The Quality Assurance Agenda for the next 25 years : Indian Context (Sub theme- 4)
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NAAC for Quality in Higher Education

About NAAC

- NAAC is an outcome of NPE-1986 & POA-1992

- Established in 1994 by the University Grants Commission (UGC) as an autonomous body

- Chairman UGC- President of General Council

- Eminent academician – Chairman, EC

- NAAC's Vision is to make quality the defining element of higher education in India through a combination of self and external evaluation, promotion and sustenance initiatives

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

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 Quality Indicators

Status of NAAC Accreditation
(23rd January 2017)

	First Cycle	Second Cycle	Third Cycle	Total
Universities	297	143	47	487
Colleges	6,772	2,954	373	10,099
Total	7,069	3,097	420	10,586

Source : NAAC

Size of the System (2014-15)

Universities   : 760

Colleges   : 0.039 Millions

Total Enrolments   : 34.2 Millions

Grass Enrolments ratio : 24.3% (18-23 age groups)

Total number of students : 1.473255 Millions.

Foreign students enrolled in Higher Education India :
   0.04329 Millions

Source : http://mhrd.gov.in/documents.report

Indian students Overseas

Rank	Destination	No. Of Students (in thousand)
1.	United States	97613
2.	Australia	25562
3.	United Kingdom	19604
4	Canada	13626
5.	New Zealand	10255
6.	United Arab Emirates	9273
7.	Germany	5645
8.	Ukraine	3587
9.	Russian Federation	2630
10	France	1985

Total Students studying abroad 0.181872 Million

Data time reference: 2014
Source: UNESCO Institute for Statistics, 2016

Challenges in Higher Education in India

- ✓ Maintaining and ensuring quality of higher Education because of rapid expansion and diversification.
- ✓ Student mobility from and to India and Quality
- ✓ Teachers – Shortage of Qualified Teachers, their professional development
- ✓ Low funding on Higher Education and impact on Quality HE
- ✓ Productive turn over of research
- ✓ Curriculum relevance and employability
- ✓ Quality and accountability
- ✓ Entry of foreign Universities in India and competition
- ✓ Challenges of mediocrity

Latest Initiatives Union Government -1

➢ National Institute Ranking Framework (NIRF) 2015

➢ Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

➢ Clustering colleges to form a university

➢ Setting up of new professional colleges in unserved and underserved areas.

Source: http://www.ndtv.com/education /gross-enrolment-ratio-for-higher-education-increases-to-24-5-says-mhrd-1663416

Latest Initiatives Union Government -2
(Based on Union budget 2017-18)

➢ Education outlay increased by 9.9% over last year (to 796860 Million). 60000 Million earmarked for quality improvement

➢ E learning web platform SWAYAM and SANKALP for skill based training and lively hood to be launched (2000 courses will be run)

➢ Adaptation of STEM (Science, Technology, Engineering and Mathematics)

➢ Autonomy to high perfuming institution (based on Accreditation / Ranking)

➢ Reforms in University Grants Commissions (UGC)

➢ India International Skill centres for vocational training

➢ International Accreditation

Challenges of mediocrity : Projection for the next 2 decades on A & A

❖ Accreditation, especially international accreditation, ensures that we, today, do not compete internally for quality standards but have a more universal approach

❖ Accreditation signifies an institutional performance and helps the institution improve quality of education and its outcomes

❖ Accreditation as a benchmark of quality for higher education institutes is a long delayed initiative

Findings of survey (for the next 2 decades on A & A)

Analysis of the views expressed by cross-section of academicians in the country viz., vice-chancellors and professors of universities and principals of colleges, the following scenario emerges:

- Quality assurance agencies are here to stay for the next 25 years given the government inclination and large scale accreditation that needs to be undertaken.

- Students particularly in urban areas undergoing professional courses may be concerned about quality assurance and accreditation. And students in rural India may not bother.

- As far as the employers are concerned the accreditation status of the institution of the candidate is not considered and it may not even feature in the bio-data of the candidate. Probably, multinationals may prefer students from accredited institutions in selection.

Findings of survey (for the next 2 decades on A & A)

- Academic integrity of institutions will remain an area of great concern, and disclosure norms will become more stringent.

- The mobility of students across borders for higher studies and employment may not necessarily be based on the accreditation status of the institution but preference may be given if the institution is accredited by a credible agency.

- Many opined that the quality assurance agencies should self regulate and be out of government control.

- E-learning will have a great impact in the higher education scenario; national boundaries will get dissolved in its easy application. MOOC's, now available all over the world is a paradigm shift in global learning. It will be a great challenge for QA agencies to pass value judgments on the e-learning phenomena.

National Policy of Education 2016 (Draft)

In the policy, internationalisation of Higher Education is conceived in 5 broad areas :

❖ Export / Import of students

❖ Knowledge Transfer

❖ Internationalisation of curriculum and learning outcome

❖ Cross border program / education

❖ Digital learning

Present International Thinking…..

European Higher Education area (EHEA)
Consistent with the principle of institutional autonomy, the primary responsibility for quality assurance lies with each institution itself (2003 Berlin communiqué)

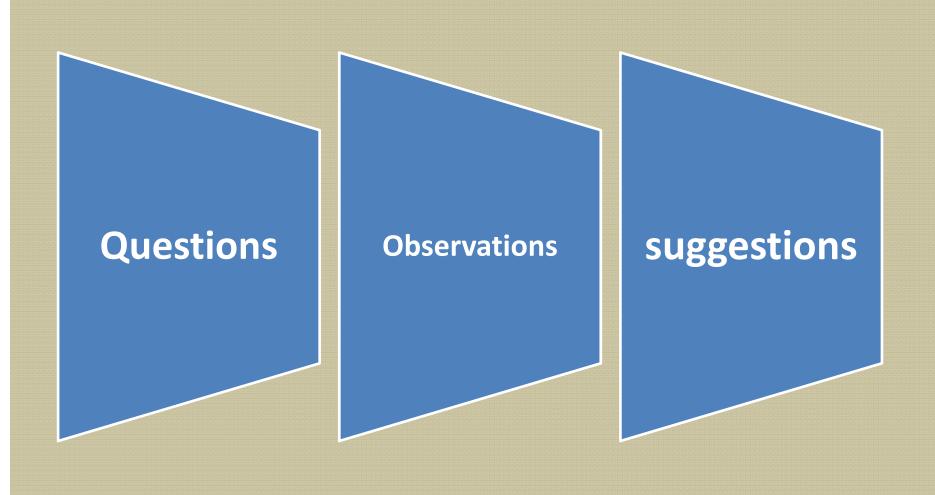**Council for Higher Education Accreditation (CHEA-USA)**
Former president of the council has argued it is time for policy makers to find simpler, better and more transparent ways to ensure quality and protect the tax payer dollars

Conclusion: Future Possibilities

At Present only two major assessment agencies in the Government sector operates in India viz. NAAC and NBA

Future Possibilities

❑ Many Private players may emerge

❑ International assessment agencies presence in India

❑ Collaborative approaches and global networking of QA agencies

❑ Divergent approaches and different models of QA

Questions   Observations   suggestions

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