges and 160 universities have volunteered for accreditation. Some of these institutions have approached NAAC, for the A&A after the completion of I and II cycles of accreditation. The Government of India is promulgating a law to make assessment and accreditation mandatory for all institutions.

Genesis of Internal Quality Assurance Cell (IQAC)

The idea of IQAC is envisioned so as to operate as an internal organ of an institution which would work 24x7 for qualitative improvement in all the activities of an institution. The journey towards excellence does not stop with the NAAC grading and the process of quality cannot be stationary, but should continuously strive towards accomplishing new goals.

Redefining IQAC: NAAC recommends the setting up of IQACs in all accredited colleges as a post-accreditation quality measure; The IQAC should be viewed as a powerful strategy of the NAAC for QS in the HEIs and has to get a very important space in the institution. It is suggested that IQAC has to take the role of a Historian, Diagnostician, Prognostic, Researcher and Developer of new formulations and strategies to take care of the “health” of the institution and quality to be considered as an intrinsic value with the organization. As a historian, the IQAC of an institution is the custodian of all documents, data and information and thereby keeps all the necessary records in a systematic way. The historian creates the framework for diagnosis of the processes to find out what is right and what needs intervention for qualitative improvement.

As part of prognosis, with its experience and expertise, the IQAC would ‘predict’ the trends in the evolution of higher education and what works right and what does not work right for the institution projecting the “future” of the organization. As a researcher, the IQAC, would take care of every small and minute activity and process in a HEI, identity and analyze concerns and would get into the ‘project-mode’ to find ways and means to grapple with the issues that need to be addressed for quality improvement and excellence. As a developer of new formulations and strategies, the IQAC is expected to come out with models that are customized for the qualitative improvement of the processes that act as the remedy for the concerns that cry for attention in the journey towards excellence. Development of strategies for quality development and sustenance is main task of the researcher.

The model suggested with these multiple functions, the role of IQAC is to internalize the QA, QS and QE processes of the institution. If the IQAC takes up these responsibilities, as a ‘homeostatic organ’ not only will it establish a healthy internal environment, but also enables the institution to face the challenges of the ever changing and rapidly evolving higher education landscape. Empowering the IQAC: QA is truly more of a process than a result, and requires the cultivation of institutional cultures where all actors are open to self-criticism and attentive to opportunities for improvement (Liz Reisberg, 2011). In the light of the above, it is felt that IQAC has to be a key player and it is highly essential that IQACs are empowered through 1. Conferring statutory powers on IQAC, 2. emphasis on the recommendations of the IQAC for implementation, 3. Weightage for the performance of IQAC during NAAC Assessment of institutions. The IQAC has to figure as the central functionary in quality management of the organization. These mechanisms should be imprinted in the DNA of the institutions. Time and again, NAAC has advocated the concept of ‘home-grown’ quality consciousness, which alone can keep the journey towards quality achievement. Attainment of quality, its sustenance and enhancement cannot be thrust upon by any external organization.

The Way Forward: Thus the message is clear that quality of a HEI is the responsibility and task of each institution itself. Human health science is moving towards ‘personalized medicine’ specific to each individual to meet his/her requirements. On a similar line every higher education institution is confronted with problems and issues of diverse nature, which are variable both in space and time. Therefore, one size fit all prescription for QA, QS & QE is virtually impossible. In this context the IQAC has to undertake routine “health checkups” of the institution and develop its own remedial measures and integrate the same in the functioning of the organization, which will be the institutionalized measures for assurance, sustenance and improvement of quality.

Prof. H. A. Ranganath
The relative place of India in the comity of nations evokes strong views. There is a version which began early in this decade about ‘India Shining’. It gradually transformed itself into the slogan of ‘India Emerging as a Global Power’. Occasionally dignitaries from powerful nations have also issued ‘certificates’ saying that India ‘is already a power that has emerged’. Broadly speaking Rupee as a currency is yet far from beginning to be a recognized currency of international transaction or trade like the Dollar, the Euro, the Sterling and so on. An Indian passport holder needs visa from over 100 countries to enter. There are less than two dozen countries where an Indian can enter without prior visa. A US citizen needs visa for travel to less than two dozen countries.

The rating of a country has many indices of which the two popular ones are: the value of the currency and the value of the passport. The debate can go on with much to be said on all sides.

The time is right for widening and deepening the awareness of accreditation and for encouraging people to go through acknowledged processes of accreditation for many obvious reasons. Not only does this encourage benchmarking but also enables drawing attention to the need of incremental raising of the bar. The other arguments for having accreditation are also there and are well known not to need repetition. The moot question remains: how do we accredit, what do we accredit and how do we disseminate the results of accreditation for general use. Having had the privilege of sitting on the Executive Council of the NBA in its incarnation of being a creature of AICTE and Executive Council of NAAC of the UGC, one has had the privilege of watching, as it were 'how it cooks in the oven'. Many thought and incidents can be cited; they all would serve a purpose. However, the limitation of space and time makes it necessary to highlight some of the key questions. Of course, talk of excellence and standards are endless. No one questions the need for excellence. What is needed is an how to arrive at the point which would be recognized as evaluation leading to the legitimate justification of the ‘appellation of excellence’. What is well worth remembering, however, is the fact that there can be no search for excellence unless the routine has been taken care of. On the 15 of October, 2011, for the first time in my life two of my cheques were reported as having bounced (even when there was enough cash balance in my account). Reason, when the account went computerized they did not upload my signature! The serving branch manager pleaded with me that I should not file a complaint as it would put that person’s predecessor in a spot!! And this too in a bank which is perhaps the biggest bank in the country with a track record of well over a century! There are, of course, domain characteristics in accreditation just as there is bound to be an algorithm across accreditation norms across discipline. The most important consideration is benchmarking the accreditation processes. Its credibility and acceptability is really the corner stone of making the process and the outcome usable. It will be worthwhile reflecting why the enumerable awards conferred by India and Indians almost end up by being suspect and why awards received outside India receive so much acclaim. There are other questions: why is the publication, in a foreign journal, so valued and a publication in an Indian journal does not get the same kind of recognition? There is a real possibility that nearly all Indians suspect each other’s judgments, integrity. Perhaps we, as a people, are a community which believes in contacts and leveraging for desired outcomes, possibly far more than other ethnic groups. The powerful rule the day and it works everywhere from crime and punishment to awards and recognition. How far this is true would need a scientific survey to understand and that is yet to come. However, the perceptions are fairly universal and common. To salvage the processes of accreditation from this pervasive feeling will be the first task which professionals would need to address. This cannot be done by a Regulatory Authority or even political leadership. This has to be done by the people who are affected and who operate the system. It is going to be an uphill task. We live in an era where convenience of decision making in administration is often applauded and firmness and straightforward talk very often is resented and often debunked. A lax administrator is credited with the epithet of a ‘King’ and a strict one is abused. Caste men, people from the same religion, people from shared backgrounds, and persons from common educational institution, all expect favored treatment from the key decision makers. Bounties are meant to be exchanged. In such an environment, lending credibility to accreditation process is going to be a demanding task. We need to think about these things carefully, slowly widening the circle of awareness. In conducting ourselves the way we very often do, does not serve the objectives of accreditation and could well cost us international credibility. The time to raise these questions is now. The time to reflect and work towards a resolution of this complex situation in the right direction is now.

Vinayshil Gautam
PhD:FRAS(London)
A Sager Chair Emeritus Professor IIT Delhi & Chairman, D.K. International Foundation
Fifth One-day Meeting of Commissioners /Directors/Head of SQACs at NAAC

One-Day Meeting of the Commissioners/Directors/Head of SQACs was organized on 25 July, 2011 in NAAC Campus, Bangalore. The Programme was attended by more than 40 delegates from SQACs of 25 different states. Dr. Sujatha Shankhag, the coordinator of the Meeting extended a warm welcome to all the dignitaries and delegates. In his keynote address, the Director, NAAC, Prof. H.A. Ranganath welcomed all the delegates and guests of honor to the event. He extended a warm welcome to Prof. V.S. Prasad, former Director of NAAC. He expressed satisfaction that more than 5000 institutions have been accredited in the country, though Assessment and Accreditation is not mandatory. He elaborated on the concept of SLQACC and SQAC and emphasized the role of these bodies in strengthening the IQACs at College level.

Dr. Ranganath, further said, that if SLQACCs and SQACs want assistance in spreading the quality culture among respective states, NAAC was willing to walk the extra mile to help them achieve quality and facilitate sustenance and enhancement of quality at institutional level.

Prof. V.S. Prasad, former Director of NAAC lauded the efforts put in by all his predecessors in making NAAC successful in facilitating colleges to imbibe quality culture. He elaborated on the concept of ‘world class institutions’, and opined that nothing should prevent India build world-class institutions. He unveiled a unique model of SLQACs and IQACs and emphasized on their role in building great institutions. He elaborated that SLQAC and SQAC have ‘Advocacy Role, Facilitating Role and Regulatory Role’, in promoting quality culture and internalizing quality consciousness among all the stakeholders. Prof. Prasad also released the latest volume of the NAAC News Letter on the occasion.

Representatives of SLQAC and SQACs made individual presentations showcasing the unique efforts made by them in their own respective SQACs. The focus of the meeting was to elicit future plan of action of SQACs in different states.

NAAC to Launch Revised Manual and Methodology from April - 2012

NAAC will be launching its revised Manual and Methodology for Assessment and Accreditation starting April 2012. The present system in vogue since 2007, will be replaced by a system that makes space for the new dimensions and trends in the changing higher education system. Higher education in India has witnessed many changes, both at the policy and structural level and NAAC is conscious of its role in the changing landscape of higher education. The focus of NAAC in its revised methodology would be to steer institutions to reflection on processes and output, whereas since its inception, NAAC laid emphasis on input factors and efforts to create the necessary physical and mental infrastructure to foster quality. Quality sustenance measures would form the corner stone for the next cycle of A&A process.

NAAC is also working on finalizing the shape of an on-line survey questionnaire for obtaining timely Annual Quality Assurance Reports. The survey will provide institutions a measure of their incremental changes. Institutions that need to submit to A&A process for the first time, need to align with new requirements of providing more information electronically and over a period of time through a portal which is being developed by NAAC. The revised methodology, which was on the anvil for the last one year, has elicited feedback from experts, academia and policy makers.
The National Assessment and Accreditation Council (NAAC), a premier National Quality Assurance Agency that has the mandate to assess and accredit institutions of Higher Education in India organised the third “NAAC Accreditation Award Ceremony” on 24 April, 2011 at its National Headquarters, NAAC Campus, Nagarbhavi, Bangalore. The event, evinced participation from Universities and Colleges which have been accredited under the new methodology of grading pattern for institutional Assessment and Accreditation developed by NAAC. More than 200 delegates from various types of universities and colleges comprising Vice-Chancellors, Principals & Educational Administrators attended the ceremony and received Accreditation Certificates.

NAAC had received a tremendous response from the heads of higher education institutions for the ceremony. Hence Accreditation Award Ceremony was conducted in two sessions to accommodate a large number of delegates.

Prof. H. A. Ranganath, Director, NAAC while welcoming the members of EC, GC & FC and Higher Education representatives attending the award ceremony said that NAAC has traversed a long way and carved a name for itself in the higher education sector. “The NAAC has continuously upgraded its instruments to rein in more objectivity and build a brand name for itself and the assessed institutions as well. The NAAC takes a diagnostic approach and gives a report but it is for an institution to treat the problems that bog the institutions” he said,

Addressing the delegates on the occasion, Prof. Goverdhan Mehta, Chairman, Executive Committee, NAAC, said, “The NAAC has been consistently addressing the quality concerns of one of the most diverse Higher Education sectors in the world. After strenuous efforts, the NAAC has been able to endear the idea of assessment and accreditation amongst institutions of higher education. In a way it has created a zest for quality amongst institutions and tried to bring in more focus. Prof. Mehta pointed out that quality is an internal matter and the primary responsibility of institutions is to provide external attributes for developing these internal qualities.

Prof. Ved Prakash, Chairman, University Grants Commission was the chief guest on the occasion. He shared his thoughts on the need to maintain quality in education. “India has the largest system of higher education but its gross enrolment ratio is low. We have a long distance to go to gain world class recognition. We want places where scientific advancement takes place and which redefine the needs of education. We need to process the right kind of raw material and only then any kind of investment in education is justifiable. We need to have a harmonious coexistence of public and private partnership,” he said. Prof. Prakash said that NAAC helps the nation to identify its strength and work on its shortcomings so that investments could be made to improve them.

Representatives from more than 760 Colleges and Universities from across the nation received NAAC accreditation certificates at the ceremony held at the campus of the National Assessment and Accreditation Council. For most of the delegates the event was an occasion to reckon with as it provided a suitable platform to meet their counterparts in many facets of quality assurance activities. The ceremony served as an ideal place to exchange feedback and interact with each other on various issues of quality and innovation amongst institutions of higher learning.
Assessors' Interaction Meeting

The Assessors’ Interaction Meeting was held during September 08 - 09, 2011 at NAAC, Bangalore. The AIM is a routine and regular feature in the A&A process to strengthen the evaluation process.

Prof. H. A. Ranganath, Director, NAAC welcomed the participants. Prof. Dr. Seyed Hasnain, (former VC, University of Hyderabad), School of Biological Sciences, Indian Institute of Technology, Delhi; Prof. Mariamma Varghese, former VC, SNDT Women’s University, Mumbai and Prof. P. S. Zacharias, former VC, Goa University, Goa were invited as Resource Persons for the programme in addition to the in-house resource person, Dr. M. S. Shyamasundar. The resource persons were involved in handling the technical sessions during the programme.

The participants were divided into eight groups for facilitating role play and simulation. All the participants were given an imaginary Self-study Report - 'IPL College', IPL City, Bharatkhand. Special characters were introduced like 'Prof. Tendulkar, Dr. Dhoni, and Dr. Chris Gayle respectively as Principal, Vice Principal, and Steering Committee Coordinator, to make the task more interesting with active involvement. Based on the SSR all the participants were induced to don the role of these characters during the simulation and role play exercises. The exercise concluded with sharing of experiences and presentation by groups. The Mock Exit Meeting of the imaginary characters drew the curtains on the Assessors’ Interaction Meet. The programme was co-ordinated by Dr. M. S. Shyamasundar, Deputy Adviser, NAAC, who was the chief convenor of the programme.

Participation of Dr. M. S. Shyamasundar in MCI meeting

The Medical Council of India (MCI) had scheduled a meeting on March 16, 2011 by inviting experts from different organisations. The chairman of MCI welcomed the delegates and requested them to develop Accreditation guidelines for Medical Colleges. During the meeting, the experts felt that NAAC’s manual for health science institutions had been prepared meticulously, which helped many HEI’s in the country significantly. Accordingly various criteria for evaluating medical colleges had been identified and given to various experts for fine-tuning. Subsequently, Dr. M. S. Shyamasundar had given valuable inputs based on his experience for the development of accreditation guidelines for medical colleges.

"Wise men speak because they have something to say; fools because they have to say something” - Plato
Region-Wise Awareness Programmes/Workshops/Seminars

NAAC sponsored One-Day seminar at Kohima

NAAC sponsored one-day Seminar cum Workshop was organized by the State Quality Assurance Cell, Nagaland on IQACs on 10 May 2011 at Kohima, Nagaland. Hon’ble Minister for Higher Education and Urban Development, Government of Nagaland Dr. Shurhozelie Liezietsu inaugurated the Seminar. Speaking on the occasion the minister said that the Government of Nagaland is committed to promote and impart quality education. He categorically said that the Government of Nagaland does not lag behind in its resolve to rein in qualitative improvement in the higher education sector in the state.

The Seminar attended by the Principals and IQAC coordinators of several colleges, saw inspiring deliberations. The minister appreciated Patkai Christian College, Gazl Ali College and St. Joseph’s College for their impressive performance during the Accreditation process and the grade achieved by them. He disclosed that only 19 out of 52 secular colleges in the state were covered under 2(I) and 12(B) of the UGC Act which indicates that the remaining 33 were outside the purview of the UGC and hence they were not eligible to receive any grant from the UGC. He further said that despite limited resources, the department has taken up infrastructural development of Government Colleges located in educationally backward districts of Mon, Tuensang, Kiphire, Longleng, Peren and Phek during 2010-2011.

Additional Chief Secretary and Development Commissioner Mr. Alemtsemshi Hamir, IAS opined that there were two very vital issues, viz., knowledge and quality while stressing that the state also needs to catch up with the world in these aspects. Highlighting on the various rural schemes such as the MNREGA, etc, he felt that the problem in Nagaland lies with the educated youth and pointed out that “it is time for us to shift our diversion for planning to the urban sector”. Dr. Ganesh Hegde, Assistant Adviser, NAAC Bangalore in his keynote address said that the benefit of colleges getting accreditation is ultimately for the benefit of the students and urged the institutions to sensitise themselves for NAAC Accreditation. He further opined that assessment exercise is a brand-building exercise, which gives satisfaction to students and staff on their accredited status. Shri P.P. Solo, Commissioner & Secretary Higher & Technical Education, Nagaland- welcomed the dignitaries and delegates.

NAAC sponsored Seminar on “Quality Assurance in Higher Education: Expectations and Achievements”

NAAC sponsored Seminar on “Quality Assurance in Higher Education: Expectations and Achievements” was organized by Shri Vaishnav College of Commerce, Indore on 9-10 September 2011. Dr. Ganesh Hegde, Asst. Adviser, NAAC attended the Seminar as a resource person. He elaborated on the post-accreditation scenario besides explaining the assistance offered by NAAC to conduct various seminars and workshops. He dwelt at length on the importance of Assessment and Accreditation and enlightened the participants with the fact that the UGC considers the Accreditation status for funding different schemes as well as considering College/University for funding under the Scheme- Potential for Excellence.

Dr. Hegde urged the institutions to set up IQACs in every college and advocated the dissemination of best practices. Every institution should have a strategy, team work, feedback system and its analysis for overall improvement for quality achievement, he opined. He further shared the AUN-QA model of Quality enhancement during the event. Prof. Piyush Trivedi, RGPV Bhopal was the Chief Guest for the valedictory function. Dr. Nisha Dube, Vice Chancellor, Barkatullah University, Bhopal, Shri Harikishanji Mucchal President, Shri Vaishnav Shaikshanik Avam Parmarthik Nyas, Indore, Dr. Akilash Pandey Chairman, Commission on Private University, Dr. B. Ramesh, President, Indian Commerce Association & Dr. Ganesh Hegde, Assistant Adviser, NAAC Bangalore, were special invitees for the valedictory session. Prof. Trivedi, emphasised on Professionalization and Industry interaction among Universities, colleges and technical institutions. Dr. Nish Dube spoke on value education in higher education to improve quality of life. Dr. Ramash Mangal, Principal, Dr. P.Y. Mishra and Dr. Ravindra Gupta coordinated the activity.

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." – Aristotle
NAAC sponsored two-day State Level Conference held on 22-23 September 2011

NAAC sponsored two-day conference on the “Role of Faculty and Students in Quality Assurance” was held on 21-22 September 2011 by the Royal Education Society’s College of Computer Science and Information Technology, Latur, Maharashtra. Dr. Sarjeraoji Nimse Vice Chancellor, SRTMU, Nanded inaugurated the conference. Dr. G. Srinivas, Joint Secretary, UGC, Dr. Sujatha P. Shanbhag, Asst. Adviser, NAAC and Dr. M.R. Patil, Principal of the College were present on the occasion.

Dr. Sarjeraoji Nimse, in his inaugural speech opined that in the context of quality assurance, accreditation is highly relevant and essential. He further said that it is a powerful tool to strengthen higher education in India. Dr. G. Srinivas, Joint Secretary, UGC, in his address categorically said that the role played by NAAC and UGC in quality achievement and enhancement deserve kudos. He emphasised on the need to strengthen IQAC at the College level. The plenary lectures were conducted by Dr. M.R. Kurup, Dr. Ashok Thorat, Dr. B.S. Nagoba, Dr. E.U. Masumdar and Dr. Awasthi. Dr. Awasthi and Dr. E.U. Masumdar facilitated interactions. Sri. S.S. Chowhan, Vice-Principal welcomed the guests. Dr. Sujatha P Shanbhag, Assistant Advisor, NAAC dwelt at length on quality issues at the institutional level and the role of Research in the quality movement.

Dr. Deelip Uke, Pro-Vice Chancellor, SRTMU, Nanded, was the chief guest for the valedictory function. Dr. Pathan, former Vice Chancellor of Nagpur University and Dr. M.R. Patil, Principal of the College graced the occasion.

Two-Day NAAC sponsored Seminar at Bhilai

The two-day NAAC sponsored Seminar on “Future Challenges for Students in Present Scenario” was organized by the Department of Education, M.J. College, Kohka-Junjwani Road, Bhilai, Chhattisgarh on 14-15 October 2011.

Mr. Prakash Pandey former speaker of Govt. of Chhattisgarh was the Chief Guest. Inaugurating the two-day event, he emphasised on the need for focus on value education and re-orienting the system towards the age-old and established Indian culture and Indian value system. ‘Modern culture should strengthen our systems but should not deteriorate them’, he opined. He asked the young people to inculcate the natural outcome of the learning process. Quality education deeply ingrained in Indian value system is the panacea for all the ills that haunt the system, said Mr. Prakash Pandey. He further gave a message to the young students that the Indian wisdom holds the key for successful life.

Prof. Hari Narayan Dubey, Principal, MJ College welcomed the delegates and the theme of the Seminar was elaborated by Mrs. Shreelekhla Virulkar, Director, MJ College. One of the Resource persons, Dr. Ganesh Hegde, Asst. Advisor, NAAC spoke on Quality in Teacher Education and the Role of Teachers in the Globalized world.

Dr. L.N. Seshagiri, Coordinator, SQAC, Dept. of Collegiate Education, Government of Karnataka was another resource person for the two-day academic event. He elaborated on the role of teachers in quality enhancement and participatory approach to be adopted by teachers for quality and excellence. He advocated for student-centric learning process in the day-to-day classroom proceedings.

Dr. Ramesh Mangal, Principal, Sri Vaishnav College, Indore spoke on Students’ Problems and Role of Stakeholders. There were about 50 papers in different technical sessions and the various panel discussion focused on challenges in higher education. Dr. Sachchindanad Jhosi, VC, Khushabha Thakre University, Raipur, presided over the events on the second day. Shri Ramesh Nayyar, well known Journalist & Director of Hindi Granth Academy, and Shri Bhajan Singh Nirankari, MLA, Vaishaliniagar, Bhilai were the other resource persons. Mrs. Zisan, HOD Edu. Dept. and Mrs. Preeti Gurana, Asst. Prof.- M.J. College, coordinated the Programme.

"You can discover more about a person in an hour of play than in a year of conversation" - Plato
Two-Day NAAC Sponsored National Seminar on “Designing Competency Based Curriculum for Quality Improvement”

Two-Day NAAC sponsored National Seminar on “Designing Competency Based Curriculum for Quality Improvement” was organized by Vellalar College for Women (Autonomous), on 24-25 March 2011. Mr.D.Venkateswaran, Managing Partner, Venbro Polymers inaugurated the event. In his inaugural address, he stressed on the need to adopt multi-dimensional approach in designing a multi-skill based curriculum across disciplines to facilitate cross-pollination of ideas and information.

Dr.K.Kunhikrishnan, Consultant, NAAC and former Pro Vice Chancellor, Kannur University, in his keynote address, expressed concern for the disparity that exists between the cost of education and the ration of employability. He averred that teaching should be replaced by training and the discrepancies in the existing curriculum should be supplemented by learning objectives thereby developing an educational management strategy.

In Technical Sessions I & II, Dr.Garnet Fernandes, Dean-UGC & University Affairs, Sr.Joseph College, Trichy, spoke on the topic “Interactive Pedagogy for Interactive Curriculum”. Dr.S.Kannammal, former Head, PG & Research Dept. of English, Vellalar College for Women, Erode, spoke on the topic “Multi-Skilled Curriculum with New Learning Methodologies – Concepts, Contexts and Applications”.

Dr.B.Vanitha, Associate Professor Economics, Coimbatore Dr.A.R.Bhavana, Associate Professor of English, Dept. of Educational Technology, Bharathiar University, Coimbatore, Dr. Bennet, Asso. Professor of English, National College, Trichy, Dr. V. Ramanathan, Asst. Prof. of English, Government Arts College, Udumalpet, Dr. R. Kasthuribai, Asst. Prof. of Botany, Dr. D. Parvatham, Asst. Prof. of Botany, Dr. K. Murugesan, Prof. of Mathematics, NIT, Trichy., Dr. Anand Sharma, Chief Mentor, IMFLearning Resources, Coimbatore and Mr. N. Thangaraj, Asst. Prof. of Information Science Technology were the resource persons.

The Action Plan Report was read by Ms. A. Kalavathy, Head, Dept. of Physics, Vellalar College for Women. Nearly 180 faculty members and hundred scholars – both on and off the campus, participated in the seminar and Ninety two of them presented papers on the multiple facets and dimensions in designing competency-based curriculum for quality improvement. In his Valedictory Address, Dr.M.S.Mathivanan, Chairman, SSM Group of Companies, Komarapalayam, called upon the teachers and the curriculum designers of higher education to ignite the knowledge centres that lie dormant in every learner. Dr.C.Suseela, Principal and Dr.D.Bhagyathara, Organizing Secretary & IQAC Co-ordinator were present on the occasion.

Interaction of Dr. M.S. Shyamasundar with officials of IEEE

A Joint International Workshop on ‘Institutional and Programme Accreditation’ was organized by NAAC and IEEE during January 21-22, 2011, which was attended by experts in quality assurance from different countries on the invitation of both NAAC and IEEE. IEEE experts had shared their perspectives with reference to programme accreditation and NAAC experts threw more light on institutional accreditation in addition to NBA’s model for programme accreditation. After the successful completion of the workshop, it was decided to upload all the papers from various experts from different parts of the world on the IEEE website. Dr. M. S. Shyamasundar, as a representative of NAAC and the principal Convener facilitated various processes and uploading of relevant data and inputs, as a follow up of the deliberations during the Workshop.

Human behavior flows from three main sources: desire, emotion & knowledge” - Plato
Two-Day NAAC sponsored National Seminar on Quality Sustenance

Two-Day NAAC sponsored National Seminar on ‘Quality Sustenance: Challenge in the Post – Accreditation’ was organized by Ghali College, Gadhinlaj Dist, Kolhapur, Maharashtra on 17-18 October 2011.

The seminar was inaugurated by Prof. A.P. Padhi, former Vice Chancellor, Berhampur University. In his inaugural address, Prof. Padhi, emphasised on the need to imbibe team culture among institutions. He further said that every institution should stand as an independent centre of excellence.

Dr. Satish Ghali, Executive President, Vidya Prasarak Mandal's Dr. Ghali College, in his presidential speech spoke on the need for high motivation levels among all the stakeholders in an institution. He congratulated the organizers for the initiative. The principal of the College, Dr. D.K. Gauri and Prof. Anil Undare, the Coordinator of the Seminar were present on the occasion.

Dr. Pratibha Gaikwad, Dr. S. Y. Hongekar, Dr. Prashant Shah, Dr V. B. Jugale, Dr. Ashok Bhoite, Dr. M. B. Kothali, Dr. Savita Desai and Dr. Rajendra Lokhande, Dr. Jyouti Kawalekar, Dr. Nandkumar Nikam, Dr. Nilpankar (Ajara College, Ajara) and Mrs. Patil (S. Mandlik College, Murgud), were the resource persons for the technical sessions. Case Studies on Self-Study Reports were presented during the two-day event. Dr. Ramesh Tibile coordinated the seminar. The seminar saw the participation of 92 delegates from different parts of the state.

Environment Day Celebrations at NAAC

With a view to bring in awareness about Environment Safeguard and also to inculcate Eco-Friendly responsiveness amongst the staff, the NAAC celebrated the World Environment Day with full fervor and gaiety on June 6, 2011 by planting different varieties of saplings on its campus. The members of NAAC family joined the Director on the memorable occasion.

Appeals Committee Meetings

The 20th and 21st Meetings of the Appeals Committee of NAAC was held on April 20, 2011 and September 15, 2011 respectively at NAAC office, Bangalore. Prof. Anil K. Bhatnagar, former Vice-Chancellor, Pondicherry University is the Chairman of the Appeals Committee. Prof. Suranjit Das, Vice – Chancellor, University of Calcutta, Kolkata, WB; Prof. S.K. Saidapur former Vice Chancellor, Karnatak University; Prof. B.K. Thelma, Head Dept. of Genetics, University of Delhi are the Members of the Committee. Dr. M. S. Shyamasundar, Deputy Adviser, NAAC is the Member Convener of Appeals Committee.

The 20th Appeals Committee received 14 applications from institutions for reconsideration of their grade given by various peer teams of NAAC. Out of 14 institutions, the committee recommended ‘No change’ in grade in respect of 09 institutions; recommended ‘Re-visit’ for 02 institutions; and suggested change of CGPA in case of 01 institution. The decision regarding 02 institutions was deferred due to the non-availability of the comments of the chairperson of the concerned Peer Team.

The 21st Appeals Committee received 09 applications from institutions for reconsideration of their grade given by various peer teams of NAAC. Out of 09 institutions, the committee recommended ‘No Change’ in Grade for 07 institutions; ‘Re-visit for 01 institution and decision on 01 institution was deferred due to lack of comments from the chairman of the peer team. The deferment decision taken during the 20th meeting was taken up in the 21st meeting and the Appeals committee recommended ‘No change’ in case of 01 institution and ‘Revisit’ for another institution.
Quality Gaps in Teacher Education Institutions

Dr. M.S. Shyamasundar Deputy Adviser, Mr. K.S. Bharath Project Assistant

It goes without saying that assessment and accreditation of institutions of higher education including teacher education institutions has been recognized as a quality ensuring mechanism all over the world. It has become necessary and relevant to the Indian context, as it has developed into the world’s second largest system of higher education; growing rapidly during the last three decades. Propelled by imaginary rate of expansion and other invincible factors common to any developing nation, the higher education system in India has become heterogeneous in every aspect. Quality assurance of such a system becomes all the more important in the light of unforeseen growth and unimaginable heterogeneity.

The main objectives of the NCTE are to achieve planned and coordinated development of teacher education system throughout the country, regulation and proper maintenance of Norms and Standards in the teacher education system and other matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

In fulfillment of the provisions laid down in the NCTE Act 12(k) “to evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions” for quality assurance of teacher education institutions, the NAAAC and the NCTE have entered into an MOU for executing the process of assessment and accreditation of all teacher education institutions coming under the provision of the NCTE.

NAAC has been fine-tuning its methodology and instrument for Assessment & Accreditation (AA) of Higher Education Institutions (HEIs) since it’s establishment, based on its own field experience, feedback from various stakeholders and shared knowledge with other international Quality Assurance (QA) agencies in the changing context of world-wide Quality Assurance (QA) scenario. As part of its earlier approach, NAAC would allow any institution to submit itself for the Assessment and Accreditation Process. In the light of the new methodology adopted in the year 2007, NAAC has introduced a preliminary stage in which the institution has to get the eligibility status for quality assessment and accreditation, ie, Institutional Eligibility for Quality Assessment (IEQA) status as the first step followed by A&A as the second step. However, institutions like Universities, Autonomous colleges, Colleges with potential for excellence, institutions

<table>
<thead>
<tr>
<th>S.No</th>
<th>States</th>
<th>Eligible Teacher Education Institutions</th>
<th>Ineligible Teacher Education Institutions</th>
<th>Total Number of Institutions Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andhra Pradesh</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Karnataka</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Kerala</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Tamil Nadu</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Gujrat</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Delhi</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Madhya Pradesh</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Maharashtra</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Uttrakhand</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Rajasthan</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Jammu &amp; Kashmir</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Punjab</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>Uttar Pradesh</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>Uttrakhand</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Gujarat</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Haryana</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Himachal Pradesh</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Rajasthan</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>Chhattisgarh</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Jharkhand</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>Meghalaya</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>Assam</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>Sikkim</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>West Bengal</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>Bihar</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>Jammu</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>27</td>
<td>Total</td>
<td>45</td>
<td>39</td>
<td>84</td>
</tr>
</tbody>
</table>

approaching NAAC for re-accreditation etc., are exempt from the preliminary IEQA step. IEQA status facilitates an institution to identify its readiness for accreditation and if an institution does not qualify for the IEQA status, it would be given specific set of suggestions for improvement to reach the threshold level of quality in a period of six months. The College would be free to approach NAAC for further process after implementing the strategies for improvement.

NAAC has conducted 12 meetings of Committee for Recommendation of Institutional Eligibility for Quality Assessment (CREIEQA) from April 01, 2007, but the actual process of consideration of Teacher Education (TE) Institutions has taken place from 5th Meeting of the CREIEQA (1st February 2008). Till the end of 12th IEQA meeting held on 21-06-2010, only 39 (8% approx) colleges were ineligible in the IEQA process and remaining 452 (91% approx) colleges became eligible.

A careful analysis of the data from Table 1, shows that Uttar Pradesh leads the race among the eligible Education Colleges, as their number stands at 113 (25%), followed by Haryana (24%), Rajasthan (14%), Punjab (11%) and Tamil Nadu (10%) and remaining (16%) eligible institutions
belong to the remaining states. An attempt to compare and contrast eligible and ineligible colleges, reveals the presence of huge difference among educational colleges especially in States like Uttar Pradesh (eligible:113, ineligible: 8), Haryana (eligible:106, ineligible : 10), Rajasthan (eligible:61, ineligible:5), Punjab (eligible:54, ineligible: 1) and Tamil Nadu (eligible:45 ineligible: 3).

Table 2 Region wise Analysis:

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Region</th>
<th>Eligible institutions</th>
<th>Ineligible institutions</th>
<th>Total No of TE Institutions applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Southern</td>
<td>56(12%)</td>
<td>03(7%)</td>
<td>59</td>
</tr>
<tr>
<td>2</td>
<td>Northern</td>
<td>376(83%)</td>
<td>33(85%)</td>
<td>409</td>
</tr>
<tr>
<td>3</td>
<td>Western</td>
<td>11(3%)</td>
<td>02(5%)</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>East &amp; North eastern</td>
<td>09(2%)</td>
<td>01(3%)</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>452 (92% app.)</td>
<td>39 (8% app.)</td>
<td></td>
<td>491</td>
</tr>
</tbody>
</table>

Table 3 Quality Gap Analysis emphasising predominant areas of concern

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Quality Probes</th>
<th>No of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADD – ON COURSES</td>
<td>35 (90%)</td>
</tr>
<tr>
<td>2</td>
<td>RESEARCH PROJECTS</td>
<td>34(87%)</td>
</tr>
<tr>
<td>3</td>
<td>ACADEMIC LINKAGES</td>
<td>34(87%)</td>
</tr>
<tr>
<td>4</td>
<td>AWARDS BY STUDENTS IN SPORTS</td>
<td>32(82%)</td>
</tr>
<tr>
<td>5</td>
<td>FACULTY BENEFITED FROM SDP</td>
<td>27(69%)</td>
</tr>
<tr>
<td>6</td>
<td>SEMINARS ORGANISED</td>
<td>25(64%)</td>
</tr>
<tr>
<td>7</td>
<td>TEACHERS WITH PhD</td>
<td>23(59%)</td>
</tr>
<tr>
<td>8</td>
<td>FINANCIAL AID TO GENERAL STUDENTS</td>
<td>23(59%)</td>
</tr>
<tr>
<td>9</td>
<td>IN HOUSE RESEARCH ACTIVITIES</td>
<td>22(56%)</td>
</tr>
<tr>
<td>10</td>
<td>TEACHERS USING A- V AIDS</td>
<td>13(33%)</td>
</tr>
</tbody>
</table>

Interestingly among states like West Bengal, Sikkim, Bihar and Nagaland, hundred percent improvement in performance of Education Intutions can be observed as all the colleges that have applied for IEQA have been declared eligible.

Out of the total 491 TE Institutions that applied for IEQA, 452 (92% approx) institutions are qualified and attained the eligibility status while the remaining 39(8% approx) institutions are declared ineligible. A scrutiny of the 39 ineligible institutions, reveals that a majority of them, ie., 33 (85%) of them are from Northern States (Table:2), followed by southern (7%), Western (5%) and Eastern and North Eastern regions. The number of ineligible institutions in northern region especially from the states like Haryana (10), Jammu & Kashmir (8) and Uttar Pradesh (8) institutions are significant (Table:1).

The NAAC’s proforma for determining IEQA status of an institution comprises two parts, viz., Profile of the college and Institutional data. There are 25 probes in the institutional data, which are expected to obtain both qualitative and quantitative information about the colleges concerned. The colleges need to submit the information on-line, (www.naacc.gov.in) and after the completion of computer analysis of the information, based on predetermined scoring guidelines, the proforma shall be placed before the committee, to determine the eligibility status of an institution. It is not mandatory for institutions to score in every probe, but overall, they need to score 60% to qualify under their IEQA process. Based on the analysis of the probes, it has become evident that 8% of the colleges were not ready for Assessment & Accreditation (AA). The percentage may vary from state to state and region to region.

The major factors for ineligibility of various colleges are determined based on the analysis of the responses given by 39 different colleges from different regions in the country (Fig2). The major quality gaps (Fig-4) for institutional eligibility are given below.

Be a yardstick of quality. Some people aren’t used to an environment where excellence is expected. Steve Jobs
> 90% of the institutions have not conducted add – on – courses
> 87% of the institutions don’t have research projects either completed or ongoing with the faculty
> 87% of the institutions have not established academic linkages or collaborations.
> 82% of the institutions have not ensured any awards by the students in sports.
> 69% of the institutions have not ensured faculty benefit from SDP
> 64% of the institutions have not organised academic seminars/conferences/workshops
> 59% of the institutions do not have teachers with PhD as their highest qualification
> 59% of the institutions don’t have the provision for providing financial aid to general students.
> 56% of the institutions don’t have provision for promoting in-house research activities
> 33% of the institutions have not motivated teachers to use audio-visual aids including computer-aided teaching

**CONCLUSION:**

In case of general higher education institutions, about 25-30% of the institutions became ineligible during the first step of the IEQA Process, where as in the case of TE institutions only 8% of the institutions became ineligible. This indicates that TE institutions have more awareness about the process of IEQA. Furthermore, there is need for organizing sensitisation programmes, region-wise, in different parts of the country, to further bring down the number of ineligible colleges. In a nutshell, establishment of academic linkages, add-on courses, research projects, in-house research activities, use of audio-visual aids by teachers, computer literacy, organising academic seminars etc., are the primary areas of concern for most of the ineligible institutions. These weaker links need to be addressed by various TE Institutions by adopting focused and planned designs, which could further pave way for the increase in the number of eligible institutions for Assessment and Accreditation by NAAC.

### 81st Orientation Programme on “Quality Enhancement & Accreditation”

The University of Burdwan, West Bengal organized the 81st Orientation Programme on “Quality Enhancement and Accreditation” on 11-12, August 2011. The two-day programme was inaugurated by Dr. Ganesh Hegde, Asst. Advisor, NAAC. In his inaugural address, Dr. Hegde spoke on ‘Quality Enhancement & Accreditation System’ and elaborated on the strategies that are necessary for improving Quality. He dwelt upon the Evolution, Methodology and the process of NAAC for enhancing the overall academic & administrative ambience in the Higher Education Institutions. Further he explained the criteria for Assessment, key aspects & Assessment indicators for some of the Quality initiative by NAAC such as Establishment of State-Level Quality Assurance Coordination Committees (SLQACC); supporting Quality Assurance Cells in different States; Internal Quality Assurance Cells (IQAC) in institutions of higher education; sponsoring seminars and conferences; National level meeting of Directors of Collegiate Education and QACs; analyzing state-wise or region-wise Assessment Reports; MoU with Government and National Councils; support research projects and dissemination of best practices.

Prof. Arabinda Kumar Das, former Vice Chancellor, Kalyani University, West Bengal was the chief guest for the Valedictory Session. He dwelt at length on issues of assessment and accreditation and asked the participants to take benefit of the Orientation Programme. He further distributed certificates to the participants. Dr. A.R. Ghosh, Director, Academic Staff College co-ordinated the Programme.

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**Admiration for a quality or an art can be so strong that it deters us from striving to possess it.**

*Friedrich Nietzsche*
NAAC at International Fora

Dr. M.S. Shyamasundar’s visit to Auckland University of Technology (AUT), New Zealand

Asia Pacific Quality Network (APQCN) has initiated a project to explore Mutual Recognition of Quality Assurance decisions made by Quality Assurance Agencies (QAA$s) of various countries. Four QAA$s viz., Australian Universities Quality Agency (AUQA), New Zealand Universities Academic Audit Unit (NZUAAU), Malaysian Qualifications Agency (MQA) and National Assessment and Accreditation Council (NAAC) from India are participating in this project. Accordingly, NAAC has nominated Dr. M.S. Shyamasundar, Deputy Adviser as the member of the project. He has participated in the first meeting of the Mutual Recognition project held at Kuala Lumpur, Malaysia on October 21, 2010. It has been resolved, during the meeting, that each of the member agency’s quality assurance exercise will be observed by two other members of the project team.

As part of the agreement, Dr. Shyamasundar participated in the audit of Auckland University of Technology (AUT) during June 13-17, 2011 in Auckland to observe the exercise. In a highly rewarding and enriching experience, it was observed that there were many similar as well as contrasting procedures and process between different QAA$s. Preparation of probes before hand for interaction, taking back-up note for meetings, inclusion of an international expert and a representative of the industry, etc were some of the interesting practices observed during the visit. Furthermore, it was interesting to note that the departmental visits were done away with alongside not finalizing the panel report on the spot etc.

In a highly enriching and enlightening exercise, great insights into quality assurance procedures were available. Mutual recognition of New Zealand and Indian Quality Assurance Systems could be a possible area of exciting experience for both countries, as observed by Dr. Shyamasundar.

NAAC may learn some of the following good aspects of NZUAAU namely:

1. Preparation and circulation of questions among the Peer Team Members prior to the visit.
2. Efficient Time Management Procedures for interaction with various stakeholders.
3. Friendly disposition adopted by the Peer Team Members
4. Back-up-note-taker facility for every meeting.
5. Possible Learning Spaces and interactive spaces within NAAC
6. Reliance on ICT for different functions and operations of NAAC

Dr. M.S. Shyamasundar’s visit to NZQA and CUAP

Under Mutual recognition project of APQCN, Dr. Shyamasundar interacted with some of the key officials of New Zealand Qualifications Authority (NZQA) and Committee on University Academic programmes (CUAP) in Wellington.

NZUAAU is the counterpart of NAAC which takes care of quality assurance exclusively of universities. Though, very small, the higher education system in New Zealand is highly systematized, streamlined and focussed. The visit reinforced the idea that mutual exchange of visits highlight the areas of mutual cooperation and exchange.
Dr. Jagannath Patil invited as Speaker in ASEM Expert Seminar at Bonn, Germany

Dr. Jagannath Patil, Deputy Adviser, NAAC was invited as Speaker in Expert Seminar at Bonn, Germany. At the instance of the Asia-Europe Meeting (ASEM) of Ministers for Education, the QA groups of Europe and Asia held a joint meeting in Bonn, Germany on 5 and 6 July 2011.

The ministerial meetings held in 2010 laid emphasis on strengthening inter-regional cooperation between quality assurance agencies and networks in Asia and Europe. Organising joint meetings with a view to develop common principles of quality assurance across the ASEM education area was identified as a key strategy.

To implement this strategy, the German Academic Exchange Service (DAAD) and the Federal Ministry for Education and Research of Germany organised an expert seminar on Regional Quality Assurance in QA where the experiences of the European region and the Asia-Pacific Quality Network were discussed.

As the Vice president of APQN, Dr Patil made presentation on ‘Peer Selection and Training from Asian agency perspective’ Living with National and Global Rankings’.

NAAC Participation at INQAAHE Conference, 2011, Madrid, Spain

INQAAHE Biennial Conference on “Quality Assurance: Foundation for the Future” was held during 5-7, April 2011 at Madrid, Spain and hosted by National Agency for Quality Assessment and Accreditation (ANECA). The main objective of the conference was to deliberate on various Quality Issues, viz., ‘Challenges and Strategies in the field of Higher Education in the Era of Globalisation’, ‘Privatization and Liberalization’, ‘Effective Quality Assurance Processes for Diversity’, ‘Complexity and Sustainability of Quality Assurance among different stakeholders of Higher Education’ was also the focus of attention during the deliberations. The conference was attended by three NAAC officers.

Dr. M.S. Shyamasundar, Deputy Adviser, NAAC presented a paper titled ‘Impact of QA Processes on Indian Higher Education Institutions’ at the conference. Dr Jagannath Patil, Deputy Adviser, presented a paper titled – ‘Living with National and Global Rankings - the Dilemma for national QA systems in times of Global competition’. Dr. Ganesh Hegde, Assistant Adviser presented a paper entitled, “Effectiveness of Accreditation Process: An Indian Experience with diversity”. Dr. Ganesh Hegde also made a poster presentation at the conference jointly prepared by Dr. Sujata Shanbhag, Assistant Adviser, NAAC.

Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. - Aristotle
Participation of Prof. H.A. Ranganath, Director, NAAC in International Activities

- Participated in a JOQAR Accreditation Group meeting and the JOQAR Steering Group meeting organized by the Austrian Accreditation Council, Vienna, Austria on 13-14 April, 2011.

Participation of Mr. Wahidul Hasan at APQN/INQAAHE workshop at Tokyo, Japan

Mr. Wahidul Hasan, Communication cum Publication Officer, NAAC participated and presented a ‘Best Practices on Community Engagement’ in APQN/INQAAHE Workshop on Good Practices in Quality Assurance held in Tokyo, Japan from 25-26 October 2011. More than 26 practices from different countries were presented in the workshop. The Good Practices of NAAC was selected as one of the Good practice to be included in INQAAHE Good Practices Database.

Responses from Institutions

The NAAC continues to get heartening responses from colleges and universities during the A & A process. Here are some responses.

The NAAC News dated July 2011 was useful to the faculty members of our institution. We request you to please send the newsletter regularly to our institution.

Prof. N. K. Shinde (Principal) and Prof. R. M. Miraji, IQAC Coordinator
Dr. Babasaheb Ambedkar Mahavidyalaya, Peth Vadsar, Kolhapur, Maharashtra

Thank you for sending NAAC News to our College. We are obliged that we get latest information about various activities in almost all the Universities and Colleges of India.

Dr. Binod Kumar Tiwary,
Associate Professor and Head, Department of History,
U.R. College, Rojera(Samastipur), Bihar

Our institution has been accredited by NAAC with ‘B’ Grade. The NAAC News letter is very useful in preparation of annual reports to be sent to NAAC. The Newsletter makes available comprehensive information about the assessment and accreditation processes and keeps us informed and updated.

Dr. K.K. Gautam, Principal and Dr. N.S. Nathawat,
Co-ordinator, IQAC, Sri Bhagwan Dar Todi College,
Lachmangarh-Sikar, Rajasthan

On behalf of the vice-chancellor of the University of Calabar, I write to acknowledge with thanks the receipt of copies of NAACNEWS Vol.11. Issue 1 and 2, July 2011 sent to the University of Calabar, Nigeria. As you forge ahead with this developmental stride, please accept the assurances and goodwill of the University of Calabar. On behalf of our Vice Chancellor, Professor James Epoke, I congratulate you on the good job you are doing and encourage you to do more. Once again congratulations.

EFFIONG B. EYO, Public Relations officer, University of Calabar, Nigeria

It is the quality of our work which will please God and not the quantity.
Mahatma Gandhi
Glimpses of Peer Team Visits

University of Kashmir, Kashmir; 17 to 22 July, 2011; Prof. K.P.S. Umry, Prof. A. Balakrishnan, Prof. S. P. Singh, Prof. V. Vidyakumar, Prof. Javed Akhtar, Prof. S.P. Thayaparan, Dr. M.S. Shekarasundar, Dr. Pankaj Mitra, Prof. Sudha Rai, Prof. T.N. Mathur, Prof. Ashish Ray.

Drannacharya College of Engineering, Gurgaon, Haryana; 24-25 November 2011; Prof. Sandeep Sanhaji (Chairperson), Dr. N.C. Shivaparakash (Member Co-ordinator), Dr. Bharat C. Chaudhuri (Member).

Field Marshal K.M. Cariappa College, Cauvery Campus, Madikeri; 14-15 October 2011; Prof. K.C. Sharma (Chairperson), Prof. Albert Mathew (Member Co-ordinator), Prof. A.P. Pandey (Member).

R.S. Memorial Jiwajirao Shinde Mahavidyalaya, Ahmednagar, Maharashtra; 28-30 September 2011; Prof. K. Kunhi Kumar (Chairperson), Dr. Narpat Sing Shethwad (Member Co-ordinator), Dr. P.A. Bhat (Member).

Mahavir Mahavidyalaya, Arts, Commerce & B.Ed., Kolhapur, Maharashtra; 26-27 August 2011; Prof. A.K. Patilnak (Chairperson), Prof. D.N. Sarsanwal (Member Co-ordinator), Dr. L. Bhanu Murthy (Member).

K.I.E. Society’s, Guruvayurappa College, Vidyanagar, Hubli; 12-13 October 2011; Prof. Chandra Krishnamurthy (Chairperson), Prof. Meharaj Ud Din (Member Co-ordinator), Prof. Vijay T. Chaudhary (Member).

Don Bosco College, purs, Meghalaya; 3-5 November 2011; Prof. Arbinda Kumar Das (Chairperson), Dr. Vibhushan Kada (Member Co-ordinator), Prof. T. Panchananam (Member), Fr. Alex Mathew (Principal).

Kohima Science College, Kohima, Nagaland; 3-5 November 2011; Prof. B.L. Choudhary (Chairperson), Prof. P. Chandrika Sahana Reddy (Member Co-ordinator), Dr. N.V. Kalyaniwar (Member), Dr. Vishnu Behra (Principal).

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NAAC for Quality and Excellence in Higher Education