CHAPTER-III

REVIEW OF RELATED LITERATURE

Review of related literature is a very important chapter which provides academic guidance to the researcher’s introduction. It provides a basic knowledge to the researchers on his research work. Related literature serves as a guide to the researchers for locating, selecting and utilizing the primary and secondary sources of information available in the library, other references, books, journals, theses. It provides academic guidance to the researcher to know the section of his topic investigated earlier, its findings, conclusions and the topics which can be undertaken by him for further research work. Review of related literature besides allowing the researchers to acquaint himself/herself with the current knowledge in the field or area in which he is going to conduct his research also helps to avoid duplicity.

Related literature helps the researchers to avoid unfruitful and useless problem areas. It motivates the present researchers to have an in depth idea about the study in hand and lay a foundation for his entire investigation.

Review of related literature is immensely effective in providing the right insight into the statistical methods of computing the results of the study in hand.
The investigator had gone through some of the important documents, books, journals and some other relevant studies which are partially related to the present study.

**Reviews from The NAAC Publications- Manuals, Books and News**

**Letters**

The Director, National Assessment and Accreditation Council, (2001), in his forwarding stated that the UGC Act, 1956,(Sec 12) enjoins the National Assessment and Accreditation Council to take steps as it may think fit for the co-ordination and promotion of higher education and for determination and maintenance of standards of teaching, examination and research in the Institutes of Higher Learning. National Policy on Education (NPE)1986, Programme of Action (POA) in interalia recommended that “Excellence of Institution of Higher Education is a function of many aspects where self-evaluation and self-improvement are very important. If a mechanism is set up which will encourage self-assessment in institutions and accreditation by a council, the quality process, participation, achievement etc will be constantly monitored and improved”.

In fulfillment of the above recommendations, in 1986 the UGC constituted a committee to work on the approach and 'modus operandi' for assessment and accreditation in higher education and its report was subsequently processed to a project document for establishment of a body to do these tasks.
Pillai V.N.Rajasekharan (April 2003) stated that, NAAC has come a long way since its inception in 1994. It has taken up the challenges and initiated a nation wide movement for performance evaluation, accreditation and quality re-gradation of colleges and universities in the country. The NAAC has undertaken the following activities:

- a) Encourage the state Government to take a proactive role in the accreditation process and help the NAAC to organize seminars, orientation programmes/discussion and meetings to principals, teachers, manager, students for understanding the relevance and advantages of accreditation.
- b) Establishment of an effective mechanism in every state to monitor the progress of assessment and accreditation.
- c) Promote new initiative like credit transfer, student mobility, mutual recognition etc.
- d) Formation of quality circles for follow up of accreditation outcomes.
- e) Research grants for faculty of accredited institution/institutions to execute projects.
- f) Developing interval linkages for mutual recognition.
- g) Collaboration with other national professional bodies for accreditation of specialized subjects.
- h) Last but not the least, interaction with other agencies to develop a National Quality Framework.

NAAC NEWS (April 2004) states that, in the World over, the context in which Higher Educational Institutions have to function is changing. In India also, institutions of higher education are amidst a mosaic of changes. They need to expand the system of Higher Education, the impact of
technology on educational delivery the increasing private participation in higher education and the impact of globalization are the drivers of the changing scenario in Indian higher education. These changes and consequent shift in values have to be taken cognizance of while formulating re-accreditation framework. The contribution of Higher Educational Institutions with respect to the following five values will be considered in the re-accreditation:

I) Relating to National Development  
II) Fostering Global Competencies amongst students.  
III) Inculcating the value system  
IV) Promoting the use of Technology  
V) Quest for Excellence

**Pillai Dr. Latha, Madhukar Shri B.S. (May 2004)** wrote that, the National Assessment and Accreditation Council (NAAC) was established as an autonomous body in 1994 with its headquarters in Bangalore, by the University Grants Commission (UGC) to assess and accredit the Institutions of Higher Education.

For redressal of grievances raised by the institution about grading, the Executive Committee (EC) of NAAC will be the authority. The EC will take decision on the grievance of the institution on the basis of the recommendation of an Appeal Committee (AC). The AC will have five members-four members will be nominated by the chairman of EC, NAAC and NAAC office (who will be the Member-Convener of the AC) to be nominated by the Director of NAAC.
Mechanism

a) Appeal by the Institutions to Director, NAAC.
b) Scrutiny by the Director, NAAC.
c) Appeals Committee (AC).
d) The Executive Committee of NAAC will be the final authority to decide on the recommendations of the Appeals Committee. The decisions of the EC will be notified to the institutions.
e) The institutions that would like to make an improvement in the institutional grade may volunteer for reassessment after completing at least one year of Accredited status by meeting the accreditation costs as per regulation.

Patnaik.Prof.P (August 28, 2004) stated that, NAAC had organized a public service on the theme- “Quality in Higher Education and Sustainable Development” to mark its decennial year. A speech on Quality Higher Education and Sustainable Development had been delivered by Prof. P.Patnaik, J.N.U. He said that government that has the political will to eradicate illiteracy and provide universal primary education would always find the resources for doing so without curtailing higher education. It is essential that the Institutions of Higher Education in India should borrow ideas and faculty from advanced country institutions. It is necessary that the responsible citizens of a country should judge how well the Higher Educational Institutes of their country are recognized by top institutions of the world.

Prof. Patnaik said that it is in the Indian blood applaud those who have been bestowed with awards and distinctions from other countries.
Almost all those who sit in a selection committee prefer a candidate who has published a western journal over one who has published in the local journal, even without looking at the quality of the publication.

The implication of the privatization brings profit motive into the sphere of education. If education becomes a business then it loses its capacity to produce “Organic Intellectuals” for the people. The retreat to prejudice, the promotion of obscurantism, the substitution of extraneous criteria for scientific investigation in evaluating the worth of academic propositions, all of these entail a devaluation of the content of higher education which actually disarms the country intellectually against the onslaught of imperialist ideology.

**Pillai Dr. K.N.Madhusudanan, Madhukar Mr. B.S, Srinivas Dr. G (November 2004)** wrote in the book of the National Assessment and Accreditation Council, the following aspects:

a) An overview of the North Eastern States such as Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Tripura.

b) Educational scenario of the North-Eastern Region –i) pre-independence era, ii) Higher education network in North-Eastern Region.

Apart from it a brief history of all the universities of the North-Eastern Region are given. The universities of the North-Eastern Region are-Assam University-Assam, Dibrugarh University-Dibrugarh, Gauhati University-Gauhati, Tezpur University-Assam, Arunachal University-
Itanagar Arunachal Pradesh, Manipur University-Imphal Manipur, The North-Eastern Hill University-Shillong Meghalaya, Mizoram University-Mizoram, Nagaland University-Nagaland, Tripura University-Tripura.

The total number of colleges affiliated to these universities and the number of colleges accredited by NAAC are given. The Comparative Analysis of the Accredited Universities in North-Eastern Region are included in chapter III where: Quantitative Aspects, Qualitative Aspects: criteria wise and the common observations are explained in details.

In chapter IV the Comparative Analysis of the Affiliated colleges in North-Eastern Region both Qualitative Aspects criteria wise as well as Quantitative Aspects are explained in details. The qualitative aspects include –Curricular Aspects, Teaching-Learning and Evaluation, Research Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Organization and Management, Healthy Practices.

Lastly, the action points for development of Higher Education in North-East for i) Colleges, ii) Universities, iii) NAAC/UGC/MHRD, iv) State/NEC/DONER are provided.

Prasad Prof.V.S, The Director (NAAC), (December 2004) wrote that, NAAC has been entrusted with the responsibility of Quality Assessment, Sustenance and Enhancement of Higher Education Institutions in the country. For this reason NAAC advises the major stake holders of Higher Educational Institutions for imparting quality education. The assessment and accreditation process has resulted in tremendous quality consciousness
in institutions and has also created an awareness to deal with the emerging challenges of higher education.

In this publication, an introduction about the role and responsibility of NAAC as an instrument to achieve the quality in Higher Educational Institutions is given. Secondly, the general observations such as Autonomy of the Institutions, Teaching-Learning and Evaluation, Infrastructural Facilities, Curricular Aspects, Research, Consultancy and Extension, Governance and Management that should prevail in the institutions are given in short. Thirdly, the general recommendations for the management of the Higher Educational Institutions by the government or the UGC and the necessity to formulate appropriate policies for nurturing the Higher Educational Institutions to facilitate quality performance. Fourthly, the policy measures which the ministry of Human Resource Development should initiate are given in points. Fifthly, the specific policies related to Quality Issues such as Curricular Aspects, Restructuring, Teaching-Learning and Evaluation; Research, Consultancy are written in points.

For Quality Sustenance and Enhancement, NAAC has adopted a state-wise approach to make the analysis of the Assessment Reports. The major purpose of the state-wise analysis is to enable an understanding of the current state of affairs by all concerns and to identify the strengths and weaknesses of the accredited institutions to suggest remedial measures for their further qualitative developments and secondly, to provide an action plan to the facilitators and stakeholders for quality enhancement action.

Stella Dr. Antony(2004), in her book on NAAC- A Decade of Dedication to Quality Assurance had highlighted the significant progress of the NAAC
during the past ten years in promoting quality assessment, quality sustenance and quality enhancement in Indian higher education in the country. Many policy makers at the centre as well as the states, educational administrators, practitioners in the field of education and various stakeholders have contributed to the development of the NAAC. The impact the NAAC has made on the system of higher education is due to the collective effort and support of these visionaries and stakeholders. In addition to such support, the leadership provided by the former Presidents, Chairmen, and Directors of the NAAC has made the NAAC a formidable quality assurance agency (QAA). The future directions indicated in the book point to a pivotal role for the NAAC in the coming years in quality assurance, in India as well as abroad - a role that will require the continued support of educational leaders and stakeholders. In an era where the only constant is change, this book is a snapshot of a largely successful past decade of the NAAC with just a glimpse of what the future beholds. Whatever the future beholds, this snapshot should give anybody the confidence that the NAAC will be able to emerge stronger and more successful in its endeavours to assure the quality of Indian higher education and also play a globally influential role as a quality assurance agency in formulating and strengthening general policies and practices of quality assurance of higher education in all countries.

Ragavan Dr. S. Srinivasa, Manjunath Mr. B. R. and Librarians across the country, (May 2005) had written that, quality is multi-dimensional in context of Higher Education Institutions. The functioning of a library can
be said to manifest one such dimension. The NAAC is always for the need to improve on the accuracy of accreditation process.

Though it is institutional accreditation that the NAAC does, the assessment of a library, a vital sub-unit, is a key step that integrates itself with the overall evaluation. In the environment of high-tech learning, the library is a learning resource and is taking up increasingly more academic space and time in the life of a learner.

Best Practices for College Library:
2. Inclusion of sufficient information about the library in the college prospectus.
3. Compiling student/teacher attendance statistics and locating the same on the notice board.
4. Displaying newspaper clippings on the notice board periodically.
6. Internet Facilities to different user groups.
7. Information literacy programs.
8. Suggestion box and timely response.
9. Displaying new arrivals and circulating a list of those to academic departments.
12. Instituting Annual Best User awards for students.
The Director, National Assessment and Accreditation Council (June 2005) has forwarded this manual. In section A of this manual— the guidelines for Re-Accreditation of the Affiliated/Constituent Colleges are provided. First of all the four-stage process is written i.e a) evolving pre-determined criteria for assessment, b) preparation and submission of a self-study report by the institution, c) the on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the NAAC and d) the final decision by the Executive Committee of the NAAC.

Moreover, the seven criteria of NAAC is identified which serves as the basis for its assessment procedure, a) Curricular Aspects, b) Teaching-Learning and Evaluation, c) Research, Consultancy and Extension, d) Infrastructure and Learning Resources, e) Student Support and Progression, f) Organization and Management, g) Healthy Practices. On the basis of the assessment, it is mentioned that if the overall score is equal to or more than 55%, an institution gets the ‘Accredited Status’ and the accredited institutions are graded on a nine-point scale. Institutions which do not get minimum 55% score for accreditation are also intimated and notified indicating that the institutions were ‘Assessed and Found Not Qualified for Accreditation’. The same four-stage process is followed for re-accreditation.

Institutions that would like to get themselves re-accredited have to fulfill certain requirements and submit a Re-Accreditation Report (RRA) to the NAAC. Maximum two years will be given as the period for institutional preparation and implementation of re-assessment for higher education institutions that volunteer for re-accreditation. Establishment of IQAC’s,
use of ICT for data management and providing relevant information to stakeholders through the institutional website are the two minimum institutional requirements for re-accreditation.

In Section B of the Manual, the guidelines for preparing the Re-Accreditation Report has been given in details.

**Prasad Prof. V.S (September 21, 2005), has forwarded** the document on Institutions Accredited by NAAC. In this document focus is laid on the status of Accredited Institutions ‘in every region and in every state’ as well as ‘affiliating universities’. Efforts have been made in this document to give statistical information regarding the government, aided and private institutions, along with recognized institutions of University Grants Commission (UGC). In this document the re-accredited institutions, accredited institutions state wise and accredited institutions grade-wise are also given in details for the readers to give a clear idea of the accredited and re-accredited institutions.

**Varghese Prof. Mariamma A. (January 2006) prepared an E-Questionnaire which consisted of questions on the following heads-**

- a) Institutional Profile,
- b) Postal address of the institution,
- c) Date of Establishment,
- d) Date of recognition by UGC under 2(f),
- e) Date of recognition by UGC under 12(B),
- f) Grants received by UGC,
- g) Nature of the institution,
- h) Location of the Institution,
- i) Structure of the Institution,
- j) Type of College,
- k) Faculties and Department’s Profile,
- l) Financial Status of the Institutions,
- m) Minority Status,
- n) Question on Physical resources,
- o) Infrastructure,
- p) Library,
- v) Computers,
- r) Financial Resources,
- s) Human Resources,
- t) total number of teachers.
There are also questions on i) leadership i.e about the Principal, heads of departments Institutions management body etc., ii) Programs or Courses provided by the institution, iii) Processes i.e mission of the college, total working days, revision of syllabus etc. iv) Performance outcome i.e pass percentage, Percentage of first-division, Percentage of Cut-Off marks for admission, Percentage of dropouts etc.

National and Accreditation Council (2006) in the Manual for Self-Study for Affiliated/Constituent colleges had provided the guidelines in the following sections.

Section A of this manual includes the guidelines for accreditation where a brief note on NAAC, its governing members, its objectives eligibility criteria of an institution for being assessed, the methodology for assessment, the seven criteria for assessment, weightages, grading system, institutional preparation, self-study report, peer assessment and final outcome.

Section B Part I of the manual includes the preparation of the self-study report –Profile of the institutions and Criterion wise inputs such as – Curricular Aspects, Teaching-Learning and Evaluation, Research-Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Organization and Management, Healthy Practices.

It also includes the profile of the departments.

Part II of Section B includes Evaluative Report-
(a) Executive Summary and

(c) Evaluative Report of the Departments

Section C includes the Appendices-

   i) Data Sheet to record the “Best Practices”.
   ii) Questionnaires for feedback from students.
   iii) Glossary
   iv) Abbreviations
   v) CD in MS Word format enclosed separately.

The Director, National Assessment and Accreditation Council (NAAC) (1st June 2006) had forwarded a manual for self-study of Autonomous Colleges. In section A of the manual, guidelines for accreditation are given. This manual provides guidelines to the autonomous colleges for accreditation. It also gives a basic knowledge about the National Assessment and Accreditation Council, its governance (the members involved in the governance of the council); its objectives that would make quality assurance an integral part of the functioning of the Higher Educational Institutions. NAAC aims at making quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. This manual also gives a basic idea about the eligibility of an institution that wish to be assessed. When an institution wish to be assessed, they have to provide a general information about their institution. On receiving the
information NAAC checks the eligibility of the institution whether to be assessed or not. For assessing the institutions, NAAC follows a four stage process. The four stages are –

a) Evolving pre-determined criteria for assessment.

b) The preparation and submission of a self-study report by the institution.

c) The on-site visit of the peer team for validation of the self-study report (SSR) and for recommending the assessment outcome of the NAAC and

d) The final decision by the Executive Committee by the NAAC.

For its assessment procedure, NAAC has identified seven criteria:


In section B, Part I of the manual, the guidelines are provided in details about the preparation of the self-study report on the basis of the seven criteria of the assessment procedure.

Part II Section C

a) Includes the Executive summary and


Section C includes Appendices.

Mishra Dr. Sanjaya, (June 2006) had written in this volume the role of NAAC in bringing about ‘Quality Assurance in Higher Education’. It also signals the expansion of NAAC’s mandate from an organization which just
assesses and accredits institutions to one that would promote a culture of quality. The Common Wealth of Learning (COL) is proud to be a partner with the National Assessment and Accreditation Council (NAAC) in bringing out the ‘Quality Assurance in Higher Education’. This book discusses the current Quality Assurance Vocabulary, the prominent models and different practices in use in quality assurance sector in general and higher education in particular.

In the beginning of this book, a set of typical user profiles in the ‘Module Overview’ describes the targeted readership range. Gradually after explaining the concepts of quality, a brief history of quality movement and the pioneering ideas of leading thinkers on quality and there implications on higher education are described. The subsequent chapters deals with perspectives on quality its assessment methodologies and tools for its assessment. For the international readers a mix of generic models of quality assurance globally in use and Indian models along with International Quality Assurance practices are explained in chapters 7 and 8. In chapter 9, suggestion to build a culture of quality in the Higher Educational Institutions is given along with a summarized account of Quality Assurance in Open and Distance Learning. The end-of-chapter ‘reflective exercises’ are included to help the reader to draw maximum benefits from the texts. At the end, a glossary explaining technical terms are included along with practical illustrations. Some important web links and references are sited at the end of the book.
The Director, National Assessment and Accreditation Council (June 2006) had presented the document on Institutional Accreditation in three sections. Section A provides the Guidelines for Accreditation. Section B is Preparation of Self Study Report to be written in two parts. Part I is Institutional Data and Part II is Evaluative Report. Section C is Appendices to collect data and additional information, which would help the institutions in the preparation of SSR.

**Section A: Guidelines for Accreditation.**

This section gives overall guidelines for the process of assessment and accreditation. It explains the eligibility and methodology for assessment. This section also explains the core values, criteria, key indicators and the rational of the Self-Study, which is the back bone of the whole process.

**Section B: Preparation of Self-Study Report**

This Section is presented in two parts. Part I of the Self-Study Report is called Institutional Data, which seeks information in three categories i.e Profile of the College, Criterion-Wise Inputs and Profile of the Departments.

Part II of the Self-Study Report is called Evaluative Report. It consists of Executive Summary of Criterion-Wise Evaluative Reports and Evaluative Reports of Departments.

**Section C: Appendices**

Sample questionnaires for feedback from students.

Sample formats for teacher Appraisal Report.

Glossary.

Abbreviations.
NAAC (2006) stated in the publication on student participation in quality assurance that the National Assessment and Accreditation Council considers students as the prime stakeholders of quality higher education. NAAC always wants the active participation of student in the teaching-learning process. In different approaches to quality like that of culture/social approach verses managerial/market approach to quality, NAAC believes that in the Indian context, the former approach where quality is viewed as an inclusive activity with social, political, technical and other dimensions is more appropriate. NAAC in 2006 had planned to host a lot of activities where they appealed to all stakeholders in general and students and institution in particular to join the movement of Quality Assurance and take up those activities like-

(i) Development of student feedback on teaching-learning and other related activities.
(ii) Development of a mechanism for follow-up action on student feedback.
(iii) Pro-action role of IQAC in promoting student participation.
(iv) Greater role in Institutional affairs by Alumni.
(v) Adopting student charter by all institutions.
(vi) Introducing formal mechanism to redress grievances.
(vii) Encouraging student councils for active participation at all academic decision making.
Varghese Dr. Mariamma A. and Shakuntala Dr. Katre, (March 2007) had prepared a report on the New Methodology of Assessment and Accreditation which was effective from 1st April 2007.

The National assessment and Accreditation council has been entrusted with the responsibility of Assessment and Accreditation of colleges and universities in India. After extensive meetings with academia and educational experts feedback responses from various stakeholders and due approval by the competent authorities of NAAC, a New Methodology for Assessment and Accreditation of Higher Educational Institutions has been prepared by NAAC which came into effect from 1st April 2007.

The report also contains the Assessment Instrument which has been redesigned for greater objectivity and validity. The new instrument has been designed to bring into operation the seven assessment criteria into criterion-wise key aspects. Each key Aspect is further differentiated into Assessment indicators, to be used as guidelines/probes by assessors to capture the micro-level quality pointers. In order to cater to the larger number of institutions and the varying quality levels of such institutions which are seeking Assessment and Accreditation for the first time, NAAC has introduced a two-step process-In the first, “Institutional eligibility for Quality Assessment” (IEQA) is required to be obtained by an applicant institution at the beginning, which is still in the planning stage for assessment.

In the second step-Assessment and Accreditation is similar to the Assessment and Accreditation methodology as practiced by NAAC hitherto. It is common to both Affiliated Colleges and Constituent College as well as Universities, Autonomous colleges and Institutions recognized
by the UGC as colleges with potential for Excellence (CPE’s) seeking Assessment and Accreditation by NAAC for the first time.

In the New Methodology, the institutions are graded for each Key Aspects under four categories, A,B,C and D denoting Very Good, Good, Satisfactory and Unsatisfactory levels respectively. The summated score for all the key Aspects under a criterion is then calculated with the appropriate weightage applied to it and the Grade Point Average is worked out for the criterion. The Cumulative Grade Point Average (CGPA), which gives the final Assessment outcome, is then calculated from the seven GPA’s pertaining to the seven criteria, after applying the prescribed weightage to each criterion.

The report also contains the advantage of the CGPA system and the institutions which can be Assessed and Accredited as well as the process of institutional Assessment and Accreditation.

**Hegde Mr.Ganesh, Jere Mr.Kiran R. (March 31, 2007)** had written on the Institutions Accredited by NAAC .The National Assessment and Accreditation Council (NAAC) have come a long way since its establishment in the year 1994. For bringing about quality in higher education, the educational institutions have now realized the importance of NAAC. As in March 31st, 2007 the NAAC has accredited 3,632 Institutions which includes 140 Universities and 3,492 Colleges, which is probably the highest for any such Quality Assurance, Agency in the world.

NAAC since its inception has been motivating the institutions to upgrade the quality and go for assessment and accreditation. UGC has
communicated that all recognized Institutions under 2(f) & 12 B may undergo the assessment and accreditation process by NAAC.

This document focuses on the status of Accredited Institutions ‘State-Wise and ‘Affiliating University-Wise’.

**Varghese, Dr. Mariamma A. & Shakuntala Dr.Katre(April 1,2007),** had prepared a document namely “Guidelines to the Institution” where they have provided the necessary conditions for the smooth conduct of a Peer Team Visit. This requires close coordination between the NAAC, the Peer Team and the Assessee Institution. In this document they have written on the co-ordination of the visit, formalities before the visit, during the visit, on the last day of the visit. They have also written on the press release/press conference, other related matters, code of conduct and ethical standards.

**Varghese Dr.Mariamma A. and Shakuntala Dr.Katre, (April 2007),** had prepared a report on the New Grading System which was effective from 1\textsuperscript{st} April 2007. They said that in order to achieve validity, objectivity and accuracy of the Assessment process, NAAC has been trying hard to improve its Assessment Instrument. The New Grading system which came into effect from 1\textsuperscript{st} April 2007 has been working in the lines of the internationally-accepted system i.e The Cumulative Grade Point Average System.

Cumulative Grade Point Average (CGPA) system is a standard way of assessing the student’s performance who are enrolled for different courses. As regards to the Assessment of Quality in Higher Education
Institutions, the Cumulative Grade Point Average (CGPA) refers to the Weighted Mean Value of all the grade points, earned by the institutions, for its quality parameters and quality aspects under consideration.

In this report, the advantages of the CGPA system in comparison with the 9-point scale are provided.

In the new methodology, letter grades are given starting at the lower level of measurement itself and for the aggregated grade points, after applying the relevant weightages at the key aspect and criteria levels. The grade point averages of each criterion level are used for arriving at the Institutional Cumulative Grade Point Average. As per the changed grading pattern, three grades-A (Very Good), B (Good), C (Satisfactory) accordingly will be given to the accredited institutions. Institutions accredited ‘D’ will be considered as ‘not accredited’.

The report also contains in details about how can the CGPA be used in Institutional Quality Assessment. The key aspects under each criterion have their own weightages. Moreover, in this manual, the Criterion Matrix and the Key Aspects Matrix with the respective differential weightages are given in the form of a table.

**Varghese Dr. Mariamma A. and Shakuntala Dr. Katre, (April 2007)** had prepared a report on Institutional Eligibility for Quality Assessment, which was effective from 1st April 2007. The Assessment and Accreditation process is used for understanding the ‘quality status’ of an institution. When an institution i.e, a College or a University gets “Accreditation Status”, it means that the institution has met the standard of quality set by the Accreditation Agency in terms of curriculum, teaching-learning and
evaluation, faculty, research and development, infrastructure and learning resources, governance and leadership, financial status and student services. In India, there are 350 universities and around 18000 Affiliated Colleges. These institutions have gone through the process of acquiring their recognition from the UGC, based on specific standards set by it. Therefore, these institutions are considered directly eligible for undergoing the Assessment and Accreditation process of NAAC.

“Institutional Eligibility for Quality Assessment (IEQA) status” is granted to an institution in the planning stage of its Assessment and Accreditation. The objectives of the process are:

1. To identify the institutions as eligible for applying for the comprehensive Assessment and Accreditation by NAAC.

2. To provide feedback to the applicant institutions regarding specific improvements needed for reaching the threshold level of quality.

Essentially, this is a process which ascertain whether an institution is “accreditation ready” or not. This report also consists of the methodology for identifying institutions for IEQA status. It consists of a schedule which will elicit the organizational profile and specific quantitative information about the institution. Its analysis will be used for the establishing the Institutional Eligibility Status.

The Procedure for seeking IEQA status are given in points which will be very much beneficial for the institutions. After that, once the applicant institutions goes through the procedure for seeking IEQA status, NAAC declares the status of the institution (Institutional Eligibility for Quality Assessment). A Self-Study Report (SSR) is prepared by the Affiliated Constituents Colleges as per the specific NAAC Assessment and
Accreditation Manual and submitted to NAAC within six months from this declaration.

Or, if the institution has not earned the ‘Institutional Eligibility for Quality Assessment status of NAAC, the suggestions for improvement made by the NAAC committee are enclosed along with the declaration.

But for Re-assessment and Re-accreditation of Affiliated/Constituent colleges, Institutional Eligibility for Quality Assessment (IEQA) status is not required.

**Soundararaj Rev.Francis, Shakuntala Prof.Katre, Rama Dr.K. , Prasad Prof.V.S. (April 2007)** had written in this handbook that a universal idea persists in the present day context that “Quality is the essential element of Higher Education.” The importance of quality has been stressed a lot in the assessment of Higher Education Institutions. This Assessor’s Handbook documents the functional requirements of Assessors, before they undertake the task of quality assessment activities, and has two marked features:

i) its universal outlook and application; and ii) its NAAC-specific base of illustrations. The first of these underlies the attempt made here to arrive at what one may call “Assessment Universals”, i.e. the good practices commonly followed by most QAAs, to discern and shape the ideal role of the Assessors and to equip her or him with skills and qualities necessary to professionalize the task. The second feature provides the ground for authenticating shared experiences from the perspective of NAAC, which generalize the practices commonly adopted.
The module has four chapters. The first is an introduction that facilitates the reader to understand its objectives, scope and use. The second reviews the features and processes of institutional assessment and accreditation, and it provides a global overview of the assessment models and methods. The third deals with the criteria often adopted for empanelling assessors on a Peer Team; set a forth the principles of effective assessment; describes the skills indispensable to an assessor; and proposes a Code of Conduct to govern her or his performance with credibility. The last chapter discusses the structure and content of the Peer Team Report. This Assessor’s hand book is essentially meant to be a generic module for the readership of individuals interested in quality assurance in higher education and Assessors involved in the Assessment and Accreditation of Higher Educational Institutions.

Pillai Dr.Latha, Madhukar Mr.B.S, Ponumudiraj Mr. B.S., Varghese Prof.Mariamma A., Shakuntala Prof.Katre (June 2007) had prepared an Institutional Accreditation Manual for Self-Study of Universities which was effective from 1st April 2007. Section A of this manual consists of guidelines for Assessment and Accreditation. This section presents the NAAC framework of Assessment and Accreditation, essential based on the core values, Criteria for assessment and key aspects. It also deals with the procedures for institutional preparation in compiling the Self-Study Report, Peer Assessment and final outcome of Accreditation.

Procedures for Re-Assessment and Re-Accreditation are also included in this section. The manual also consists a section on the mechanism for Institutional Appeals.
Section B contains preparation of Self-Study Report

This section is presented in two parts.

**Part-I** of the Self Study Report is Institutional Data, which includes information on three aspects, viz., Profile of the Institution, Criterion-Wise Inputs and Profiles of the Departments.

**Part-II** of the Self-Study Report is the Evaluating Report. It consists of an Executive Summary, a Criterion-Wise Evaluative Report and Brief Evaluative Reports of the Departments.

If the institutions wish to provide any additional information under each key aspects, they are free to include it under the head “Any other information”, wherever necessary.

Then the manual consists in details the Criterion-wise Evaluative Report. After that the Criterion wise questionnaire for re-accreditation are provided which are very beneficial for the institutions who wishes to go for re-assessment and re-accreditation.

**Prasad Prof.V.S and Patil Dr.Jagannath (August 2007)**, have said that quality is an elusive concept. The NAAC is viewing quality as “fitness for purpose”, and quality assurance as ‘continuous improvement’. Quality of higher education is a result of collective efforts of all stakeholders in higher education, which includes the state, the society, the employer, parents, the management, the teachers and students. Among all the stake holders of leaning students are considered to be the primary stake holder in the teaching-learning process and all quality measures, which are to be benchmarked against the students interests. Importance is given on the student-centric approach to bring about quality in higher education. There
are different approaches as regards to the role of students in the teaching-
learning process. The Democratic Approach is considered to be the most
appropriate in the present context where education is viewed as a social
process and the students are considered as a participant in the process of
knowledge creation and use. More emphasis is given on student-teacher
partnership in the learning process.

Hegde, Ganesh (December 2007), had prepared a guideline for the
Creation of the Internal Quality Assurance Cell (IQAC) in Accredited
Institutions. In pursuance of the National Action Plan of the National
assessment and Accreditation Council (NAAC), Bangalore, for
performance evaluation, assessment and accreditation and quality
upgradation of Institutions of Higher Education, the NAAC proposes that
every accredited institution should establish an Internal Quality Assurance
Cell (IQAC) as a post-accreditation quality sustenance measure. The prime
task of IQAC is to develop a system of conscious, consistent and catalytic
improvement in the performance of institutions. The IQAC will make a
significant and meaningful contribution in the post-accreditation phase of
institutions.

IQAC shall evolve mechanism and procedures for:

a) Ensuring timely, efficient and progressive performance of academic,
   administrative and financial tasks.

b) The relevant and quality of academic and research programmes.

c) Equitable access to and affordability of academic programmes for
   various sections of society.
d) Optimization and integration of modern methods of teaching and learning.

e) The Credibility of evaluation procedures.

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled.

**Shakuntala Dr.Katre, Pillai Dr.Latha, (January 2008)**, had prepared a report on the Performance Analysis of Universities Accredited by NAAC. By January 2008 NAAC had accredited 3,492 Colleges and 140 Universities, some of these accredited institutions have gone through the process of re-accreditation. In addition to its advocacy and evaluation role, NAAC has also been involved in research and training activities. NAAC has also organized state-level meetings of concerned government departments to discuss and plan the post-accreditation strategies. The recent deliberations of the National Knowledge Commission and the draft document of the working Group on Higher Education-11th Five Year Plan by the Planning Commission, Government of India, have reiterated that the imminent focus should only be on the qualitative development of Institutions of Higher Education.

The present report of accredited universities has relied on the Peer Team Reports of 140 universities which have completed the NAAC accreditation/re-accreditation process as on 31st March 2007. For understanding the variations in the quality of universities, the analysis has
been presented region-wise, type-wise and grade-wise. Out of 140 universities throughout the country, 47 universities were evaluated in the former star system of grading and 93 under the later nine-point scale system of grading.

After that an overview of the quantitative data on criterion-wise and their overall scores secured by accredited universities located in different regions are provided. Then the salient feature of the institutions in the ‘A’ band, as commended by the Peer Team on-Curricular aspects; teaching-learning of extension; Infrastructure and learning resources; student support and progression organization and Management, Healthy Practices are given in details.

Then the Criterion-Wise recommendations suggestions included in the PTR’s of universities in the ‘A’ band which may serve as a useful pointer/guide for all other universities, to plan feasible alternative strategies are written down in this manual.

Later on the Peer Team Recommendations/suggestions for ‘B’ band institutions and ‘C’ band institutions are given in details for guiding the universities falling in the ‘B’ band and ‘C’ band. Then the significant 10 parameters of enhancement for grade upgradation of the lower grade institutions are provided.

**Quality Assurance(QA) Activities of the State Quality Assurance Cells(SQAC)(2008):** This book states that as the apex Quality Assurance Agency of the country, NAAC has practiced philosophy of being an 'enabling organization', to achieve the desired quality consciousness among
Higher Education Institutions (HEIs), through a three-tier quality sustenance activity

1 NAAC

2 State-Level Quality Assurance Bodies and

3 The Higher Education Institution

As per the suggestions of the NAAC, it is to be recorded with gratification that, at different points of time, twenty five out of the twenty eight states of the country have established one or the other or both, the State level Quality Assurance Coordination Committee (SLQACC) and the Quality Assurance Cell (QAC = State Quality Assurance Cell = SQAC), the latter functioning under the guidance and supervision of the former. Over the last three years, as a central agency, NAAC has also been coordinating with these state-level bodies, to understand, motivate and realize the desired outcomes.

By suggesting to set up of state-level units of quality assurance, NAAC envisaged to achieve the following objectives:

- To work towards quality improvement of colleges in the state
- To draw up state-level action plan in consultation with NAAC
- Act as nodal agency/ies between the respective state HEIs and the NAAC
- Be information and resource centre for quality sustenance and enhancement activities related to collegiate education
- To publish relevant manuals and literature on assessment and accreditation in the regional language, for wider circulation and better understanding.
• To conduct awareness programmes on issues related to quality assurance
• To motivate colleges and other HEIs of the state to undergo assessment and accreditation, based on a phase-wise plan, prepared in consultation with NAAC.
• To assist the NAAC in initiating post-accreditation quality sustenance measures in the state

The Director National Assessment and Accreditation Council, (October, 2009), had given certain guidelines for UGC Assistance for Assessment and Accreditation of Higher Education Institutions which was effective from 1st April 2009. In section I of the publication, the guidelines for institutions recognized under section 2(f) and 12 B of UGC Act 1956 are written.

In section II- Guidelines for institutions not recognized under section 2(f) and 12(B) of the UGC Act and self-financing institutions are given in points.

In section III- Formats to be used by the institutions are given where in Formats for Consolidated Statement of Expenditure and Formats for Honorarium Receipt for Peer Team visit are given.

Mehta Prof. Goverdhan, Ranganath Prof. H.A (April 2010), in the book on National Assessment and Accreditation Council had given a detailed history of NAAC. The ‘Approach of NAAC is ameliorative and enabling, rather than punitive or judgemental, so that the institutions of higher
learning are empowered to maximize their resources, opportunities and capabilities. The prime ‘Agenda’ of NAAC is to assess and accredit Higher Educational Institutions with the objective of helping them to understand their strengths and weaknesses, challenges and opportunities and thereby work continuously to improve the quality of education being imparted by them. After that, the meaning of Assessment and Accreditation are provided which is a great help for understanding the true meaning of these two terms. Then the eligibility criteria of the Higher Educational Institutions and the way to apply for NAAC Assessment and Accreditation are given in details along with the methodology and the official website of NAAC. Then comes the various stages in the process of Assessment and Accreditation along with the core values for the assessment framework and the seven criterion statements for assessment and accreditation are given.

After this, the Assessment Outcome, Mechanism for Institutional Appeals, Benefits of Accreditation, Re-assessment process, Re-Accreditation Process are given in details. From this book we can also know about the quality promotion and sustenance activities by NAAC, Quality Initiatives by NAAC, the Impact of NAAC on the Higher Education Institutions etc.

Rama Dr.K, Hegde Mr.Ganesh, Shanbag Dr.Sujatha, Varghese Prof.Mariamma A., Shakuntala Prof.Katre, (July 2010), had prepared a manual on Institutional Accreditation and Self-Study of Affiliated/Constituents Colleges which was effective from 1st April 2007.

In section A: of this manual, the guidelines for Assessment and Accreditation are given. First of all a general introduction about NAAC is
given. After that the mission or objective of NAAC is given in details. From 1st April 2007 NAAC has adopted a New Methodology of Assessment and Accreditation. The core values of NAAC i.e. (i) Contributing to National Development,(ii) Fostering Global Competencies among students,(iii) Inculcating a value system among students,(iv) Promoting the use of Technology,(v) Quest for Excellence are given in details.

The NAAC has identified the following seven criteria to serve as the basis for assessment of Higher Education Institutions-(i) Curricular Aspects,(ii) Teaching-Learning and Evaluation,(iii) Research, Consultancy and Extension, (iv) Infrastructure and Learning Resources, (v) Students Support and Progression, (vi) Governance and Leadership, (vii) Innovative Practices.

The Self Study Report is expected to highlight the functioning of an institution with reference to these seven criteria. Each criterion has key Aspects which from the basis of criterion-wise assessment.

After that a brief idea is given on Grading System and the Methodology. A significant outcome of the Assessment is the final institutional grading. After assessment, the Cumulative Grading Point Average (CGPA) of an Institution is arrived at. If the overall CGPA is more than 1.50, the institution will get the “Accredited Status and a CGPA equals to or less than 1.50, will lead to “Not Accredited Status.

The Institutional Preparation, Self-Study Report (SSR), Peer Assessment and Final Outcome, Reassessment and Re-Accreditation, Mechanism for Institutional Appeals, are also provided in the manual.
In section B of the Manual, Preparation of the Self-Study Report is discussed. This section is presented in two parts.

Part-I of the Self-Study Report is Institutional Data, which includes information on three aspects, Viz, profile of the institution, Criterion-Wise Inputs and profiles of the department.


If the institutions wish to provide any additional information under each key aspects they are free to include it under the head “Any other information”, wherever necessary.

In Section C Appendices are provided.

The Director, NAAC (August 2010), had given in this publication details on Peer Team Visit which was effective from 1st April 2007. In order to facilitate the assessment process to be executed in a smooth and professional manner, NAAC has evolved some guidelines for the Peer Team members. Firstly, the guidelines to the Peer Team before the visit, then during the visit to the institutions, the visit schedule then at the end of the visit- the Peer Team Report Preparation, Guidelines for the member Coordinator, General Guidelines for the Peer Team, Code of conduct and Ethical Standards, Peer Team Report, the New Peer Team Report(PTR) format, lastly the guidelines for the Peer Team to use the New Format all
are given in details so that not only the Peer Team members but also other can know about the guidelines.

Goswami Dulumoni (2011) in his book “Higher Education in India stated that due to the wave of liberalization, privatization and Globalization, there has been both qualitative and quantitative changes in the system of higher education in India. The author in this book attempted present discussion on various emerging issues on Indian Higher Education system like impact of Globalization on Indian higher education including privatization, commercialization and internationalization, quality in higher education, financing of higher education, higher education through distance learning, extension as third dimension of higher education, value oriented higher education etc. Author has also presented a historical background of higher education in India in the introductory chapter. In the second chapter of the book an attempt has been made to present a discussion on the growth and expansion of higher education in India with recent statistical data, the last chapter deals with the collegiate education with special reference to Assam. It is expected that the book will be of immense helps for the students, teachers administrators and others interested in the field of higher education. In the third chapter, Quality Issues in Indian Higher Education, Role of NAAC is presented systematically. In the fourth chapter, Globalization and its impact on Higher Education: Internalization, Commercialization and Privatization, in the fifth chapter, Financing Higher Education in India, Chapter VI Extension as third Dimension of Higher Education, Chapter VII Professional Development of Higher Education Teachers, Chapter VIII Higher Education through Open and Distance
Reviews from Journals and News Papers

**Stella Antony (April 9-15, 2001)** stated that, for the past six years NAAC had been trying hard to promote the concept of quality amongst the Institutions of Higher Education. It was found that NAAC’s impact has been felt by the institutions on all aspects of their functioning-pedagogical, managerial and administrative. NAAC’s process had made the institutions realize that it is the responsibility of the institutions themselves over quality matters. The analysis of the impact of NAAC had made the Institutions of Higher Education reveal that External Quality Assurance as promoted by NAAC through self study and peer review has resulted in the expected outcomes. The instances like boosting the images of the institutions in the self study report, trying to copy others and creating an artificial atmosphere of team work and an open climate are minimal and are to be taken as referral points for time-turning the process of accreditation.

**Sai C.V.S.Ranga Sai (December 23-29, 2002)** had said that, the National Assessment and Accreditation Council, Bangalore, had been in the field of quality certification of educational institutions since 1994. Quality upgradation in the scheme of Higher Educational Institutions has become very important for sustaining the quality culture of Higher Educational Institution. It is for this reason NAAC assessment has become so important for all the stakeholders of Higher Educational Institutions. Quality system
in education is defined in terms of seven parameters by NAAC. The Council classifies them as Curriculum Aspects, Teaching-Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, Students Support and Progression, Organization and Management and Healthy Practices as basic norms.

Patil Dr. P. B (May 19-25, 2003) had said that, the University had to secure NAAC’s certification by December 2002, while the college can do by December, 2003. Profession and education are two distinctly different notions. Hence, a college is neither a production center nor a professional service center. Students are not the product of the college. But the education imparted to the students in the college is its product.

According to NAAC, higher education has these beneficiaries—students, teachers, parents/guardians, university administration/college management, future employees of the students and the society. Higher education should fulfill the expectations of these beneficiaries. Accordingly, NAAC functions within certain laid down objectives—classifying the universities/colleges base on the assessment of these institutions and thereby promoting qualitative teaching and research etc. After complete implementation of these objectives, it is hoped that there would be a total change in the administration, management and daily functioning of the colleges which will in turn help in undertaking new projects and thus improve the overall quality of higher education.

The three—tier organization structure of NAAC comprise a general council, an executive council and various administrative, financial and advisory committees. The peer team of NAAC that visits the college for
assessment work consists of the experts hailing from the states other than in which the college is situated. They could be University Vice Chancellors and Registers, State Director of Higher Education, Deans, Principals, Head of Departments and experts.

Stella, Antony (September 22-28, 2003) had written an article in the University News by stating that, NAAC should consider the framework for successive accreditations, managing accreditation for a large number of Higher Educational Institutions and the scope of accreditations for the latecomers of the first accreditations. There is growing expectation that the benefits of accreditations should be extended to the secondary stakeholders in a reliable manner as against the primary stakeholders of the first accreditation, namely the Higher Educational Institutions themselves. Further now, the accredited Higher Educational Institutions have been initiated into the culture of continuous quality enhancement, the Higher Educational Institutions may expect a greater decision making role for themselves in shaping their own accreditation experiences. The next accreditation has to take care of:

a) Minimizing inter-team variance in peer assessment.

b) Expanding the scope of assessment to include transnational educational provisions, and

c) Balancing the changing national context with the international developments.
Higher Education in India Issues, Concerns and New Directions
had entrusted Eleven Universities located in different regions of the country
to organize Seminars on topical subjects, addressing different issues and
conterns of higher education in India. The Seminar topics have been
suitably categorized and presented in three Sections: viz.,
1) Management of Higher Education  2) Reorientation of Higher Education
and 3) Quality Assurance in Higher Education. Issues of Public/Private
Partnership, Governance, Access and Equity as well as Policy Planning for
Export under WTO and GATT regime and Economics of Higher Education
have been addressed in Section I, whereas Health Consciousness, Physical
Fitness, Professional Ethics, Value Education and Evaluation / Assessment
Systems have been focussed in Section II. The most important issue of
Sustaining Quality in Higher Education through periodic Assessment
and Accreditation of institutions has been highlighted in Section III.

The new challenge before the country at the beginning of the twenty
first century was to become a developed society by the year 2020, which
requires that not only a vibrant economy driven by knowledge has to be
ushered in soon, but also a new society where justice and human values
prevail has to be created. Moreover, challenges in higher education are no
longer only nation centric. They have already attained global dimensions,
particularly after trade in services has been brought under the purview of
the WTO regime. With the explosive growth of knowledge in the past
century and with the development of handy tools of information and
communication technologies as well as of other scientific innovations,
competition has become a hallmark of growth all over the World.
Therefore, India has to wake up and reorient its higher education system to be vibrant, competitive, meaningful and purposeful. Besides, there is absolutely no substitute to quality of higher education, although the country has faced for a long time with the serious problem of meeting the quantity needs of our society.

**Bordoloi Dr.Abhijit (2004)**, had written an article by stating that, the National Assessment and Accreditation Council (NAAC) came into existence due to the National Policy on Education 1986. The basic objective of NAAC is to help the institutions to know their strengths and weaknesses and to improve the quality of education. The NAAC team visits the Institutions physically and verify facts and offer gradings accordingly.

**Manjunath B.R (January 10-26, 2005)**, had said that, NAAC has come a long way since its inception in 1994. With the accreditation results declared on 16 September 2004, the day it completed 10 years, NAAC had accredited over 2000 institutions. Observer measure the functioning of NAAC not only in terms of the work it had done but also on the impact it had in Higher Education sector. A randomly selected set of students from some of the accredited college placed their views on the impact of NAAC’s accreditation in their colleges during the pre-accreditation and post-accreditation period. It is seen that a massive change have occurred in the Higher Educational Institutions after NAAC’s assessment. For example, there is diversification in course options, a definite positive change in the perception of Managements on their role in institutional development.
which has manifested mainly in accelerated infrastructure development, widened access to internet facilities, increase in frequency of campus interviews, strengthened initiative in establishing linkages for academic training with reputed institutions and so on.

Since its inception the number of institutions to be accredited by NAAC was very small but with the passage of time, the institutions to be assessed by NAAC has drastically increased. With the growing number of institutions to be assessed and limited manpower, NAAC innovated the Member-Coordinators to Co-ordinate the on-field visit, even as the NAAC officers continued to play the key role of internal co-coordinators putting in the pre-visit ground level preparation and monitoring the conduct of visit. Those with the experience of taking part in a few Peer Team visits and those who had undergone training in the Assessor Training programs conducted as Member-coordinators.

NAAC’s accreditation progress comprise of three important steps:
Step 1. Submission of Self-Study Report by the institution
Step 2. Onsite visit by Peer-Team to validate the Self-Study Report
Step 3. Clearance of the accreditation result by the Executive Committee of NAAC

Paul M.C (May 23-29, 2005), in an article in the University News had said that Accreditation is the best oldest known seal of collegiate quality in many countries. Its main objective is to provide quality improvement and quality assurance respectively. It is widely believed that it will bring Self-regulation to achieve better results. Institutions which are run mainly by public money should exercise certain minimum quality standards in order
to win public credibility while performing its roles. Institutions which do-
not have good set-ups and were unable to maintain quality often fail or
loose public confidence.

Accreditation are of two types.
   a) Institutional Accreditation
   b) Programme Accreditation

The assessment and evaluation system basically attempts to measure
institutional effectiveness, foster improvement and demonstrate
accountability. Some other points which needs to be taken into
consideration are flexibility and adaptability of curriculum, pedagogical
approach that needs to be applied to teach; whether education should
include –(i) acquisition of knowledge and intellectual discipline or it should
include education for citizenship,(ii) Individual development,(iii)
Vocational training, (iv)Value education, (v) Financing of education, (vi)
Use of modern gadgets in the educational process etc.

UGC in the recent times have realized off late to improve the quality
of higher education in order to cope up with the global competencies. For
quality up gradation they have started programmes like-Faculty
Improvement Programme (FIP), University Leadership Programme (ULP),
National Education Testing (NET), Academic Staff College (ASC), and
Autonomous Colleges (AC) including National Assessment and
Accreditation Council (NAAC).NAAC is very essential for quality up
gradation and maintenance of Higher Educational Institution. But
unfortunately, only 1900 colleges (out of about16000) have so far been
accredited by NAAC during the last 10 years.
Stella Antony (February 06-12, 2006), had written an article in the University News by stating that, the National Assessment and Accreditation Council has generated the importance of quality among the stakeholders of higher education. It has created the consciousness among all academicians that higher educational system cannot survive if quality is not upgraded and taken care of. An external agency like NAAC is very essential to vigilate over the Higher Educational Institutions for enhancing their quality concern. As a national Quality Assurance Agency (QAA) NAAC has been acknowledged throughout and most of the developing countries are gathering experiences of quality in higher education through NAAC.

NAAC is always aware of the fact that the initial strategies adopted by it though working well needs further improvement to cover the entire higher education system and to meet the challenging era. The various articles published on NAAC by the academic community reveals that they have been enlightened by the fact that quality is very essential for the existence of Higher Educational Institutions and they have also developed deep understanding of the principles and purposes of higher education. After assessing the Higher Educational Institutions, NAAC certifies the quality of the institution. It has its own parameter of assessment which shows where the institution stands in the quality scale. Its report of the institution is made public as in the case of academic audit.

Bajaj K.K. (December 27-03, 2006) had written in an article in the University News that after NAAC’s coming into being, it had generated lot of consciousness in higher education for quality assessment. Quality assessment has become imperative and by the involvement of teachers,
managements, students and society and it has created bonding of all constituents of higher education in our system.

NAAC’s main aim is to periodically assess and accredit the Institution of Higher Education so that it can bring quality in teaching-learning and research, accountability, autonomy and innovation into it. NAAC has a clear vision by which it wants to put quality assurance procedures and programs in the place.

It is for everyone to see that NAAC has created a campaign about serious, consistent quality sustenance measures. Quality assurance is an ongoing process of the institution to work towards the objectives of achieving specific goals, specific checks and balances and to evaluate the degree at which the tasks been fulfilled.

With the stated objectives in view, as suggested by the NAAC and IQAC is created under the head of the institution. The aim is that the persons so involved should know the ground realities and academic goals besides the planning procedures and development targets. Their functions are briefly reproduced as under:

1) Identify and establish academic quality benchmarks.
2) Disseminate information on these.
3) Organize workshops on quality related themes.
5) To keep in Planning and Monitoring.
6) To invite Cross-Sectional participation in institutional quality enhancement activities.
Hegde, Ganesh and Shyamasunder M.S (January 14-20, 2008), had written an article in the University News by stating that enhancing the internal quality of Higher Educational Institutions is the urgent need of the hour.

An Internal Quality Assurance Cell is a system under which students, staff and management satisfy themselves that control mechanisms are working to maintain and enhance the quality. The four basic elements of an Internal Quality Assurance system are –

- the monitoring instruments
- the evaluation instruments
- the Quality Assurance (QA) – processes for specific activities.
- specific QA- instruments.

IQAC is to develop a system for conscious and consistent improvement in the performance of the Institution of Higher Education so to achieve better quality in education.

It is found from the article that the establishment of IQAC will open up new vistas for attaining the professional development among the stakeholders. The IQAC needs to involve all the functionaries of the institution extensively and motivate them to be part of the quality initiative. They need to identify areas where motivation and training is necessary. Quality enhancement is a continuous process and concerted effort on the part of the institution is required to achieve excellence in all spheres of academic and administrative activities of the institution.
Kurup M.R. (February 09-15, 2009), had stated in his article that NAAC aims to create a internationally acceptable and uniform, competitive National Model of Assessment and Accreditation and Grading. India has nearly 20,000 colleges with about 120 million students. Though, NAAC is in existence for nearly 16 years, not even 20 percent of Higher Educational Institutions have been brought under accreditation. Because of its slow progress, it is not able to cover 100 percent of the institutions even after completing 25 years of its existence. The entry of foreign institutions will make the task of NAAC more difficult.

Another, defect is that the assessment and accreditation procedure is same for all the institutions inspite of the fact that India exhibits a wide range of diversity. Moreover, Indian Universities do not follow a uniform curriculum issued by the U.G.C. Another important issue is that the universities in India follow multiple evaluation methods. Some programs are under annual evaluation system, others follow trimester system. But NAAC has not been able to differentiate among difficult evaluation methods while accrediting institutions. It is very necessary that the institution should have some yardstick for stipulating quality standards. But NAAC has not stipulated any benchmarks as any of the performance parameters. Earlier NAAC had a range of A to A++. But in the new system of grading, this has been replaced by a static A Grade without differentiating between the bottom of A and top of A.

Another important fact is that NAAC does not give emphasis on the quality and relevance of curricular programs. It does not distinguish between specialization and non-specialization or between B.A, B.Sc and B.Com or M.A, M.Sc and M.Com. It gives importance to the number of
programs and not their quality and relevance. Since, NAAC assessment and accreditation procedure is a voluntary mechanism 80 percent of the institutions have not come forward for accreditation. When NAAC came into being in 1994, a very few institution were aware of the need of quality as an objective for Higher Educational Institutions. With the result majority of the Higher Educational Institutions in the country are away from NAAC’s accreditation because they felt that they can not get a good grade. But when it was made mandatory by the state government or the universities, they were forced to seek accreditation just for the sake of records.

It is now high time for the Higher Educational Institutions of India to upgrade their quality and march forward for global competencies. Once quality is improved, they can be brought under national assessment and accreditation. De-centralization and accreditation of average institutions will free NAAC to concentrate on working out globally competitive performance bench marks.

Sambrani Vinod N. (November 02-08, 2009), had stated in his article the importance of Quality Assurance in Higher Education and the role of NAAC. He said that the NAAC agenda of quality assurance has made a profound impact on the institutional perception of quality. The past decade has witnessed a situation where colleges and universities have adopted innovative methodologies so that quality assurance mechanism have become an integral part of higher Education. One such innovation is the establishment of Internal Quality Assurance Cell (IQAC ).
The role of IQAC is to develop realistic and attainable quality benchmark for each of the academic and administrative activities of the institution. IQAC also needs to identify areas where motivation and training is required. Thus, this article reflects that the focus should not only be on increasing the number of universities and institutions, but quality of education imparted, and the methodology of imparting quality education must also be focused.

Deka Nikunja Ch and Saikia Jutimali (Monday October 11, 2010) had written in their article that the major objective for development of higher education was creating and disseminating knowledge for raising the society to a higher strata of life. With the advent of globalization, privatization and liberalization the present higher educational system has been designed to produce students as marketable products instead of creating socially, culturally and educationally enlightened citizens. In the recent times, there is an excessive growth of Higher Educational Institutions where quality has gradually degraded. But without quality, higher education is impossible to survive. In India, the higher education system, considered to be the third largest in the world, is evaluated by academic bodies namely, National Assessment and Accreditation Council (NAAC), National Board of Accreditation and Accreditation Board. An UGC study (2007) revealed that most of the quality indicators like, faculty standard, library facilities, computer availabilities, student-teacher ratio, higher education is in crying need for upgradation, 90 percent of the college and 68 percent of the universities across the country are of mediocre or poor quality. Therefore, it is very urgent to improve the standard and quality of higher education to
meet the international standard. NAAC which is an outcome of National Education Policy 1986 and Jha Committee to review the functioning of UGC, has a vision “to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives”. For this, NAAC has evolved a new methodology for assessment and accreditation having seven criteria i.e, curricular aspects, teaching- learning and evaluation; research, consultancy and extension; infrastructure and learning resources; student support and progression; governance and leadership; and innovative practices. For bringing about total quality upgradation, the Higher Educational Institutions require readiness for change, sound practices, implementation strategies and an effective organization. NAAC after 15 years of its establishment has evolved new methodology and mission for re-accreditation of the accredited institutions. NAAC has identified nine stakeholders viz, students, teachers, parents, management, employers, patrons/supporter/donor, society, universities and government. These stakeholders have to play a pivotal role in enhancing quality education. The universities can not stand isolated. They should be active participants in development activities which are benevolent and beneficial for people. The need for developing employment competencies has been acknowledged world wide and the report of the International Commission of Education for 21st century to UNESCO identified four pillars of education, namely, learning to know, learning to do, learning to live together and learning to be.
Joseph Benjamin (February 14-20, 2011), had stated that, the National Assessment and Accreditation Council was established as an autonomous body by the University Grants Commission to assess the quality of education in various colleges and universities in India. Presently, efforts are made to make Indian Educational Institutions world class. All the Indian Higher Educational Institutions are to be assessed by NAAC periodically for maintaining the quality of the Higher Educational Institutions. The professional institutions are also to be assessed by National Board of Accreditation which is similar to NAAC. Recently, a new methodology for assessment and accreditation has been prepared. The assessment instrument has been fine-tuned for greater objectivity and validity. For effective assessment the following processes has been initiated:

i) Changing the Grading Pattern from the earlier 9- point scale to the new 3 letter grades i.e, ‘A, B and C’ for the accredited institutions and ‘D’ for the non-accredited.

ii) Shifting the overall scoring pattern from the earlier percentage to the Cumulative Grade Point Average (CGPA) system on a 4- point scale.

After assessing an institution, the NAAC team revisits the institution again after a gap of 5 years for reassessing the quality of the institution. It is a continuous process. The NAAC suggests to constitute an Internal Quality Assurance Cell(IQAC). It takes up pre and post accreditation activities for quality promotion and sustenance and sponsors seminars and workshops on Quality Enhancement in the Institutions of Higher Education. The NAAC
also suggests that each institution should adopt Institutional Best practices and students participation in the institutional quality assurance system.


Since its inception the NAAC has been striving hard to inculcate a culture of continuous quality improvement in higher education institutions through a three-stage process, i.e. self-evaluation by the institution, followed by an external peer assessment and final accreditation by the council. NAAC has been able to make its assessment and accreditation process acceptable to the institutions and academia through an intensive awareness campaign and interactions involving various universities, colleges, state higher education councils and other academic forums. The article highlights the existing research findings, studies, articles and books related to NAAC’s assessment process. This article presents the conceptual review on three aspects: On-site visit, peer team and overall methodology/functioning of NAAC.

On-Site Visit

According to Dharmapalan (2005), it is an irony that most of the NAAC-accredited institutions do not have even moderate quality in higher education. This is because what awaits the team are newly painted
buildings, a list of cooked-up achievements, a list of non-existent facilities, and credentials of the institute that have been created especially for the purpose. For example, most of the college authorities in their record will state that their library functions from 8.30 am to 5.30 pm on all days and students can utilize internet and digital library facilities free of cost. But in reality, the condition of the library will be poor compared to the overall status enjoyed by the institute and it is hardly open till 4 pm on normal working days. But during the period of one week before the visit of the NAAC team, the library staff starts working efficiently till the day the team returns. Similarly head of each department presents a brief account about various activities, most importantly student assessment of teachers. However most of the institutions do not adopt the assessment of teachers by students, as it is considered denigrating their profession.

**Pillai & Srinivas (2006)** has conducted a study on the post-accreditation scenario in the north-eastern region of India: a meta-evaluation of the National Assessment and accreditation council processes and procedures where they pointed out that one of the colleges accredited with B grade was of the opinion that the assessment work was done hastily. According to them the peer team spent only one day visiting their college, which offers all three streams of arts, commerce and science. Similarly in many colleges the peer team visits were scheduled for two days and they suggested that two days was too short for a comprehensive assessment of various activities undertaken by the colleges.
Peer Team

Basa (2003) has expressed discontent with the process of assessment and accreditation being implemented by peer review through a panel of experts. It is unfortunate that in spite of elaborate procedure and peer review through experts, first rate academicians with publications in journals of high impact factor as well as having papers with very high citation counts were ignored while the second and third raters, proficient in the art of manipulation, were selected in spite of deplorable academic credentials like without having a single first class in their entire career. Clearly the assessment by peer review being subjected and defective cannot ensure the quality and therefore would not serve any useful purpose other than ‘choking talent’ by bureaucratization and draining of public money.

Mutthirulandi (2003) pointed out that academic institutions have now become much anxious to obtain (by any means) ‘more stars’ through NAAC accreditation, as the star-status of the college is sought to be linked with UGC funding. Naturally, such colleges adopt very dubious means and practices to satisfy the visiting teams openly decried un-academic luxuries and shows like star-hotel accommodations, cozy local travels arrangements etc. It is a pity that government institutions have started imitating what greedy private managements do in matters of satisfying the visiting teams and keeping them in good humour.

According to Verma (2004), the reaction to the NAAC’S grade is a mixed one. Those who receive grade higher than their expectations drums to celebrate their glory and remain in that rhythm undaunted about the
dangers eclipsing their quality. Other institutions accredited with low grade at times hold the peer team members responsible for low assessment. People, particularly in the field of education and heard talking about the gifts and hospitality packages offered to the peer team members as reasons for conferring good to certain institutions.

**Martin & Hernes (2005)** opined that the assessment by NAAC concentrates on the institutions as whole, hence the visiting teams should also be a composition of experts with a generalist point of view. Peer teams must be put together to represent a wide range of expertise, in particular when accreditation is conducted at the institutional level. However, NAAC is still hesitant to include professionals in peer teams. There have been suggestions to involve other stakeholders but at the moment the experts are only academics.

**Kurup (2005)** made several observations related to peer team. These are:

- These are instances of institutions keeping critics among teachers, non-teaching staff and even students out of reach of the peer team.

- There have been situations where appointment of peer team was done without giving them time to scrutinize and prepare pre-visit report and grading.

- Quite often, persons not having undergone training are included in the peer team.
• Some team leaders are seen to be too demanding on the visiting institutions, such as place of stay, nature of vehicle, food and so on. This is found reflecting on the visit and report.

• Some members accept peer team membership as way out for relaxation ‘from the leader’. They would not apply their mind to the validation process but would always go by the chairperson. The visit is thus reduced to one-man show.

• Some members are found equating the weightage assigned to different criteria as the score due to lack of training and exposure.

• Most peer team members appear to believe that it is necessary to be liberal and mandatory to recommend accreditation of a visiting institution. A lot of institutions, which have received the grade C, might have been pushed over from non-accreditation status for one reason or the other.

• There are instances of suggestions being given in the peer team report which are beyond the scope of the institutions.

**Overall Functioning/Methodology**

*Stella (2002)* has expressed concern about the post accreditation complacency on the basis of the responses of the institutions towards the assessment reports. On interacting with faculty from accredited institutions, one would realize that the recommendations have not received adequate attention of the faculty. Although it might sound like an exaggeration, it amounts to the influence that report is not criticized; it is not praised, it is forgotten by the faculty. These reports are seen by the institutions as
documents that adore their achievement rather than as documents to be acted upon.

**Khanna (2003)** opined that accreditation is a cumbersome and time consuming process. The number of specialized training manpower is too low and the training process for trainers is also very slow. The fact that accreditation agencies have been set up by the regulatory agencies also dilutes their effectiveness.

**Pillai (2004)** suggested the following in order to strengthen the accreditation process. They are:

- Strengthening of assessors training.
- Increase in the duration of the visit.
- More involvement of affiliating university and government officials in the case of government colleges.
- Interactions should be conducted in a random and informal manner with peers moving across the campus rather than in a structured style.
- Variation in assessor’s perceptions can be considerably reduced by itemizing each activity/facility/practice considered essential/desirable and assigning specific marks for them.

According to Jafri (2006), none of the major central universities have, however, so far agreed to have an assessment through NAAC despite all the pressures exerted by the UGC. And even at the places where an assessment has been undertaken, it has been on the basis of
stage managed data and after full preparation by the concerned institutions. It, therefore, appears desirable that this responsibility is taken over by the UGC itself.

Rajendran (2006) conducted a study to find out whether the existing methodology, criteria and core indicators of the NAAC are sufficient enough to accredit the administrative affairs of the Higher Educational Institutions. The study revealed that the lack of administrative components in the methodology, criteria and core indicators of the NAAC would certainly lead to incomplete accreditation and the lapse cannot be compromised with the concept of autonomy, discretionary and prerogative power of decision making authorities. NAAC carries out the academic audit and concentrates mainly on assessing and accrediting the academic programmes. Since academics and administration are two sides of the same coin, the lapse of the administration would naturally affect the academics, as such, assessment and accreditation are equally important to administrative affairs, without that the process and product of NAAC would certainly be farce.

Varma (2007) in his article, ‘Most institutions do not take NAAC stamp seriously’ wrote that since getting NAAC accreditation is voluntary, most institutions do not appear to take NAAC seriously. Even premier universities have not got themselves assessed and accredited seriously. This has cast a shadow over the functioning and relevance on this process of accreditation itself.
Bariana (2007) is of the view that the format of NAAC is tedious. Many questions and concepts were not clear such as autonomy, mobility, student progression and research projects. This has caused apprehension in the minds of colleges that they would be placed in lower grades. A lot was required to be done in the sphere of infrastructure, libraries and other facilities which became difficult in the wake of dwindling government grants. This has brought about the need for asking the NAAC to relook into the process keeping in mind the ground realities.

**Reviews from the Internet**


<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*****</td>
<td>(&gt;75)</td>
</tr>
<tr>
<td>A****</td>
<td>(70-75)</td>
</tr>
<tr>
<td>A***</td>
<td>(65-70)</td>
</tr>
<tr>
<td>A**</td>
<td>(60-65)</td>
</tr>
<tr>
<td>A*</td>
<td>(55-60)</td>
</tr>
</tbody>
</table>

The criteria-wise judgment of peers and the weightage to criteria will be used for calculating the composite score as follows.
Institutional score- \( \sum c_i \frac{W_i}{\sum W_1} \) \( (1=1), 2\ldots7 \)
Where, \( W_1 = \) Weightage of the ith criteria and \( c_i = \) score of the ith Criteria.

**OUTCOME OF GRADINGS**

The institutional score will further be used to assign the overall grade.

If the overall score is more than 55%, the institution gets the “Accredited” status less than that will lead to ‘Non Accredited’ status. The accredited institutions are graded on a 9 point scale with the following.

**TABLE NO.IV**

**Grading Outcome**

<table>
<thead>
<tr>
<th>Institutional Score (Upper limit exclusive)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A++</td>
</tr>
<tr>
<td>90-95</td>
<td>A+</td>
</tr>
<tr>
<td>85-90</td>
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<td>C+</td>
</tr>
<tr>
<td>55-60</td>
<td>C</td>
</tr>
</tbody>
</table>
Higher Education Policy (2007) Quality Assurance in Higher Education: Thinking Beyond the English Experience, Since 1992, the assessment of the quality of the teaching and learning process in the United Kingdom has generated considerable political controversy. This article traces the evolution of the quality regime to the present day, which appears to signify that the contemporary arrangements are underwritten by a measure of political consensus and an emerging interest in moving beyond quality assurance to quality enhancement. The focus of the article is to provide an interpretation of the British quality agenda that recognizes the inevitability that higher education policy will be shaped by compromises arrived at between dominant political interests. And yet policy is also driven by ideas, and the article interprets the shifting quality agenda as a conflict of values about the relationship between state, the wider society and higher education.

Rohan Mukherjee (1st April 2008), in his paper had presented an overview of the contemporary issues and challenges of Indian Higher Education. Section I of the paper presents a brief overview of Higher Education in India today. Section II discusses important systemic challenges (access, equity, quality) and argues that these problems stem from the lack of public investment and a flawed regulatory structure, resulting in the rapid and unregulated growth of private provision. Section III maps the existing government perspective on foreign and private participation and attempts to show that there has been an increasing dissonance in the government's view of foreign institutions. This signals a growing public debate that can be successfully leveraged by potential
entrants. Section IV concludes by briefly suggesting that in the final analysis, meaningful foreign participation hinges on the regulatory system's ability to successfully balance two conflicting objectives - building a world-class educational system, and ensuring that education remains a non-commercial activity that embodies national values and priorities.

**According to Wikipedia, the free encyclopedia, (2010),** India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state.

As of 2009, India has 20 central universities, 215 state universities, 100 deemed universities, 5 institutions established and functioning under the State Act, and 33 institutes which are of national importance. Other institutions include 16000 colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system.

Some institutions of India, such as the Indian Institutes of Technology (IITs), have been globally acclaimed for their standard of undergraduate education in engineering.
Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are running by big businessmen & Politicians. Many private colleges and universities do not fulfill the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and taking students for a ride. Quality assurance mechanism has failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed-universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation.

**Implications of Review on the present study**

This study has attempted to survey most of available literature related to the perception of different academics about the National Assessment and Accreditation Council. Their perception mainly deals with on-site visit, peer team, overall methodology/functioning of the NAAC, need of quality assurance in the Higher Educational Institutions.

- Most of the authors are of the view that length of on-site visit is short for comprehensive assessment.
• Selection of right peers as assessors and equipping them with necessary professional skills is required to complete the task without any bias and to arrive at reasonable and acceptable judgment.

• There is a need to improve the NAAC’s methodologies and instruments. Fine tuning is essential to make assessment more objective.

The study of quality assurance in the field of higher education and the impact which NAAC have in bringing about quality culture in the field of higher education would go a long way in determining the future direction and dimension of change and improvement in the Institutions of Higher Education. Since no research studies have been done in India on the National Assessment and Accreditation Council, the investigator did not find any theses reviews to support her chapter on Review of Related Literature. The investigator collected the reviews mostly from NAAC Manuals, Newsletters of NAAC, internet, books on the National Assessment and Accreditation Council, Newspapers and University News to frame the design of her study. The review of all the above related literatures helped the investigator to acquaint her with the recent knowledge and developments that has been taking place in the field of higher education and NAAC. These reviews also helped the investigator to state the objectives of the study clearly and concisely and also to construct the research tools, decide methodologies, need of analyzing data, statistical interpretation and find out what is already known and what others are trying to state through their various articles.
The next chapter (Chapter IV) ‘Methodology’ is concerned with the research design and statistical design. The design of the present study has been provided in details in the next chapter i.e ‘Methodology’.