

CHAPTER 2

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CHAPTER 2

OVERVIEW OF NAAC

2 Introduction

There was an agency need for action in order to establish a basis for trust in the quality of global higher education. “**The International Conference on Quality Assurance** was held in Hong Kong in 1991, in relation to quality of higher education. In these conference 23 countries representatives were participated. The decision was taken to establish the **International Network for Quality Assurance Agencies in Higher Education (INQAAHE)**. Now more than 120 national agencies are joined to INQAAHE. They are engaged in assessment, accreditation and academic audit. Further, in the contest of the rapidly changing scenario in higher education, a consortium of international organizations and associations, UNESCO, INQAAHE and the International Association of University Presidents (IAUP) proposed world wide quality label to identify reputable quality assurance and accrediting agencies (QAAA) around the world” (Gosai, M.R. 2003, p. 1)¹

Accreditation is a quality movement of Higher Education Institutions throughout the world. The quality improvement started in the USA and spread in the countries like UK, Germany, Canada, Australia and India. In this chapter researcher took brief historical overview of USA, UK and India.

2.1 Overview of USA Accreditation of higher Education

Accreditation is a process of external quality review created and used by higher education to scrutinize colleges, Universities and programs for quality.

Assurance and quality improvement. Accreditation in the United States is more than 100 years old in 1906, emerging from concerns to protect public health and safety and to serve the public interest. The period between 1862-1914 during which the Land Grant Act was passed has been of immense importance to the American higher education. A second Land Grand Act providing for Black Institutions (1890), creation of Carnegie Foundation for the Advancement of Teaching (1905), founding of Association of American

Universities, Association of American Law Schools, College Entrance Examination Board (1900) and founding of the Association of American Colleges (1914) are some of the major developments. Accreditation not was a product of this period but also shared the characteristics of the society. A variety of non- traditional institutions have started awarding credits and degrees and started offering variety of non-credit education programs. All these had to be evaluated by the process of accreditation. Until World War II the accreditation community consisted of six regional associations and a few major professional associations. By the year 1982, the **Council of Post Secondary Accreditation (COPA)** has recognized fifty one accrediting bodies and also identified more than seventy additional organizations which were operating without recognition. There is a radical change in accreditation over the decades which obviously are in favor of the educational institutions. **(Krishnamoorthy, Velagalety, 1993, p. 13)²**

In the United States, accreditation is carried out by private, non-profit organizations. External quality review of higher education is a non-governmental enterprise. The U.S. accreditation structure is decentralized and complex. The higher education enterprise is made up degree-granting and non-degree granting institutions. These may be public or private, two or four year, non-profit or for profit. U.S. accreditors review colleges and universities in 50 states and 95 other countries.

2.1.1 Types of U.S. Accrediting organization

There are four types of accrediting organizations.

1) Regional accreditors :

Accredit public and private, mainly non-profit and degree. Granting, two and four year institutions.

2) Faith –based accreditors :

Accredit religiously affiliated and doctrinally based, Institutions, mainly non-profit and degree granting.

3) Private career accreditors :

Accredit mainly for non-profit, career based, single purpose, Institutions both degree and non-degree.

4) Programmatic accreditors :

Accredit specific programs, professors and free standing schools e.g. law, medicine, engineering and health professions.

In 2004-2005, accrediting organizations employed approximately 650 paid full and part time staff and worked with more than 16,000 volunteers

2.1.2 Recognition of Accrediting Organizations.

In the United States, accreditors are accountable to the institutions and Programs they accredit. They are accountable to the public and government that have invested heavily in higher education and expect quality. Accreditors undertake an organizational self-assessment in a routine basis and are required to have internal complaint procedures.

“Accreditors also undergo a periodic external review of their organizations known as recognition. Recognition is carried out by **the Council for Higher Education Accreditation (CHEA)**, a national coordinating body for national, regional and specialized accreditation or the United States Department of Education (USDE). CHEA oversees accrediting agencies for institutions of higher education and provides guidelines as well as resources and relevant data”. (Eaton, Judith, 2006, p. 7)³

As of 2005, 19 institutional accrediting organizations were or had been recognized by either CHEA or USDE or both. These organizations accredit Approximately 7,000 institutions that make up U.S. higher education. Sixty-one (61) programmatic accrediting organizations were or had been recognized and accredit more than 18,000 programs.

2.1.3 Council of Higher Education Accreditation (CHEA)

CHEA has six recognition standards by which it retrieves accrediting organizations for recognition. The standards place primary emphasis on academic quality assurance and improvement for an institution or program.

They require creditors to advance academic quality, demonstrate accountability, encourage purposeful change and needed improvement, employ appropriate and fair procedures in decision making, continually reassess accreditation practices and sustain fiscal stability.

2.1.4 United States Department of Education (USDE)

USDE recognition standards place primary emphasis on whether an institution or program is of sufficient quality to qualify for federal funds for student financial aid and other federal programs. These standards require creditors to maintain criteria or standards in specific areas. USDE recognition review normally takes place every five years. USDE staff conduct the review based on communication with the accreditor, a written report from the accreditor and from time to time, a visit to the accreditor. USDE staff makes recommendations to the National Advisory Committee on Institutional Quality and Integrity (NACIQI), an appointed group of educators and public members, to recognize or not recognize accrediting organizations. The committee, in turn, recommends action to the U.S. Secretary of Education.

2.2 Overview of Accreditation in U.K.

In U.K. the British Government is not directly involved in Management of Higher Education. "The Department of Education of the British Government has the Directors of School Education, Further education, Adult Education and Higher Education. HEFCE and CVCP (committee of Vice-chancellors and Principals) are important Funding Councils. The University Grants Commission is a statutory body via HEFCE. A **Quality Assessment Committee (QAC)** advises and the **Councils Quality Assessment Division (QAD)** runs the assessment programme". (Khanna, Inderjit, 1996, p. 96)⁴

University in U.K. has given high priority to assessment and accreditation. The salient features of assessment and accreditation system in U.K. are as follows.

- 1) Internal Quality assessment unit has existed in universities like South Bank, Cambridge, and Bath. It concentrates on research, teaching and

learning. The assessment also includes direct observation on a wide range of teaching and learning process.

- 2) The quality assessment is done Higher **Education Funding Council for England (HEFCE)**.
- 3) Criteria for quality assessment :
 - i) Curriculum design, content and organization.
 - ii) Teaching, learning and assessment.
 - iii) Students support and guidance.
 - iv) Learning resources.
 - v) Quality assurance and enhancement.
- 4) The academic quality assessment is involved in departmental reviews in which includes teaching, research, resources, its development its organization and management. The review is done by outside expert whose report goes to the Vice-chancellor and then to the Education Committee. Individual reports are reviewed at least once in a year.
- 5) The HEFCE is involved in quality assessment in 10 subjects and graded three Points scale. Excellent, Satisfactory and Unsatisfactory were point scales.
- 6) In April 1994 grading system was changed. It was to be 4 point scale includes numerical grading i.e. 1 to 4 ascending order of merit.
- 7) Reassessment should be done within a year over first assessment.

2.3 Overview of NAAC in India

The National Policy on Education (NPE) 1986 wanted to develop appropriate machinery for quality assessment in higher education. **The Programme of Action (POA)** document then urged upon **University Grants Commission (UGC)** to take the initiative in establishing an autonomous body which are responsible for assessment and accreditation of universities and colleges. It has been stated by the POA document that the assessment and accreditation council will play only a catalytic role. It will not enforce any given norms and standards on the institutions of higher education.

Accordingly University Grants Commission (UGC) appointed a committee under the chairmanship of Dr Vasant Gowarikar, Secretary, Ministry of Science and Technology, Govt. of India. The committee made recommendations regarding setting up of Accreditation and Assessment Council. University Grants Commission (UGC) also requested to Dr. A Sukumaran Nair, a former Pro-vice Chancellor, and University of Kerela to submit a project report on **National Accreditation Board for Higher Education (NABHE)**.

The University Grants Commissions (UGC) constituted an empowered committee under the chairmanship of Prof. G.Ram Reddy, to finalize the memorandum of association and rules and regulation of the accreditation board. The document prepared after taking into consideration the existing methods of quality assessment and quality control of higher education in USA,UK,Canada and Australia. It has also taken the scenario of higher education in India. The document by this committee was approved on September 7, 1994. It was culminated in the establishment of the National Assessment and Accreditation Council (NAAC) on 16 the September 1994. It has full support from the Ministry of Human Resource Development, Govt. of India , under section 12 ccc of the UGC Act of 1956(3). Its headquarter is located at Bangalore in Karnataka. The NAAC is an autonomous organization and was registered as a society under the Karnataka Societies Registration Act, 1960 and the Karkanataka Societies Rules of 1961. The NAAC started functioning November 01, 1994 with the assumption of charge by Prof. Arum S. Nigavekar as the founder Director of NAAC.

Thus India joined the international club of QAAs on the establishment of NAAC. The institution of NAAC of India is also founder member of the International Network for **Quality Assurance Agencies in Higher Education (INQAAHE)**.

Other organizations in India:

National Board of Accreditation (NBA) established in 1994 by the **All India Council of Technical Education (AICTE)** which is engaged in the assessment and accreditation of professional disciplines, engineering and management. But NAAC has a wider agenda for assessing and accrediting institutions of liberal arts, sciences and other disciplines. Accreditation refers to the certification given by NAAC, which is valid for five years. The process of assessment followed by NAAC is in accordance with the internationally accepted practice, but with certain modifications to suit the Indian context. Accreditation serves different beneficiaries to the students, parents, faculty, funding agencies, the Government and society at large.

2.3.1 NAAC Vision

To make quality the defining element of higher education in India. It has been done through a combination of self and external quality evaluation, promotion and sustenance initiatives.

2.3.2 NAAC: its Responsibilities

According to the NAAC constitution the specific functionary activities are stated clearly therefore the mission of NAAC is described as below.

- i) To arrange for periodic assessment and accreditation of higher education or units or specific academic programmes or project.
- ii) To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions.
- iii) To undertake quality related research studies, consultancy and training programmes.
- iv) To encourage self-evaluation, accountability, autonomy and innovations in higher education.
- v) To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

2.3.3 Governance of NAAC

The NAAC functions through its General Council (GC) and Executive Committee (EC). Both of them consist of educational administrators, policy makers and senior academicians from a cross-section of the system of higher education are represented. The chairperson of the University Grants Commission (UGC) is the president of General Council. The chairperson of the Executive Committee is an eminent academician who is related to NAAC. The Director of the NAAC is its academic and administrative head. He is the member secretary of both General Council and Executive Council... There are many advisory and consultative committees to guide its practices to NAAC. NAAC has its statutory body that steer its policies. The NAAC has a core staff and consultants to support its activities. From the external resource persons throughout the country also assists to NAAC who are not full time staff of the NAAC.

2.3.4 Activities of NAAC

a) The awareness programme of NAAC:-

To bring awareness of the assessment and accreditation of higher education institutions, NAAC sent the individual letters to the institutions in which Principal /Vice-chancellor and directors are included. The colleges recognized by UGC which are participated in accreditation process help the quality education effort.

I) Seminars

NAAC is always organizing seminars at various colleges, universities. Throughout these seminars it is possible to make aware to the students, faculty members, directors about assessment and accreditation process of higher education by NAAC.

II) Collaboration with Vice-chancellors

NAAC has been tries in the seminars and conferences for vice-chancellors which are sponsored by University Grants Commission (UGC) and Association of India Universities (AIU) e.g. the conference was held at Pune

for vice-chancellors. NAAC is always in contact with vice-chancellors of various universities through letters and information publications.

III) Brain –Storming Sessions

There is a need for guidelines for effective functioning and strategic planning. For this is achieved through brain –storming sessions conducted by the NAAC.

i) Information Database on Higher Education (IDBHE)

The Brain storming session was recommendation that to create a database of experts which will be of immense help for various activities of NAAC.

b) Internal Quality Assurance Cell (IQAC)

Self –evaluation is the backbone of the assessment process of higher education institutions. The process of assessment is a continuous process. So there is a dire need of establishment of IQAC for making quality awareness among faculty and supporting staff of the higher education institutions.

c) Publication programmes of NAAC

NAAC has wider publications to circulate for mass communication.

- 1) NAAC Newsletters
- 2) Directory of Accredited Institutions
- 3) Directory of Assessors.
- 4) NAAC's website i.e. www.naac-india.org
- 5) Statewide accredited Reports.

Case studies of accreditation institutions process.

i) Documents, conferences and seminar reports.

NAAC is one of the founder members of the International Network for Quality Assurance Agencies to Higher Education. (INQAAHE). INQAAHE is engaged research in higher education quality management.

ii) NAAC Library

NAAC is built up a Library at Bangalore which has acquired a large number of documents which are published in USA and UK. It also procured the books published by various assessment and accreditation agencies throughout the world. It also supply the electronic products and audio-visual material to the researcher and user from the county.

2.3.5 Definition of Accreditation

There are many definitions of the term accreditation as given below.

- 1) According to Kent and Cancour, "Accreditation refers to approval or recognition of one party by another on the basis of some standards".
(Kent, Allen and Lancer, Harold, 1968, 1: 61).⁵
- 2) In the 1976, Annual Report of the Council of Post-Secondary Accreditation, Washington D.C. accreditation has been defined as," a self improvement and self –regulatory process which involves an in-depth self –analysis by an institution or programme to evaluate its compliance with mutually agreed to criteria, followed by an on-site examination by third party peers to verify whether the institution has perceived itself correctly".
- 3) Accreditation is also defined as , 'a voluntary, non-government system of evaluation used to protect the public, interest to verify the quality of service provided by member institutions'.
- 4) Accreditation is "the means employed for all professions for evaluating the quality of the professional programme of a given college or university.

2.3.6. Process for Accreditation

NAAC'S process of assessment is towards holistic, systematic, objective, database, transparent and shared experience for institutional improvement. NAAC has formulated a three-stage process for assessment and accreditation of college as given below.

- 1) **Preparation of the Self –Study Report** by the institution, its submission to NAAC and in house analysis of the report by NAAC.
- 2) **Peer Team Visit** to the institution for validation of the Self- Study Report followed by presentation.
- 3) **Grading, Certification and Accreditation** based on the evaluation report by the peer-team. (<http://naacindia.org/process.asp>)⁶

2.3.7 Why Accreditation/Need of Accreditation :

Each and every institution of higher education should be accreditation and assessed by NAAC for following purposes.

- 1) Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education.
- 2) Like in any other domain, the method to improve quality remains the same. There is a necessity of finding and recognizing new needs and satisfying them with products and services of international standards.
- 3) The NAAC has been set up to help all participating institutions assess their performance vis-à-vis set parameters. A rating agency for academic excellence across India, and the country's first such efforts.

2.3.8 Benefits of Accreditation

There are certain benefits in inviting NAAC to assess and accreditate the college's performance and functioning. The benefits of Accreditation of institutions or colleges of higher education are as given below.

- 1) While preparing the Self –Study Report (SSR) required by NAAC, the college would apply the technique of SWOT analysis. The Self Study Report would reveal the strengths and weaknesses of the college and the opportunities available to it for its growth and development. The assessment and accreditation thus would lay foundation for the planning for the colleges programmed.

- 2) To identify internal areas of planning and resource allocation of the institution of higher education.
- 3) Outcome through accreditation provides objective data to the funding agencies for performance funding.
- 4) After accreditation, a new vision, a new direction and a new realization would be imparted to the college.
- 5) It provides reliable information on quality of education offered throughout the colleges to the society.
- 6) Employers have access to information on the quality of education offered to potential recruiters.
- 7) It promotes intra and inter-institutional interactions of higher education.

2.3.9 Criteria for Assessment

Any assessment and subsequent accreditation is made with reference to a set of parameters so that the standing of an institution can be compared with that of other similar institutions.

NAAC has identified the following seven criteria to serve as the basis of its assessment procedures. From 1st April 2007 the revised methodology came into effect for assessment and accreditation of higher educational institutions. (Madegowda, J., 2007, 1-11)⁷ Both of them present in tabular form as below.

Sr. NO.	Criteria and their key indicators under Earlier Methodology	Criteria and their key aspects under New Methodology
1.	Curricular Aspects 1.1 Goal orientation 1.2 Curricular Development 1.3 Programmed Options 1.4 Academic Flexibility 1.5 Feedback Mechanism	1. Curricular Aspects 1.1 Curricular Design 1.2 Academic Flexibility 1.3 Feedback on Curriculum 1.4 Curriculum Update 1.5 Best Practices in Curriculum Aspects.

2.	<p>2 Teaching –Learning and Evaluation</p> <p>2.1 Admission process</p> <p>2.2 Catering to Diverse Needs</p> <p>2.3 Teaching-Learning Process</p> <p>2.4 Teacher Quality</p> <p>2.5 Evaluation of Teaching</p> <p>2.6 Evaluation of Learning and Evaluation Reforms.</p>	<p>2 Teaching –Learning and Evaluation</p> <p>2.1 Admission Process and Student Profile</p> <p>2.2 Catering to Diverse Needs</p> <p>2.3 Teaching Learning process</p> <p>2.4 Teacher Quality</p> <p>2.5 Evaluation Process and Reforms</p> <p>2.6 Best Practices in Teaching, Learning and Evaluation.</p>
3.	<p>3 Research, Consultancy and Extension</p> <p>3.1 Promotion of Research</p> <p>3.2 Research Output</p> <p>3.3 Publication Output</p> <p>3.4 Consultancy</p> <p>3.5 Extension Activities</p> <p>3.6 Participation in Extension and Linkages.</p>	<p>3. Research, Consultancy and Extension</p> <p>3.1 Promotion of Research</p> <p>3.2 Research and Publication Output</p> <p>3.3 Consultancy</p> <p>3.4 Extension Activities</p> <p>3.5 Collaborations</p> <p>3.6 Best Practices in Research, Consultancy and Extension.</p>
4	<p>4. Infrastructure and Learning Resources</p> <p>4.1 Physical Facilities</p> <p>4.2 Maintenance of Infrastructure</p> <p>4.3 Library as a Learning Resource</p> <p>4.4 Computers as Learning Resource</p> <p>4.5 Other Facilities</p>	<p>4 Infrastructure and Learning Resources</p> <p>4.1 Physical facilities for Learning</p> <p>4.2 Maintenance of Infrastructure</p> <p>4.3 Library as a Learning Resource</p> <p>4.4 ICT as a Learning Resources</p> <p>4.5 Other Facilities</p> <p>4.6 Best Practices in the Development of Infrastructure and Learning Resources</p>
5	<p>5. Student Support and Progression</p> <p>5.1 Student Profile</p>	<p>5 Student Support and Progression</p> <p>5.1 Student Progression</p>

	5.2 Student Progression 5.3 Student Support 5.4 Student Activities	5.2 Student Support 5.3 Student Activities 5.4 Best Practices in Student Support and Progression
6.	6. Organization and Management 6.1 Leadership 6.2 Goal orientation and Decision making 6.3 Organization structure 6.4 Powers and Functions of the functionaries 6.5 Perspective Planning 6.6 Man-power planning and Recruitment 6.7 Performance Appraisal 6.8 Staff Development Programmes 6.9 Resource Mobilization 6.10 Finance Management	6. Governance and Leadership 6.1 Institutional Vision and Leadership 6.2 Organizational Arrangement 6.3 Strategy, Development and Deployment 6.4 Human Resources Management 6.5 Financial Management and Resource Mobilization 6.6 Best practices in Governance and Leadership
7.	7. Healthy Practices 7.1 Total Quality Management 7.2 Innovations 7.3 Value-based Education 7.4 Social Responsibilities and Citizenship Roles 7.5 Overall Development 7.6 Institutional Ambience and Initiatives.	7. Innovative Practices 7.1 Internal Quality Assurance System 7.2 Inclusive Practices 7.3 Stakeholder Relationship.

Comparison of Weights Assigned To Different Criteria

*(Figures in brackets shows the weights mentions according to New Methodology, effective from the 1st April 2007.)

Sr. No.	Criteria and Weights Assigned	University (Weights)	Autonomous (Weights)	Affiliated/ Constituent Colleges (Weights)
1	Curricular Aspect	150 (150)	150 (100)	100 (50)
2	Teaching-Learning and Evaluation	250 (250)	300 (350)	400 (450)
3	Research, Consultancy & Extension	150 (200)	100 (150)	50 (100)
4	Infrastructure & Learning Resources	150 (100)	150 (100)	150 (100)
5	Student Support & Progression	100 (100)	100 (100)	100 (100)
6	Organization & Management (Governance & Leadership)	100 (150)	100 (150)	100 (150)
7	Healthy Practices (Innovative Practices)	100 (50)	100 (50)	100 (50)
	Total weights	1000 (1000)	1000(1000)	1000(1000)

2.3.10 Grading System

As is known, under the Earlier **Methodology**, the Institutions were assessed and accredited on a 9 point scale grading system based on the overall percentage of scores. In the **New Methodology**, the institutions is assessed and accredited on a four point letter –grade scale based on the Cumulative Grade Point Average (CGPA) earned by them through the Assessment Process.

Comparison of Grading System under the Earlier and New Methodology is shown in tabular form.

Grading System under Earlier Methodology		Grading System under New Methodology		
Institutional Score (Upper Limit exclusive)	Grade	Cumulative Grade Point Average (Range)	Letter Grade	Performance Descriptor and its Interpretation
95-100	A++	3.01-4.00	A	1. Accredited 2. Very Good 3. High Level of Academic Accomplishment as expected of an Institution
90-95	A+	2.01-3.00	B	1. Accredited 2. Good 3. Level of Academic Accomplishment is above the minimum Level expected of an institution.
85-90	A	1.51-2.00	C	1. Accredited 2 Satisfactory 3 Minimum Level of Academic Accomplishment expected of an Institution
80-85	B++	< 1.50	D	1 Not Accredited 2 Unsatisfactory 3 Level below the minimum Accomplishment is below the Minimum Level expected of An Institution.
75-80	B+			
70-75	B			
65-70	C++			
60-65	C+			
55-60	C			
Below 55: Assessed & found not qualified for Accredita- tion				

2.3.11 Assessment and Accreditation Fees

University Grants Commission (UGC) has recommended following fee structure based on the recommendations of the **Executive Committee** of NAAC.

1) For Universities

- a) Up to 4 departments Rs. 75000/-
- b) More than four but up to 10 departments Rs. 75,000/- + Rs.7,500 for each additional department.
- c) More than 10 departments Rs. 1, 20,000/- + Rs. 5,000/- for each additional department. The accreditation fee will be limited to a maximum amount of Rest. 3.00 Lakh per institution.
- d) Departments/Schools/Centers in a subject : Rs. 7,500/-

2) Colleges (Grant in aid, Private and Government):

- a) Rs. 25,000/- for a faculty which means Rs. 50,000/- for a college with faculties of Arts and Science (Commerce will be treated as a part of the Arts faculty for this purpose). The same fee structure applies for self – financing colleges also.
- b) Mode of payment- It has to be paid in the form of Demand Draft drawn in favor of ‘The Director, NAAC’ Payable at Bangalore. It may be sent along with the letter of intention of Self Study Report.

3) Financial Support:

University Grant Commission (UGC) provides the financial grants for assessment and accreditation cost to NAAC. It is in case of university, up to a maximum of Rs. 5.00 Lakh. The affiliated and autonomous colleges can also take the accreditation fee from their UGC grant.

I) Units of Assessment

i) Institutional Accreditation

a) **University** – University Central Governance structure along with all the Under Graduate and Post Graduate Departments.

b) **College** – Any college which has affiliated / constituent or autonomous with all its departments of studies.

II) Department Accreditation

i) Department – Any department /School/ Centre University.

2.3.12 Re-assessment and Re-accreditation

The Council, as under its **Earlier Methodology**, has made provision for the Accredited Institutions to seek Reassessment for the Re-accreditation after the expiry of five – year Accreditation Period. The Re-accreditation procedure is also based on pre-determined criteria for assessment and includes the submission of **Self Study Report (SSR)** by an institution, Peer Team visit for validation and final decision by NAAC. The framework for Re-accreditation essentially involves processes, which take into account the impact of first assessment.

The New Methodology of Assessment and Accreditation is also applicable for Re-accreditation.

a) Requirement for Re-accreditation

- i) The establishment of the **Internal Quality Assurance Cell (IQAC)**.
- ii) The use of **ICT** for data management. It is also useful for providing relevant information to stakeholders through the institutional website.

The above discussed points are minimum institutional requirements for re-accreditation. Institutions that begin institutional preparations will continue to use the outcome of the first accreditation till the end of the two-year institutional preparation period or till the re-accreditation outcome is declared, whichever is earlier.

The methodical elements of re-accreditations will be similar to the first assessment. The existing seven criteria will be followed with specific indicators identified under each criterion and weightages attached to them. The grade is awarded to the institution.

b) Values Considered in the Re-accreditation.

The contribution of the higher education institutions with respect to the following five values will be considered in the **Re-accreditation**.

- i) Relating to National Development.

- ii) Fostering Global Competencies among students.
- iii) Inculcating the value system.
- iv) Promoting the use of technology.
- v) Quest for Excellence.

These values would be strongly embedded in the criteria for assessment and re-accreditation.

2.3.13 Preparing for Electronic Assessment

Without comprising on quality, the NAAC has evolved many strategies to meet large volume assessment. Among many strategies, there is one of the strategies named 'use of electronic mode'. The re-accreditation process has been designed to be a combination of electronic submission of data through web-based framework and peer validation in traditional and electronic mode. It has been enabled data management which is a part of quantitative data to be submitted to NAAC will be available on web. This necessity is keeping in mind; NAAC has made the minimum requirement of re-accreditation of higher education institutions.

For the electronic assessment, the primary ICT enabled assessment framework required. It requires capacity building at various levels at NAAC for internal processes. It also requires developing experts who will make the ICT enabled assessment. Among assessors for the new way of validation and among the Higher Education Institutions for sustaining the institutional efforts to implement electronic data management of all its activities. The efforts of NAAC will build on the UGC-INFONET.

Taking the re-accreditation stage as the preparatory stage, NAAC evolve appropriate strategies for implementation of the ICT enabled assessment.

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