Effectiveness of Accreditation Process: An Indian Experience with Diversity

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Diversity in Indian Context

- Religion, Practices, Language, society,
- family, customs, festivals, cuisine,
- clothing, literature, poetry, epics, music and
- dance, paintings, sculptures,
- architecture, recreation and
- traditional sports &

✓ Plurality in terms of many religion, beliefs and institutions.
India has more than **1592** dialects, seven religion, six ethnic groups and **29** major festivals.

Central Universities (36), State and Affiliating Universities (259), Deemed Universities (165), Private Universities (69) Open Universities (19) Indian Institute of Technology (15), National Institutes of Technology (NITs) (22) Indian Institute of Management (08), Indian Institute of Science (1), National Open Universities (1), Institution of National Importance (39), Institutions for Science Education Research (05), which include Engineering, Agriculture, Technology, languages, tribal, education etc.
### Diversity in Indian Context (3)

#### Higher Education in India

<table>
<thead>
<tr>
<th></th>
<th>1947</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>Number of Colleges</td>
<td>500</td>
<td>&lt;25951*</td>
</tr>
<tr>
<td>Number of Universities</td>
<td>19</td>
<td>&lt;500*</td>
</tr>
</tbody>
</table>

More than 6000 Teacher Education Institutions

*The Hitavada (Nagpur Daily) August 2010.*
Diversity in Indian Context (4)

Diversity in terms of:

- Geographical, communication, student to teacher ratio, admission of student, examination, infrastructural resources, etc.,

- Affiliating University Curriculum, Funding (State, Central, Private), recruitment of teachers and more so ever the student community
Diversity in terms of

- Constituent Colleges
- Affiliated Colleges
- Autonomous Colleges
- Government Colleges
- Aided Colleges with unaided courses
- Self-funding Colleges
- Private Colleges – Aided
'Unity in Diversity' has been the distinctive feature of Indian culture.
The Context...

- National Assessment and Accreditation Council (NAAC) is a flagship National Quality Assurance body in India.
- University Grants Commission (UGC) established the NAAC as an autonomous institution in the year 1994, headquartered at Bangalore.
- To Assess and Accredit institutions of higher learning with an objective of helping them to work continuously to improve the quality of education.
### Higher Education Institutions (HEIs) Accredited by NAAC

<table>
<thead>
<tr>
<th></th>
<th>Accredited</th>
<th>Re-Accredited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Colleges</td>
<td>4371</td>
<td>636</td>
</tr>
<tr>
<td>Number of Universities</td>
<td>161</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>4532</td>
<td>701</td>
</tr>
<tr>
<td>Grand Total</td>
<td>5233</td>
<td></td>
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</tbody>
</table>

*As on March 27, 2011.*
HEIs - Accredited by NAAC

- 161 Universities (10 Central Universities, 47 Deemed Universities, 104 State Universities)  
  (Language, Health Science, Technical)

- 4371 Colleges (3882 Affiliated Colleges, 133 Autonomous Colleges)
  
  Accredited Colleges includes: Health Science (Medical, Dental, Nursing, Homoeopathic, Physiotherapy & Pharmacy) – 29; Technical (Engineering & Technology) – 50; Social Work – 23; Law – 71; Management (includes Hotel Management) – 32
Support for Funding

UGC schemes - “University with Potential for Excellence” and “Colleges with Potential for Excellence”

- Special Assistance Programme (SAP)
- Department of Special Assistance (DSA) and Departmental Research Support (DRS) programmes
- Department of Science and Technology (DST) - Faculty Improvement in Science and Technology
- Department Bio-technology (DBT)
- National Council for Teacher Education (NCTE)
- Different State Governments for various schemes
Effectiveness of the Process

- Establishment of State-Level Quality Assurance Cell (SLQAC)
- Financial Assistance
- State-wise Analysis of Assessment Reports
- Triggering Quality Consciousness
- NAAC advocates establishment of Internal Quality Assurance Cell (IQAC)
Effectiveness of the Process (2)

- Dissemination of Best Practices
- Student Charter
- Memorandum of Understanding (MoU)
- Development of trained quality assurance professionals
- International Presence
International Collaborations

- Founder member of The Asia-Pacific Quality Network (APQN).
- NAAC has an active MoU with AUQA-Australia, COL-Canada, HEEACT-Taiwan, IEEE-USA, NQA-Nepal and other countries.
The process of sharing the peer team report with the head of the institution on the last day of the visit.

The peer team report is based on the seven criteria, 36 key aspects, institutional strengths, weaknesses, challenges, opportunities and overall suggestions for further improvements would be shared with the Head of the Institution.
Any factual error in the report may be corrected/ incorporated and mutually agreed upon. Signed document would be handed over in the exit meeting at institution on the last day. All the accredited institutions peer team report are available in NAAC website.
NAAC canvas is very big not only in terms of the number of institutions which it has to deal with its operations, but also in terms of its rich diversity, cultural coverage, regional reach and area specific linguistic prominence etc.
NAAC’s ‘effectiveness’ depends on its credibility of assessors, confidentiality, fairness, ethical conduct and impartiality of such visits.

The greatest challenge is availability of experts for a particular visit.

The face of the NAAC is the face of the Assessors.
Contribution of academic staff of **NAAC** along with peers has contributed to the overall development of external quality assurance system in India.
Welcome for your feedback and suggestions

Thank You
Visit: www.naacc.gov.in

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