# Highlights...

## Assessors’ Interaction Meetings at NAAC

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## National Quality Renaissance Initiative (NQRI)

With the expansion of Higher Education sector, quality assurance issues are today’s major concern for the government, public and other stakeholders. UGC has made it mandatory that all Higher Education Institutions undergo Assessment and Accreditation.

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## NAAC Foundation Day Lecture

The National Assessment and Accreditation Council celebrated its Foundation Day on 16th September, 2013 with great zeal and enthusiasm to commemorate its 19 years of existence.

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The future of India lies in its Human capital and quality of education will play a key role in building the social capital. It is a proven fact that good quality education equips individuals with skills to pursue sustainable livelihoods.

Traditionally, the quality issues had been an internal matter for Higher Education Institutions (HEIs) and assuring quality meant conforming to the norms and standards of various regulatory agencies and the affiliating university. Reflecting on my personal experiences of managing HEIs, I find that quality is dependent on the interactions between the various environments of the HEIs and is the outcome of complex interaction of the various institutional activities and their effectiveness. In a country like India struggling to overcome challenges of access, equity and inclusion, education quality remains a contested terrain viewed differently by different stakeholders. Although, for decades the education sector survived on the social perceptions and trust, increasing calls for quality, relevance and accountability at all levels of education and the global culture of quality assurance and accreditation has made the government realise the need to strengthen quality assurance and accreditation.

The policy decision on Mandatory Accreditation of all HEIs in the country is of particular relevance especially at a time when the focus of the governments is on raising the overall performance of the education sector. Despite good examples of Quality assurance (QA) reflecting both top line and bottom line returns, less than 15% of the Indian HEIs have volunteered for accreditation. Interactions reveal that most HEIs perceive QA as an “essential evil” and lack appreciation of the opportunities quality assurance can provide. It was therefore felt that there is an immediate need to create an awareness of the benefits of quality assurance both at the HEI (Managements, Teachers and students) and community level. In a huge and diverse system like ours it can’t happen automatically. We need to have an overarching agenda which not only drives the message across the sector but more importantly brings together the various aspects and players of the education sector.

Looking at the broader implications of QA in the future and in an attempt to emphasise the intended direction of Assessment and Accreditation (A&A) NAAC initiated the National Quality Reniassance Initiative (NQRI) with support from MHRD under the RUSA. Without compromise and commitment to principles of QA, the initiative will attempt at enhancing and invigorating the HEIs through four main components expected to influence the QA-(1) Popularisation and promotion of Quality Assurance-Mentoring Higher Education Institutions (2) Building collegium of Assessors (3) strengthening Internal Quality Assurance Cells (IQAC) and (4) Material Development. While you will find more details on the initiative and how you can engage with it inside this News letter, I would share some of the thoughts which went behind NQRI and the envisaged activities.

**Popularisation and promotion of Quality Assurance-Mentoring Higher Education Institutions** - Through this initiative we aim at serving the specific contextual needs of individual Institutions and help them use the QA tools and methods in the given local contexts. This will provide clarity of various concepts and terminology used in the Manuals and A&A process by putting them in the specific institutional context. As I often say what constitutes a good quality education and how it is achieved largely depends on local contexts and the institutional environment. This initiative would thus address context specific issues and challenges which has been a hurdle for QA in Higher Education and help HEIs overcome challenges in proceeding with A&A which is now a mandatory requirement impacting their very survival.

As we believe that role models are very important contributory factors in explaining the benefits of any process, we would engage highly motivated accredited local institutions and together with state government and NAAC officials work with group of non-accredited institutions. This I believe will remove the apprehensions of institutions motivating them to apply for A&A.

**Building collegium of Assessors** - The development of a robust quality culture and community of quality professionals is a well acknowledged contribution of NAAC. As a national quality assurance agency our initiatives at NAAC focus on conceptualisation of quality and policies that enable HEIs and the educational professionals to work towards providing quality education.

We need to develop a model of QA that is more aligned to the societal needs which means our focus now need to be on sustaining the unique mission of quality collaboratively. Scanning the experiences, we will observe that leadership for education quality influences and includes decision making at national, regional, state, district, institution and classroom levels. This re-emphasises my earlier statement on the need to work collaboratively. For this we have to build a posse of peers who will not only help NAAC in conducting credible A&A but simultaneously be ambassadors of quality and quality assurance. As resource persons they would represent NAAC and provide support to institutions in achieving their quality agenda.

**Internal Quality Assurance Cell (IQAC)** - I hope you all will agree that enabling teachers and other stakeholders to be active players is essential in enhancing the quality of educational provisions. Towards this we are strengthening the IQACs and supporting institutions and their staff work collaboratively in leading and managing change. In achieving this NAAC proposes to support the IQACs on relevant thematic issues providing a platform for
NAAC Foundation Day Lecture

The National Assessment and Accreditation Council celebrated its Foundation Day on 16th September, 2013 with great zeal and enthusiasm to commemorate its 19 years of existence.

Dr. Jagannath Patil, Deputy Adviser, NAAC and President of Asia Pacific Quality Network (APQN), delivered the Foundation Day lecture, addressing the Academic Officers, invitees and the Staff of NAAC.

Prof. A.N. Rai, Director, NAAC who initiated this series of Foundation Day lectures, presided over the function. The topic of Foundation Day lecture was on “Recognition of Multiple Accreditation Agencies”. The lecture by Dr. Patil vividly touched upon various nuances involved in the process of recognition of multiple agencies and the role of NAAC in the changing scenario of Accreditation in the country. Dr. Patil emphasised the need for a National Quality Assurance Framework for higher education as an important precondition for recognition of multiple accreditation bodies in India.

Speaking on the occasion, Prof. A.N. Rai, Director, NAAC congratulated the staff of NAAC for having set many a benchmarks and contributing enormously to the quality assurance and sustenance in the field of Higher Education in India. Prof Rai elaborated on how the NAAC methodologies have helped Higher Education Institutions in the Country to imbibe quality process. He elaborated on Quality revolution in India; especially with reference to the evolution of NAAC and its continual efforts in fine tuning its methodology to meet the ever changing requirements of assessment process. The open forum made room for academic discussions on the entry of multiple accreditation agencies. The Academic Staff of NAAC and the invitees participated in the discussions and provided various inputs. Prof Rai and Dr Patil clarified many issues raised by the invitees and staff with regard to the topic.

Prof A N Rai presented Honoris Causa

Prof. A.N. Rai, Director, National Assement and Accreditation Council (NAAC) received Honoris Causa doctorate from Honourable Governor of Madhya Pradesh and the Chancellor of Rani Durgavati Vishwavidyalaya, Jabalpur, MP on 30 December 2013. The NAAC family congratulates Prof. Rai for getting this coveted honour.
The NAAC believes that the quality of the assessment depends on the quality of its Assessors. In view of this, the NAAC has taken an onerous task of empanelling some of the best experts in the field for helping NAAC in Assessment and Accreditation exercise. As a prelude to empanelling assessors, the NAAC has been organizing a series of Assessor’s Interaction Meetings (AIM) at NAAC. The Programmes were aimed at providing an insight into the NAAC’s philosophy, process of assessment and accreditation and evaluation framework. The programmes engaged the experts through simulation exercises, role plays and group work, thus making it interactive and educative. Many assessors attended the meeting from across the country and the experts were drawn from various disciplines. Following are the excerpts from the Assessors’ Interaction Meeting held for Engineering and Management experts.

**AIM held on 23 and 24 December, 2013**

A two-day Assessors’ Interaction Meeting for Engineering and Management experts was held on 23 and 24 December, 2013. The Programme was organized by Dr. B.S. Madhukar, Deputy Adviser, NAAC and coordinated by Mr. Wahidul Hasan, Communication Cum Publication Offi cer, NAAC. The AIM programme helps NAAC, in its prime agenda of Assessing and Accrediting Institutions of Higher Learning in India (Universities and Colleges) in a more objective and scientifi c manner.

The participants in the programme comprised 12 Vice Chancellors and Directors, 17 Professors, 13 Principals from colleges from across the country.

In his inaugural address, Prof A.N. Rai, Director, NAAC informed the participants that NAAC has trained around 1500 assessors over a period of one decade and has plans to train 250-300 assessors every year for the next 4 years. The assessors would be selected from all across the country. He also said that assessors would be selected from different disciplines and from different categories like Vice-Chancellors, Professors from Universities and Principals of Colleges. He informed that NAAC has plans to open regional offi ces in the country.

Prof Rai said that Institutions adhering to a minimum standard as per the regulations of NAAC would be assessed and accredited. He said that Peer Teams would be sent to such Colleges on the expression of interest by colleges to undergo such a procedure. He pointed out that the whole exercise would be to inspire the colleges and not to fi nd fault with them. In this regard the Director invited the feedback from the participants to facilitate remedial action. Dr. A.N. Rai categorically vouched for a strict code of conduct among all the people involved. He advised all the stakeholders to avoid any room for dubious means. He felt that the credibility of NAAC depends upon the assessors and called upon assessors to join hands with NAAC in making it the number one Assessment and Accreditation agency in the Country.

Dr. Ganesh Hedge, Assistant Adviser, explained the NAAC process in the fi rst session. In the second session Dr. M.S Shyamasunder, Deputy Adviser, made a presentation on the process of onsite visit. Dr. Jagannath Patil, Deputy Adviser, gave a presentation on report writing and Mr. B.S. Ponmudiraj; Assistant Adviser explained the nuances of grading.
In the third session Prof. H.P. Khincha, former Vice Chancellor, Vishweshwaraiah Technological University, Belgaum shared his experiences with the participants about the Peer Team visits that he undertook over a long period of his association with NAAC.

He advised the participants to distinguish between the good and the bad and stressed the need to maintain quality in assessors report. Prof. Khincha said that healthy good systems like NAAC are not born overnight but are developed over a long period of time. He stressed that comparison should not be made between the Institutions which they visit with that of their own or others in the vicinity and advised the assessors to be good listeners and filter out negative points and assess the working of IQAC. He also said that innovations and best practices vary from region to region and as such they should not be standardized. In the fourth session, Peer Team visit simulation was undertaken by the participants along with the designated officers of NAAC. On the second day a mock exit meeting was conducted. In his closing remarks Prof. N. Jayasankaran, former Vice Chancellor, SCSVM, Kanchipuram, Tamil Nadu, brought to the fore the importance of statistics in the preparation of Peer Team visit reports and grading. He advised the participants to establish parity between the report and the scores in maintaining creditability. Curtains were drawn on the AIM with the proposal of vote of thanks by Dr. B.S. Madhukar.

Meeting of UGC Committee on ODL regulations at NAAC

The UGC Committee on ODL Regulations comprising Prof. N. R. Madhav Menon, Dr. S. Radhakrishnan Chair on Parliamentary Studies (RS); Dr. Prof. H. P. Dikshit, former VC,IGNOU; Shri Sunil Kumar, Chief Secretary, Chhattisgarh; Prof. V.S. Prasad, former Director, NAAC & VC, Dr. Ambedkar Open University and Dr. S.S. Jena, Chairman, National Institute of Open Schooling, held deliberations in the NAAC office from 29-31 October 2013. An interaction with the Director, NAAC and Advisers formed part of their agenda. During the interaction, the experiences of NAAC in undertaking the assessment and accreditation process and the earlier initiatives on developing a Manual for ODL, was shared with the Committee. The Committee while expressing its appreciation also hoped that NAAC would contribute in preparing the Guidelines and Standards for Open and Distance Learning.

MoC between NAAC and UGC, Nepal

A moment to reckon with, an MoC between NAAC and the UGC, Nepal was signed to strengthen partnership between both countries in the areas of assessment and accreditation. It was signed during the visit of the Nepalese delegation to NAAC from 20-26 October 2013. The delegation comprised Prof. Bhola Nath Pokharel, Member Secretary, UGC; Prof. Dr. Hridaya Ratna Bajracharya, Technical Adviser, UGC; Prof. Dr. Kanhaiya Bhakta Mathema, Director, QAAD, UGC; Dr. Tulashi Thapaliya, Under Secretary, Ministry of Education and Mr. Sitaram Dahal, QAA Assistant, UGC. During the visit, the delegation interacted with NAAC officers, held meetings with peer team members and IQAC coordinators. The visiting team also participated in a peer team visit.

NAAC launches its documentary

NAAC is proud to announce that it has launched a documentary to showcase the institution to its stakeholders besides throwing light on its mission, vision, achievements, and the road ahead. It encompasses all the nuances involved in the process of Assessment and Accreditation besides presenting a live Peer Team visit to benefit the institutions of higher learning. Mr. V. Lakshman, Facilitation cum Liaison Officer of NAAC and Mr. Wahidul Hasan were instrumental in bringing out the documentary with the support of NAAC. Institutions willing to view the documentary can do so by visiting: http://www.naac.gov.in/gallery.asp
NAAC Sponsored Two-Day National Seminar

NAAC Sponsored two-day National seminar on “Developing Competitive Strength of Higher Education in Rural and Backward Regions” was held successfully on 12-13 November, 2013. Professor Kumar B Das, Hon’ble Vice Chancellor, Fakir Mohan University, Balasore, Odisha delivered the keynote by focusing on the improvement of self and then spreading the self among all. He also drew attention to the development of teaching the students with love and sympathy that would draw the learners closer together. Professor Ranjan Chakraborty, Hon’ble Vice Chancellor of Vidyasagar University inaugurated the Seminar on 12 November, 2013. Dr. Prabir Kumar Chakraborty, former Principal, Midnapore College and Prof. Prakash Chandra Dhara, Department of Human Physiology with Community Health of Vidyasagar University were present in the inaugural session. On the first day Dr. Indrakumar Bhattacharya, former Principal, Cotton College, Assam lectured on the plight of the poor in the rural areas who cannot even complete secondary education and suggested some ways of addressing the issues. Prof. Amitava Chatterjee, former Head, Dept. of Economics & Principal, Presidency College, Kolkata stressed on the need for the right mindset of the teachers who would show their accountability in teaching because good teachers are lacking in rural areas. Dr. Sebak Jana, Associate Professor & Head, Dept. of Economics, Vidyasagar University talked on the issues of access to higher education across districts, equity of gender, quality of teaching and learning, diversity of subjects, infrastructural facilities and public expenditure on higher education.

On 13 November, Dr. Ganesh A. Hegde, Assistant Adviser, NAAC, Bangalore gave an illuminating talk on facing the changes of the times and need for quality. He elaborated on the concept of quality individual, quality mind and quality education and mentioned institutionalization of IQAC to generate innovative practices, ideas, planning and implementing the actions. Above all, he stressed on the commitment of the teachers to the students by upgrading themselves in both rural and urban areas and opined for the appointment of good teachers and good governance. Dr. Ajitava Raychaudhuri, Professor, Dept. of Economics, Jadavpur University, also emphasized on maintenance of quality in all respects, particularly the quality of teachers without any political affiliation, retaining good teachers and caring the needs of students.

NAAC Sponsored National Seminar on Best Practices in Education for 21st Century

A two day NAAC sponsored national seminar was organised at Fathima Memorial Training College, Kollam, Kerala on the theme ‘Best Practice in Education for 21st Century, on 10-11 December 2013. The aim of the seminar was to bring academicians, teacher educators, researchers and those concerned with education to a common platform to focus on the best practices in Education for sharing ideas, expertise and suggestion for evolving Best Practices in achieving Institutional excellence. Many eminent personalities in the field of education from various universities participated in the seminar. The seminar was inaugurated by Dr. B. Sandhya IPS (ADGP, Armed Police Battalion, Kerala). In the inaugural address, she emphasized on the role of teachers, student and researchers in being true and real practitioners of Best Practice in Education. Dr. Prabir Kumar Chakraborty, former Principal, Midnapore College and Prof. Prakash Chandra Dhara, Department of Human Physiology with Community Health of Vidyasagar University were present in the inaugural session. On the first day Dr. Indrakumar Bhattacharya, former Principal, Cotton College, Assam lectured on the plight of the poor in the rural areas who cannot even complete secondary education and suggested some ways of addressing the issues. Prof. Amitava Chatterjee, former Head, Dept. of Economics & Principal, Presidency College, Kolkata stressed on the need for the right mindset of the teachers who would show their accountability in teaching because good teachers are lacking in rural areas. Dr. Sebak Jana, Associate Professor & Head, Dept. of Economics, Vidyasagar University talked on the issues of access to higher education across districts, equity of gender, quality of teaching and learning, diversity of subjects, infrastructural facilities and public expenditure on higher education.

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“What do you first do when you learn to swim? You make mistakes, do you not? And what happens? You make other mistakes, and when you have made all the mistakes you possibly can without drowning - and some of them many times over - what do you find? That you can swim? Well - life is just the same as learning to swim! Do not be afraid of making mistakes, for there is no other way of learning how to live!”

- Alfred Adler
The IQAC of Gurucharan College, Silchar, Assam organized a day-long workshop on 23 July, 2013 on the theme “New Methodology for NAAC Accreditation”. The Workshop was inaugurated by Sri Samar Kanti Roychoudhury, President, Governing Body of G C College, Silchar. Dr. Dipankar Kar, IQAC Coordinator welcomed the delegates. Dr. Malakar, the Principal of the college highlighted various aspects of the college and Sri Samar Kanti Roychoudhury, the president of the program laid emphasis on NAAC Accreditation in the context of the UGC circular which reiterated that NAAC accreditation is mandatory for HEIs.

Dr. Ganesh Hegde, Assistant Advisor, NAAC, Bangalore attended the workshop as the Resource Person. In the technical session Dr. Hegde made power-point presentation of all the details regarding the latest guidelines for NAAC accreditation. Dr. Hegde made very candid deliberations of every important aspects to be noted for preparation of Self Study Report (SSR). He further deliberated on IQACs and the importance that an IQAC of a College deserves in the planning and execution of strategies aimed at quality enhancement. The entire program was conducted by Dr. Apratim Nag, the core committee member of IQAC.
Introduction:

With the expansion of the Higher Education sector, quality assurance issues are today’s major concern for the government, public and other stakeholders. UGC has made it mandatory that all Higher Education Institutions undergo Assessment and Accreditation. NAAC as a premier National Agency for Assessment and Accreditation carries the responsibility to make the institutions aware of quality assurance issues, mentor them to undergo the process, disseminate the benefits of Assessment and Accreditation and train large numbers of assessors (peers) for this purpose. NAAC has completed 6865 accreditations as on October, 2013.

The National Quality Renaissance Initiative (NQRI) is funded by MHRD under the Rashtriya Uchchatar Shiksha Abhiyan (RUSA). The total estimated cost for the plan period is Rs. 1700 lakhs. An advance of Rs. 400 lakhs is provided to kick start the programme and take up the activity on a turnkey basis. The various components proposed under the scheme interrelate with national objectives of access, equity and excellence envisaged in RUSA and also to fulfil the UGC stipulation of mandatory accreditation. Following are the details on the different components of the proposal.

1. Popularisation and promotion of Quality Assurance-Mentoring Higher Education Institutions:

To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions and encourage self-evaluation, accountability, autonomy and innovations in higher education, NAAC has undertaken several initiatives. Some of these include quality awareness programmes, promotion of Internal Quality Assurance Cells (IQACs), dissemination of best practices, state level reviews as an input to the state governments etc. While this had large impact in building the quality culture and raising the awareness among various stakeholders, these activities could not be scaled up by NAAC due to financial constraints. The figures below reflect the large number of institutions yet to be accredited, and throw light on the immediate need to reach out and create awareness.

The awareness activities would help mentor institutions in the quality assurance process and have positive impetus in raising the quality of Indian Higher Education Institutions. The focus thus will be on popularising and promoting quality assurance in Higher Education and also taking the advantage of the UGC regulation on mandatory accreditation for improving the quality of HEIs. The activities under this initiative will include organising focused awareness programmes for mentoring institutions especially those in the remote rural areas in use of the quality assurance tools and methodology and enabling them to move towards assessment and accreditation. These activities are planned to be taken up at the local level/district level/university level which will address context specific issues and challenges which has been a hurdle for Higher Education Institutions to come up for assessment and accreditation. This would also help bring a uniform approach to assessment and accreditation and quality achievement among higher education institutions across the country.

As awareness at various levels is of critical significance for the success of the quality assurance activity, the scope of this activity will extend to a range of stakeholders including internal and external stakeholders of the institutions. During the plan period covering all the states, NAAC would invest an amount of Rs.800 lakhs for popularisation and promotion of Quality Assurance in Higher Education.

2. Quality Sustenance and Enhancement Initiatives:

2.1 Building Collegium of Assessors:

The outcome of the exercise of Accreditation is dependent on the professionalism of the Peers who visit the HEIs for validation. NAAC from time to time interacts with the Assessors and orient them with the new developments and initiatives. The process need to be implemented professionally for which NAAC provides intensive training to experts to be enlisted as Assessors. So far, NAAC has Collegium of Assessors with around 1500 from almost all the major disciplines. To achieve the mandate of assessing and accrediting all the Higher Education Institutions in the country more experts need to be engaged and oriented in to the process.

Towards this, more Capacity Building of the Assessors’ activities need to be taken up. To take it up on a fast track mode and meet the requirements of the field it is estimated that we need to train / orient around 600-1000 academicians annually. These assessors trained and oriented in the quality assurance process will not only facilitate the scaling up of the assessment and accreditation activities
but also will be the ambassadors of quality assurance in their institutions and beyond. This will help build a culture of quality among the academia in the country.

Inducting such a large pool of assessors would involve organizing 5-6 training programmes annually by engaging experts from within NAAC and across the country. Over the years 2013-2017, an estimated Rs.400 lakhs would be spent on this activity.

2.2 Internal Quality Assurance Cell (IQAC)

As of October 25, 2013, NAAC has done 6865 accreditations covering 179 Universities and 5223 Colleges. The figure below provides a glimpse of the Higher Education Institutions assessed and accredited by NAAC since its establishment in 1994. The first lot of institutions were accredited during 1998-1999.

As part of Institutional mechanism for building quality culture among the Universities and Colleges, NAAC has brought out guidelines for creation of Internal Quality Assurance Cell (IQAC). One of the noteworthy contributions of NAAC for quality improvement in HEIs is the establishment of IQAC in all the accredited Universities and Colleges. More than 80% of accredited HEIs have functional IQACs. NAAC proposes to facilitate the establishment of the IQACs and to monitor the quality initiatives of the institutions through Annual Quality Assurance Reports (AQARs). For enabling the institutions to engage themselves in continuous development, NAAC advises institutions to have a well structured and functional IQAC. These IQACs are the planning and monitoring units at the institutional level and play a crucial role in the success of the institution. For this there needs to be a strategic shift in the institutional governance system with appropriate support and inclusion of the IQACs. In achieving this NAAC proposes to support the IQACs on relevant thematic issues providing a platform for institutions working in a particular context to come together and discuss and deliberate. NAAC would invest around Rs. 400 lakhs in supporting around 100 IQACs annually to organize issue or theme based seminars/conference through the plan period 2013-17.

2.3 Material Development: With the changing context of Higher Education and taking advantage of the ICT, NAAC would like to develop various materials for use by Institutions, academia and other stakeholders. NAAC is pro-active internationally in various quality assurance networks and fora like COI, APON, INQAAHE and UNESCO. Experiences from these fora/networks and international agencies could be of help in developing various quality assurance materials including enhancing and updation of the existing ones. The new parameters/ indicators/benchmarks evolved in the process would help in issues of international recognition and equivalence. Adaptation of the various materials and methods also would add value to the existing tools and materials. Inputs at the national level include, feedback from peers, institutions and other stakeholders for the development of the materials.

The major initiatives would include compilation and dissemination of best practices, developing the quality assurance tools and guiding materials etc. for use by NAAC and various stakeholders either as self-learning materials or for face-to-face training. With the proposal for multiple accreditation bodies to be operating, the above materials would be timely in benchmarking the processes. Around Rs.100 lakhs is reserved to be incurred on material development.

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<td>Popularisation and promotion of Quality Assurance-Mentoring Higher Education Institutions</td>
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<td>Quality Sustenance and Enhancement Initiatives: 2.1 Building Collegium of Assessors 2.2. Internal Quality Assurance Cell (IQAC). 2.3. Material Development</td>
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<td>Total</td>
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The campus of NAAC is unique in more ways than one. NAAC has a unique building and lush green environs. NAAC has fostered a delicately maintained garden. The NAAC garden has received several outstanding prizes from the Horticultural Society, Lalbagh, Bangalore for the year 2013. The categories of prizes for which NAAC has been awarded include first prize for ornamental, vegetable and fruit garden. The prizes were awarded on the eve of Independence Day celebrations. Mr. Arun, Administrative officer i/c and Mr. R. S. Sridhar, Garden i/c received the prize on behalf of the Director, NAAC.

Aim for success, not perfection. Never give up your right to be wrong, because then you will lose the ability to learn new things and move forward with your life. Remember that fear always lurks behind perfectionism.

- David M. Burns
As an outcome of the ideas contained in the National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992, the National Assessment and Accreditation Council (NAAC) was established on 16 September 1994 as a creative idea to give positive thrust in the direction of quality enhancement among Indian Higher Education Institutions (HEIs). It is highly motivating to know that NAAC has almost become synonymous with quality in higher education in India. NAAC has touched every stakeholder of higher education in one way or the other, either directly or indirectly. Quality has become the buzzword on the academic campuses today and it is a matter of great satisfaction for those visionaries who made space for NAAC and worked day-in and day out to realize the vision with which NAAC was brought into existence. It is not only the time for euphoria for all the people connected with NAAC in one way or the other but also time for introspection, innovation and improvement.

It is irrefutable that the pace of growth in higher education sector in India is inimitable in terms of the number of Universities, Colleges, students, teachers, courses, aspirations of the stakeholders and the sheer volume of the unreached. It is a welcome feature that the system is evolving, expanding, fine-tuning and attempts to ‘Perne in a gyre’ to match the satisfaction of the stakeholders.

NAAC has made a tremendous impact on Higher Education Institutions (HEIs) which is evident from the number of quality assurance seminars and workshops that have been conducted in the year 2010-2011 in order to achieve its objectives. Hitherto, the NAAC has conducted awareness programme in almost all states and this has triggered many regional level and district level activities. The success of NAAC is measured in terms of the colleges and universities that it has assessed and accredited, i.e., 4618 colleges and 168 universities. The process of accreditation has created tremendous momentum among the academia on issues pertaining to quality and this has largely been due to the partnership between NAAC and the State governments. As per the guidelines and suggestions of NAAC, all the 28 States, have established State Level Quality Assurance Cells (QACS) and State Level Quality Assurance Coordination Committees (SLQACCs) at the State Level. NAAC is the member of the International Quality Assurance Agencies in Higher Education (INQAAHE) and founder-member of Asia-Pacific Quality Network (APQN).

Institutional Accreditation

National Assessment and Accreditation Council (NAAC) has been continuously fine-tuning its assessment and accreditation methodologies in tune with local, regional and global changes in higher education scenario. This helps in reaching out to HEIs and wider acceptance of the methodology. The methodology of NAAC has stood the test of time in the last 18 years, mainly because it has remained dynamic and responsive to the stakeholder’s feedback.

The National Assessment and Accreditation Council brings out manuals for assessment and accreditation of different categories of institutions, periodically. The Revised Manuals, which came into force from 1 April 2012, are an outcome of the feedback received by NAAC over a period of three years through various Consultative Meetings, Expert Group Meeting, which comprised eminent academics representing the university and college sectors. In addition, the NAAC also solicited feedback through the web from the general public and specifically from the academia during the Assessors Interaction Meetings (AIM). The entire exercise was done with a spirit of openness realising that the NAAC needs to set higher benchmarks in consonance with the changes taking place in higher education. The Approach adopted is integrative of inputs, process, output, outcome and impact in an appropriately balanced manner suited to the education sector. In an effort to enhance the accountability of the accrediting agency as well as the institutions applying for accreditation, the NAAC has articulated “Duties and Responsibilities of NAAC and HEIs”, which is available on the NAAC website. This Manual is organized into three section-(a) Guidelines for Assessment and Accreditation (b) Preparation of Self-study Report (c) Appendices. The Institutions are encouraged to become familiar with the glossary and abbreviations of terms given as appendices.
New Guidelines to Peer Team

One of the significant outcomes of Institutional Assessment as practiced by NAAC, the premier Quality assurance Agency of the country, is the PEER TEAM REPORT (PTR), a document carefully prepared by the Peer Team, on completion of the visit to the Higher Education Institution (HEIs). The PTR is an authentic document regarding the Quality Profile of the Institution, comprising the criterion-wise quality assessment, resulting in the final institutional Cumulative Grade Point Average (CGPA). The Report after approval by the Executive Committee of NAAC is posted on the NAAC website for information and perusal of all the stakeholders.

The PTR can be relied upon by the public and other stakeholders, to get authentic information about the concerned HEI, and also serves as a guide for making preferential selection among institutions by the students. It may be used for wider dissemination of institution-specific policies and practices, some of which may be the best practices, for other institutions to emulate. Finally PTR would enable institutions to plan and implement necessary intervention strategies for total quality management and work towards achieving excellence in the educational services rendered by it.

NAAC is following a standard format for the preparation of the PTR, which is divided into three Sections, i.e., (1) General Profile of the Institution; (2) Criterion-wise analysis; (3) Overall Analysis; and (4) Recommendation for Quality Enhancement of the Institution. A format of the preparation of the PTR has been designed by NAAC, with the sole objective of rendering it less descriptive, more focused, and more reflective of the outcome of the institutional Assessment and Accreditation. The PTR format will enable the peer teams to consolidate the report in a shorter time. Although it will not be in a text form, it will have all the relevant points focusing on the key aspects, based on the Assessment indicators. In doing so, it is expected that the final institutional CGPA will commensurate with the content of the report. It will facilitate institutions to understand its strengths and weaknesses, which will be of help in the implementation of appropriate, post-accreditation strategies for quality sustenance, quality assurance and quality enhancement.

NAAC Sponsored Two-day National Seminar on Social Responsibilities of Higher Educational Institutions

Two Days NAAC sponsored National Seminar on ‘Social Responsibilities of Higher Educational institutions’ was organized on 18-19 July 2013 by the IQAC of Ayya Nadar Janaki Ammal College, Sivakasi. Dr.V. Pandiayarajan, IQAC Coordinator, welcomed the dignitaries. Thiru.V. Ayyan Kodiswaran, Correspondent of the College, inaugurated the seminar by lighting the kuthuvilakku. Dr. S. Baskaran, Principal, presided over. Dr. Ganesh A. Hegde, Assistant Adviser, NAAC, Bangalore appreciated the IQAC for organizing the seminar. It is not only an academic landmark but serves as a platform for facilitating discussion on multidimensional social issues, he opined. In his keynote address, he strongly advocated the role of Higher Educational Institutions in the upliftment of the society. He stated that NAAC has also redesigned its evaluation methodology in assessing the higher educational institutions catering to the changing scenario.

More than 50 participants from various Colleges of other districts and states presented the papers. On the second day of the Seminar, Principal Dr. S. Baskaran explained how the service channels of the college join hands with NGOs and public sector to create awareness among the public on major social issues like Eye donation, Blood donation, Eradication of plastic/Polythene bags, Safe disposal of solid waste, Waste water management, health, hygiene and sanitation in the open forum deliberation. Mrs. Latha Abiruban, Secretary, Civic Exnora, Dr. V.K. Kathiravan, Chairman, Municipal Corporation of Sivakasi, Dr. J. Ganesh MJF, Dr. T. Ayyanar, Blood Bank Officer, Government Hospital, Sivakasi, Sri. S.Murugesan, Retired Traffic Sub Inspector of Police, Sri. Kuppayiandhi, Legal Adviser of ANJAC, Smt. Anandhammal, Retd. Principal of Ramakrishna Vivekananda Mission, Sivakasi and Dr. Ganesh Hegde, Assistant Adviser, NAAC spoke on the occasion. Mr. G. Abiruban, Secretary of A.N.J.A College Committee distributed the certificates to paper presenters and participants of the seminar. Dr. R. Manohar, Assistant Coordinator, IQAC rendered vote of thanks.

I am not a teacher; only a fellow traveller of whom you asked the way. I pointed ahead -- ahead of myself as well as of you.

- George Bernard Shaw
NAAC at International Fora

International Honour to Dr. Jagannath Patil
Dr. Patil has received international recognition in the form of Plaque of Honour awarded by ONESQA, Thailand for his contribution to QA in Asia Pacific. The Deputy Prime Minister of Thailand handed over the award to Dr. JP on 07 November 2013 at Bangkok during an International Conference, in which Dr. JP delivered the Key note address on ‘Asian Value Framework of QA’.

East Asia Summit - NQRF
The “East Asia Summit-ASEAN Information Sharing Session on National and Regional Reference Qualifications Frameworks” hosted by NAAC and Multilateral Organisations, Free Trade Agreements, Middle East and Africa Section, Australian Government Department of Education was held on 8 November 2013 at Kuala Lumpur, Malaysia. Representatives from the following ASEAN countries viz., Cambodia, Indonesia, Malaysia, Myanmar, Philippines, Thailand & Vietnam and Non-ASEAN countries viz., New Zealand, Australia & Hong Kong (as part of China) participated in the meeting. From NAAC, Dr. B.S. Madhukar and Dr. Latha Pillai attended. The meeting provided a good forum to understand the initiatives on Quality Referencing undertaken in the ASEAN region and the status of development and implementation of National Qualifications Frameworks (NQF). The emphasis was on benefits of regional alignment of qualifications frameworks across diverse countries. From the deliberations, it was evident that a distinction needs to be drawn between the purposes of NQF and alignment to regional frameworks. A few short term action points which emerged were: India to develop its NQF, EAS countries may consider participating in AQRF workshops during 2014-15, India may consider a bilateral referencing exercise with Malaysia.

Participation in International Quality Reviews

International Seminar on QA, Trust & Recognition at Brussels
Dr. Patil was invited as a speaker for the International seminar on “Quality Assurance, Trust & Recognition” on 20 September 2013 at Brussels by European Commission. He represented Asia Pacific Quality Network (APQN) as its President and made presentation on ‘Asia-Europe dialogue on Quality Assurance in Higher Education’.

AKKORK International Conference, Russia
Dr. Patil was invited as a speaker for International Conference on QA and Accreditation in Higher Education and meeting on QA of cross border Higher Education, organized by AKKORK, Russia on 21-22 October 2013 at Moscow. He made a presentation on ‘Possibility of BRICS QA Forum’ to take advantage of increasing collaboration amongst Brazil, India, China and South Africa (BRICS) Collaborations.

GIQAC Meeting, Paris, France
Dr. Patil was invited by UNESCO as an expert for workshop on QA of Cross Border Higher Education, and Global Initiative of QA Capacity Building [GIQAC] meeting at Paris, France during 16-17 December 2013. The Meetings and workshop was attended by major players in Higher Education Quality Assurance across the globe. Dr. J.P made two presentations on behalf of Asia Pacific and chaired a session on ‘QA of CBHE in Europe’.

List of Institutions for which NAAC sanctioned financial assistance for organizing workshops/seminars/conferences (June 2013-December 2013)

- BMS College for Women, Bugle Rock Road, Basavanagudi, Bangalore-560 004, Karnataka
- Fathima Memorial Training College, Pallimukku, Vadakkevila.PO, Kollam-691010, Kerala
- SCAD College of Education Cheranmahadevi, Tamil Nadu-627 414
- Bharati Vidyapeeth, Deemed University, L.B.S. Marg, Pune-411 030, Maharashtra
- Charutar Vidyamandal’s, Sardar Gunj Mercantile Co-op Bank Ltd (Anand) English Medium College of Commerce and Management, Vallabhidyanagar-388120, Gujarat
- Sibsagar Commerce College, Sivasagar-785640, Assam
- D M College of Science, Imphal, West-795001, Manipur
- Government Maulana Azad Memorial College, Dr. B D Ambedkar Road, Jammu-180006, Jammu & Kashmir
- Bareilly College, Bareilly, P.O. Shyamganj, Bareilly-243005, Uttar Pradesh
- Sri Yerramilli Narayana Murty College (Autonomous), Narsapur-534275, Andhra Pradesh
- M.E.S. Asmabi College, Dist. Thrissur, Kodungallur-680671, Kerala
- Sree Saraswathi Thyagaraja College (Autonomous), Coimbatore-642107, Tamil Nadu
- Rayat Shikshan Sansthash’s Yashwantrao Chavan Mahavidyalaya, Pachwad-415513, Maharashtra
- Vittalbhai Patel & Rajratna P. Patel Science College, Dist. Anand, Vallabhidyanagar-388 120, Gujarat
- Dibrugarh University, Dibrugarh-786 004, Assam
- Punjab College of Education, Raipur-147021, Punjab
- Shri Shakti Degree College, Sankhahari, Harbasapur Post, Bhatampur, Kanpur Nagar-209206, Uttar Pradesh
The NAAC continues to be featured prominently in the fourth estate in all its hues. Whilst the media coverage vividly portrays the rapid strides made in the assessment and accreditation arena in the last eighteen years, it also sets the tone for NAAC’s future initiatives. A few of the many media clippings are reproduced here for the readers.
Glimpses of Peer Team visits

Avinashilingam Institute of Home Science and Higher Education for Women (Deemed University) Coimbatore, Tamil Nadu 22-25 April 2013 Prof. Chandra Krishnamurthy (Chairperson) B S Ponmudiraj (Co-ordinator) Prof. Bharati Singh (Member)

People's College, Nanded, Maharashtra 7-9 October 2013 Prof. Prem Sharda (Chairperson) Prof. Pachauri J.P. (Member co-ordinator) Dr.(Mrs.) R.Ganga Member.

Dakshin Kamrup college, Mirza District Assam. 28-30 October 2013 Prof. Asish Ray (Chairperson) Prof. B.R. Kaushal (Member Co-ordinator) Dr. Abraham George (Member)

Ranvir Rananjaya Post Graduate College, Amethi Dist, Uttar Pradesh 26-28 September 2013 Prof. Sudarshan Nanda (Chairperson) Dr. Tom Kunnupuram (Member Co-ordinator) Dr. M. Vimala (Member)

Government First Grade College Holenarasipura Karnataka 7-9 November 2013 Prof. Sunil Gupta (Chairperson) Dr. Jayaprakash M Trivedi (Member Co-ordinator) Dr. N.V. Kalyankar (member)

Vaish College, Rohtak, Haryana. 21-23 November 2013 Prof. K. KunhiKrishnan (Chairperson) Prof. S.N. Bhat (Member co-ordinator) Dr. Mangala Mishra (Member)

Smt. Sushiilaben Ramniklal Mehta Arts College, Ahamedabad, Gujarat. 22-23 July 2013 Prof. Dipika Kumar Sharma (Chairperson) Dr. (Mrs) P.N. Premalatha (Member-Co-ordinator) Dr. Geeta Tiwari (Member)

Rajadhani Engineering College, Bhuvaneswar, Orrissa. 4-6 November 2013. Dr. Narendra Pal Mehta (Chairperson) Prof. G.C. Hazarika (Member co-ordinator) Dr. Rawal Chandrakanth Nathal (Member)
Quality Map
Status of Institutional Accreditation in the States and Union Territories as on 05 May, 2014

Second Cycle: 82 Universities and 1536 Colleges
Third Cycle: 7 Universities and 86 Colleges

For more information, visit our website:
www.naac.gov.in

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