

3.2 National Assessment and Accreditation Council (NAAC)

National Assessment and Accreditation Council, an autonomous body, has been established by the University Grants Commission in 1994 in pursuance of the recommendations made by the National Policy of Education, 1986 and the Programme of Action (POA), 1992 which lay special emphasis on evaluating the quality of higher education in India. The prime mandate of NAAC, as envisaged in its Memorandum of Association (MOA), is to assess and accredit institutions of higher learning,

universities and colleges or one or more of their units, i.e., departments, schools, institutions, programmes, etc. The NAAC functions through its General Council and Executive Committee where educational administrators, policy makers and senior academicians from a cross-section of system of higher education are represented.

□ 3.2.1 The National Accreditation Regulatory Bill :

MHRD placed the bill "The National Accreditation Regulatory for Higher Educational Institutional Bill, 2010." In the Parliament on 3rd may, 2010 and the bill passed in The parliament in the same year. According to this bill Accreditation was not mandatory but in new format Accreditation is now being mandatory. According to this new bill "a) make accreditation mandatory b) ensure that both institutions and programmes get accredited and c) provide accreditation agencies, which shall be overseen by the National Accreditation Regulatory Authority for Higher Education."

□ 3.2.2 The Vision of NAAC :

It is clearly stated in the vision of NAAC that "To make quality defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiation."

There are five missions are also clearly stated as the objectives of NAAC

- (i) To arrange for periodic assessment and accreditation of institutions of higher education institutions thereof or specific academic programmes or projects.
- (ii) To stimulated the academic environment for promotion of quality of teaching, learning and research in higher education.
- (iii) To encourage self-evaluation, accountability, autonomy and innovations in higher education.
- (iv) To undertake quality related research studies, consultancy, and research programmes, and
- (iv) To collaborated with other stake holds of higher education for quality evaluation, promotion and sustenance.

□ 3.2.3 Assessment and Accreditation System :

Under the new methodology introduced by NAAC w.e.f. 1st April, 2007, the higher education institutions are assessed and accredited by a two-step approach. In the first step, the institution is required to seek

'Institutional Eligibility for Quality Assessment (IEQA)' and the second step is the assessment and accreditation of the institute under the grades 'A', 'B', 'C' for accredited institutions; and 'D' for those which are not accredited.

NAAC has identified seven criteria-

- (i) Curricular aspects,
- (ii) Teaching-learning and evaluation,
- (iii) Research, Consultancy and extension,
- (iv) Infrastructure and learning resources,
- (v) Student support and progression,
- (vi) Governance and leadership and.
- (vii) Innovative practices as the basis for its assessment procedure.

Institutions wishing to be accredited are graded this grading system is revised w.e.f 1st July 2016 in :

Range of institutional CGPA	Letter Grade	Performance Descriptor
3.76 - 4.00	A++	Accredited
3.51 - 3.75	A+	Accredited
3.01 - 3.50	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
≥ 1.50	D	Not Accredited

The seven criteria based on which the grading is done are:

- (1) Promotion of Research
- (2) Resource Mobilization for Research
- (3) Research Facilities
- (4) Research Publications and Awards
- (5) Consultancy
- (6) Extension Activities and Institutional Social Responsibility
- (7) Collaborations

□ 3.2.4 Function :

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
- Development of Quality Culture in the institution.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.