Education System

• School Education – 10 + 2 (12 years of schooling)
  Primary(5), Middle(3), Secondary(2), Senior Secondary(2)

College Education System

• Undergraduate or Bachelor’s Level (BE / BTECH) –
  • 4 Years

• Post graduate or Master’s Level (ME/MTECH/MBA) –
  • 2 Years

• Doctoral (Ph.D.)
Institutions - Category

- Institutions of National Importance (IIT’s, IIM’s)
- Deemed Universities (IISc, IIITMs, NITs, SF-DUs)
- University Departments
- Autonomous Institutions
- Affiliated Universities / Affiliated Institutions
- Specialized Institutes – (NISER, IISERs, ISM, NERIST)
- Diploma Level Institutions
- Vocational
- ITIs
Issues that are being addressed

- **Access**: GER of around 23.6%; with a target to achieve 30% by the end of 2020. Access to higher education in terms of the total number of seats available is not sufficient.

- **Equity**: Large disparities in rural-urban and gender bases.

- **Quality**: The quality of professionals in India is addressed to be low
  - QA system and accreditation is not compulsory at present in the country.
  - Only a small number of universities and colleges are entitled for funding from UGC and thereby monitoring by NAAC. NBA is also not mandatory.
  - Only 8 universities/colleges of the country are among the top 200 universities/colleges of the world.

- **Inflow versus outflow of students**: India’s inflow of foreign students is only 27,000 as compared to the student outflow of around 0.5 million (5 lakh). The majority of the students coming to India are from developing countries like Nepal, Mauritius, Kenya, Bangladesh and Sri Lanka.
Accrediting Authorities

1. NATIONAL BOARD OF ACCREDITATION (NBA)
   Programme Level

2. NATIONAL ASSESSMENT & ACCREDITATION COUNCIL (NAAC)
   Institution Level

NBA – Member of Washington Accord
NAAC Institutional Assessment Model

**Process** - Open and participative, enabled to evolve a **model of good institution**, **Involves Stakeholders** - Students, Teachers, Management, Alumni, Employers, etc.

**Validity of Accreditation** - Five years, Grade on 7-point scale, Submission of AQAR, Extension of Validity of Accreditation to high performance

**Widely accepted** - Systemic recognition of NAAC accreditation by National and International agencies
Core Values
Guiding Elements for A&A Process

- Contributing to national development
- Fostering global competencies
- Inculcating value system
- Promoting the use of technology
- Quest for excellence.
NAAC Seven criteria Framework for Assessment

1. Curricular Aspects
2. Teaching-learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Innovations and Best Practices

32 Key Aspects and 196 Key Indicators
## Institutional Grading System

<table>
<thead>
<tr>
<th>Range of institutional Cumulative Grade Point Average (CGPA)</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>3.76 - 4.00</td>
<td>A++</td>
</tr>
<tr>
<td>3.51 – 3.75</td>
<td>A+</td>
</tr>
<tr>
<td>3.01 – 3.50</td>
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<tr>
<td>2.01 – 2.50</td>
<td>B</td>
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<tr>
<td>1.51 - 2.00</td>
<td>C</td>
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<tr>
<td>≤ 1.50</td>
<td>D</td>
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</table>
Scalability, Transparency and Objectivity

- **Ensuring Institutional preparedness** - Online LOI and fully automated Institutional Eligibility for Quality Assessment (IEQA) system for affiliated colleges

- **Reducing cycle time** - Revised timelines reducing the processing time for A&A ensuring increased number of accreditations

- **Increasing Collegiums of Assessors** - Around 2000 trained quality assurance professionals, engaging experts from Academies, IITs, IIMs, NITs, IISc, IISERs, AIIMs and other National level Institutes

- **Revised Onsite Visit duration and number of experts engaged for A&A** - Reduced days of visit and number of assessors visiting Universities and Institution with focus on Interactions

- **End to end ICT solutions** - improving the speed, transparency and objectivity of the process, Online
Facilitator of Good practices, Innovations and Quality Culture

- **Facilitating Quality Culture** - Self-assessment, Peer evaluation, Internal Quality Assurance Cells (IQAC), Annual Quality Assurance Reports (AQAR), Student Participation

- **System Recognition** - NAAC Accredited status for funding, enhancing seats, Permanent affiliation, Research projects, Deemed to be University Status (UGC, RUSA, DST, DBT, NCTE)

- **Capacity building** - Training programs for quality assurance professionals, workshops and awareness programs for HEIs

- **HEIs with highest grade of NAAC** - Preference for admissions and employment by International agencies

- **Mutual recognition** by Quality Assurance Agencies across Asia and Europe
• NAAC’s accreditation based on **internationally accepted practices and recognised globally** [USA recognising highest grade HEI degrees equal to 4 year US degree]

• **Training and expertise** extended to Quality Assurance Agencies and professional in the region.

• **Facilitated establishing** Quality Assurance Agencies in Asia Pacific Region (Cambodia, Nepal, Mauritius, etc.)

• NAAC faculty participated as **international assessors** for evaluating overseas higher education institutions.

• **Leadership in governing bodies of Global quality networks** [APQN, INQAAHE, APQR]

• NAAC and it’s faculty have received **international recognitions and awards for contributions to quality assurance**. [APQN Quality Award, Endeavour Australia Awards, UNESCO/COL partnerships]
Impact of Summit at International Level

Through the historic Bengaluru Statement – 2016, Summit partners expressed their intent and aspirations for:

- Co-operation among quality assurance networks and organizations to dissolve boundaries for quality higher education,
- fostering trust beyond borders in higher education quality assurance,
- sharing global information resources,
- promoting values and ethical practices in quality assurance,
- sharing and promoting good practices,
- strengthening of capacity building,
- developing strategies and resources for next-generation quality assurance in the age of technology,
- resource mobilisation for quality assurance, and
- strengthening professionalism in quality assurance.
• Handling Institutional Diversity – Different types and levels of Institution
• Weaker institutions do not submit for Assessment and Accreditation unless forced
• No support for strengthening weaker institutions
• Linking of grades with grant shifted focus from process to outcomes (Grades)
Moving Forward

- E-assessment for 3rd and subsequent cycles
- Training and certifying agency for Assessors
- Strengthening Research and Development
- Major/minor projects on QA
- Journal on Quality in Higher Education
- Academic program on Quality Assurance in collaboration with premier Institutions
ABOUT NBA

- Established in the year 1994 under Section 10 (u) of AICTE Act
- NBA became Autonomous in January 2010 and in April 2013 the Memorandum of Association and Rules of NBA were amended to make it completely independent
- NBA now independent in its functioning: decision making as well as financially
- Does not receive any grant either from the government or from any regulatory body of technical and higher education

General Policy

1. Programs, and not Educational Institutions, are considered for accreditation

1. Programs from which at least two batches of students have graduated are considered for accreditation
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<td>PART B</td>
<td>Criteria Summary</td>
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<td><strong>Program Level Criteria</strong></td>
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<td>1</td>
<td>Vision, Mission and Program Educational Objectives</td>
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<td>2</td>
<td>Program Curriculum and Teaching – Learning Processes</td>
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<td>Course Outcomes and Program Outcomes</td>
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<td>Faculty Information and Contributions</td>
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<td><strong>Institute Level Criteria</strong></td>
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<td>Governance, Institutional Support and Financial Resources</td>
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<td>PART C</td>
<td>Declaration by the Institution</td>
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<tr>
<td>Annexure- I</td>
<td>Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</td>
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