The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Programme of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the University Grants Commission established the NAAC in 1994 under its Act 12 CCC, as an autonomous body with its headquarters at Bengaluru.

The National Assessment and Accreditation Council (NAAC), as a premier Quality Assurance Agency, has always been responsive to the ever-changing higher education scenario as well as stakeholders’ requirements.
● Vision
To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

● Mission
- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

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

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

● Core Values
- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence
The Main Objectives of NAAC

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

Philosophy

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

Governance

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

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

Functions of NAAC

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

• Provide guidance to institutions for preparing their Self-study Reports (SSRs)
• Preparing in-house pre-visit documents for the perusal of assessors
• Assessing and Accrediting Institutions/Departments/Programmes
• Coordinating the ‘on-site’ visit to its effective completion
• Evolving appropriate instruments of accreditation and fine-tuning them whenever necessary
• Develop pre-and post-accreditation strategies
• Identifying, enlisting and creating a pool of efficient assessors
• Providing appropriate training to assessors

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

• Disseminate the NAAC processes and quality enhancement mechanisms through relevant publications
• Organize Seminars/Workshops/Conferences to share and discuss issues related to quality in higher education
• Partner with stakeholders for promoting Assessment and Accreditation

• Promote the establishment of Quality Assurance units
  ⇒ Internal Quality Assurance Cell (IQAC)
  ⇒ State Quality Assurance Cell (SQAC)

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

NAAC’s Process of Assessment

Taking cognizance of the diversity in the kinds of institutions HEIs have been grouped under three categories namely, Universities, Autonomous Colleges and Affiliated/Constituent Colleges.

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self-study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 137 Metrics for Universities 136 for Autonomous Colleges and 121 for Affiliated/Constituent Colleges covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as ‘quantitative metrics’ (Q,M); and two, those metrics requiring descriptive responses and are accordingly named ‘qualitative metrics’ (Q,M).

Seven Criteria for Assessment

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

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

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

- The validation of the self-study report is done by the peers through the criterion-wise scores and submission of a detailed assessment report. The criterion scores are used to arrive at the overall institutional CGPA. The NAAC assigns a grade to the institution based on a seven point scale dependent on the CGPA. The Assessment indicator guidelines are used for arriving at the Key Aspect Grade Points. The Key Aspects under each criterion have their own weightages according to the relative importance of the said key aspect in the context of the type of institution. Finally, at the criterion level, there are specified differential weightages according to the type of institution. Therefore, the grade points assigned to different Key Aspects and Criteria get normalized at two levels before the final CGPA is calculated for the institution. The CGPA is thus calculated with the application of weightages at two different levels of assessment.

Assessment Outcome

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

Part I—Peer Team Report

Section 1: Gives the General Information of the institution and its context.

Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a qualitative, descriptive assessment report based on the Peer Team’s critical analysis presenting strengths and weaknesses of HEI under each Criterion.

Section 3: Presents an Overall Analysis which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.

Section 4: Records Recommendations for Quality Enhancement of the Institution (not more than 10 major ones).

Part II—Graphical representation based on Quantitative Metrics (Q,M)

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

Part III—Institutional Grade Sheet

Contains the Institutional Grade Sheet which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The above three parts will together form “NAAC Accreditation Outcome” document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(An Autonomous Institution of the University Grants Commission)

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

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

<table>
<thead>
<tr>
<th>Range of Institutional Cumulative Grade Point Average (CGPA)</th>
<th>Letter Grade</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.51 - 4.00</td>
<td>A++</td>
<td>Accredited</td>
</tr>
<tr>
<td>3.26 - 3.50</td>
<td>A+</td>
<td>Accredited</td>
</tr>
<tr>
<td>3.01 - 3.25</td>
<td>A</td>
<td>Accredited</td>
</tr>
<tr>
<td>2.76 - 3.00</td>
<td>B++</td>
<td>Accredited</td>
</tr>
<tr>
<td>2.51 - 2.75</td>
<td>B+</td>
<td>Accredited</td>
</tr>
<tr>
<td>2.01 - 2.50</td>
<td>B</td>
<td>Accredited</td>
</tr>
<tr>
<td>1.51 - 2.00</td>
<td>C</td>
<td>Accredited</td>
</tr>
<tr>
<td>≤ 1.50</td>
<td>D</td>
<td>Not Accredited</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

- A++ with CGPA 3.51 in the Grading system that is effective from 1st March 2018
- A++ and A+ with CGPA 3.51 in the Grading system that was effective, between 1st July 2016 to 28th February 2018
- A in the Grading system that was effective, between 1st April 2007 to 30th June 2016
- A++, A+, and A with score 85-100 that was effective between 16th March 2002 to 31st March 2007

In the case of institutions which apply for reaccreditation within the stipulated period of six months before the end of the cycle of accreditation, as per the guidelines of National Assessment and Accreditation Council (NAAC), the gap period between two consecutive accreditation will be condoned. In case of other institutions which have not applied as per the guidelines mentioned above, the maximum period for condonation would be one year between the two consecutive accreditation cycles.

Impact
- Triggered several quality initiatives and concepts of Benchmarking, Best Practices, IQAC, Academic Administrative Audit, Student Participation in Quality Enhancement etc. are introduced among HEIs
- Concept of self-evaluation and peer evaluation introduced
- More than 6000 Internal Quality Assurance Cells (IQAC) established
- Many policymakers used accreditation results for funding and other decisions
- Nationally acceptable quality criteria evolved and applied in a complex and diverse HE system
- NAAC has accredited 341 Universities and 7695 Colleges as on 30th November 2018
- Creation of a pool of about 2000 trained quality assurance professionals
- UGC has started to fund IQACs of accredited HEIs to sustain Quality Assurance culture
- Concepts of benchmarking, best practices, student participation in quality enhancement etc. are popularized among HEIs
- NAAC has supported more than 100 Seminars /Conferences per year
- HEIs are mandated to host the AQR’s and SSRR’s on the respective website which has helped stakeholders to access data / information decision. It has also checked fraudulent reporting by the institution on its website
- Triggered several quality initiatives such as student participation in quality enhancement
Benefits of Accreditation

- Institutions benefit through self-actualization on strengths, weaknesses and opportunities through informed review process.
- Helps institutions to identify the internal areas of planning and resource allocation.
- Collegiality on the campus.
- Funding agencies look for objective data for performance funding. Enables funding agencies to look for objective data for performance funding.
- Institutions to initiate innovative and modern methods of pedagogy.
- New sense of direction and identity for institutions.
- Enabling the society to look for reliable information on the quality of institutions for making informed choices.
- Employers look for reliable information on the quality of education offered to the prospective recruits.
- Promotion of intra and inter-institutional interactions.

Reforms in Accreditation Undertaken by NAAC

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

- Introduction of fully online Institutional Eligibility for Quality Assessment (IEQA) system for affiliated colleges.
- Provision of uploading of SSRs of HEIs on institutional website before submitting to NAAC, in addition to uploading of accreditation outcomes on NAAC’s website.
- For all query related to Assessment and Accreditation process a dedicated Help Desk has been established. NAAC has also established Centralized Complaints Management Committee (CCMC) for the Redressal of Grievances.
- Introduction of quantitative assessment indicators as additional tool for qualitative evaluation.
- Introduction of new concepts like Learning Outcomes, Institutional Social Responsibility and Environmental Consciousness and innovations as part of evaluation framework.

New Initiatives

Collegium of Assessors: Increasing collegiums of Assessors and organizing training programmes/special sessions for new assessors. Induction of fellows of National Academics as NAAC assessors.

Videography of onsite visit: As a policy measure, the NAAC has decided to videograph Peer Team Visits completely. The video has to be submitted by the institutions to NAAC immediately after the visit and also to upload the video on their website.

Automation of all off-site processes: The NAAC has successfully developed and deployed electronic assessment modules for two of its processes, i.e., Letter of Intent and Institutional Eligibility Quality Assessment (IEQA) and is working on automation of submission of Self-study Report and constitution of visiting teams.

Covering Large Scale Assessment and Accreditation (A&A) of HEIs through End to End ICT Solution: NAAC has decided to do pending and forthcoming Colleges and Universities on a war footing mode by Electronic Assessment and Accreditation (EA&A).

Electronic Assessment and Accreditation (EA&A): For select category of Higher Educational Institutions particularly for 2nd Cycle and 3rd Cycle of A grade Universities and Autonomous Colleges.

Inauguration of NAAC office, Delhi: The National Assessment and Accreditation Council (NAAC), Delhi office was inaugurated by Prof. D. P. Singh, Chairman, UGC on 14th May 2018 at Anuvrat Bhawan, Deen Dayal Upadhyay Marg, New Delhi. Prof. Virander S. Chauhan, Chairman, Executive Committee, NAAC, Dr. Lathma Gillia, Director, Acting, NAAC and Prof. Rajnish Jain, Secretary UGC and a host of other senior officials of NAAC and UGC were present on the occasion.

As approved by the Executive Committee of NAAC, the Delhi NAAC office will focus on coordinating Assessment and Accreditation process, carry out awareness programme in the Northern Region for Universities and Colleges, Development of Promotional Materials in Hindi, Maintaining Database of Assessors, Liaison Government Statutory and Regulatory Bodies for enhancing the brand image of the organization and thereby serve as a nodal unit for day-to-day activities, Promotion of Rajya Bhasha and Translation work, besides other routine activities.

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

Grade-wise Break Up of Institutions Accredited (As on 30/11/2018): The success of NAAC in the last two decades is evident from the number of universities and colleges assessed and accredited by it. Details are as under:

<table>
<thead>
<tr>
<th>Type of HEIs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>205</td>
<td>127</td>
<td>9</td>
<td>341</td>
</tr>
<tr>
<td>Colleges</td>
<td>1653</td>
<td>5200</td>
<td>842</td>
<td>7695</td>
</tr>
<tr>
<td>Total</td>
<td>1858</td>
<td>5327</td>
<td>851</td>
<td>8036</td>
</tr>
</tbody>
</table>
Collaborations

In an era where partnerships are extremely important, NAAC collaborates with national and international agencies in order to be relevant and contemporary. At the national level, NAAC is in dialogue with a number of professional bodies such as National Council for Teacher Education (NCTE), Dental Council of India (DCI) and State Councils for Higher Education. At the international level, NAAC has been one of the earliest members of INQAAHE and continues to contribute actively in the activities of APQN and INQAAHE.

NAAC at International Fora

Since inception, the NAAC has played pro-active role at international level. The NAAC was among founder members of Asia-Pacific Quality Network (APQN) and The International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Functionaries of NAAC have held senior leadership positions in governing bodies of international networks. Various international projects in collaboration with UNESCO, COL (Commonwealth of Learning), APQN and INQAAHE etc., have been carried out by NAAC and its faculty. Every year delegates from different countries visit NAAC to understand its Assessment and Accreditation (A&A) process and exchange good practices. Faculty of NAAC have worked as resource persons and consultants on various international capacity building projects and events. The NAAC is also recipient of APQN Quality Award 2013 for its project on Student Participation in Quality Assurance. The faculty members of NAAC have received various international awards and fellowships. NAAC has signed MoUs with several QQAs from other countries such as MQA, Malaysia, HECFAC, Taiwan etc.

NAAC has rich experience of hosting international events including joint activities with UNESCO, COL besides hosting INQAAHE biennial conference in 2000 and annual conference of APQN in 2011.

NAAC Publications

One of the vibrant activities of the NAAC is its publication. NAAC has brought out more than 150 publications of different types such as Manuals, Guidelines to the institutions, Quality Assurance in Higher Education-An introduction, National Action Plan, Assessors's Handbook, 12 State-wise Analysis Reports, Best Practices in different aspects, Quality Indicators for Teacher Education etc.
The NAAC Campus

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

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

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

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