Impact of QA Processes on Indian HEIs

By

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Overview of Indian Higher Education

- State-of-the-art and less-endowed HEIs co-exist side by side offering excellence and poverty of standards in about 500 universities, 26,000 colleges, 0.4 Million teachers and around 11 Million students of all hues and configurations
- Voluntary Accreditation
- Expansion- Excellence- Equity- Empowerment- Evolution
Effects of QA Processes

- Effectiveness of the efforts of HEIs from Accreditation to Re-accreditation
- International collaborations of NAAC
- Role of QA in policy making
- Promulgation of healthy practices
International connect and Networking

- British Council / Higher Education Funding Council for England (HEFCE), Quality Assurance Agency (QAA), UK
- Australian Universities Quality Agency (AUQA)
- Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE), South Africa
- Nepal Quality Assurance Agency
- Commonwealth of Learning (COL)
- UNESCO
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE)
- Asia Pacific Quality Network (APQN)
- Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)
- The Institute of Electrical and Electronics Engineers (IEEE)
- Host to major international conferences on regular basis
Issues of Concern

- Increased demand on HE
- Growing international competition from foreign universities
- Admission of ineligible and below average students
Challenges for QA

- Diversity, size and complexity of HEIs
- Accessibility of HEIs
- Paucity of competent faculty members
- Insufficient funds allocation
Strategies to be implemented

- Criteria to be adopted by the universities before they permit any HEI
- The best quality teachers are to be recruited
- More support from state governments, state councils for HE and parent universities for colleges
- Comprehensive National Accreditation Act
- Multiple Accrediting Agencies
- Accreditation needs to be withdrawn
THANK YOU

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