

FICCI

**Higher Education Summit 2007**  
**“Innovation for Quality & Relevance”**  
**November 2&3, 2007, New Delhi**

*Presentation by*

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**on**

*“Promoting Accreditation in Higher Education”*

## **The Focus**

**The main focus of this presentation is on sharing of our experience in promoting accreditation in higher education in India and identification of key issues in quality assessment**

## **Broad features of External Quality Assurance systems**

- ✧ **EQA system is a world wide phenomena**
- ✧ **There is no one best model of EQA system**
- ✧ **EQA is becoming more and more a professional activity**

## External Quality Assurance Agencies in India

Agency and Year of Establishment	Domain of activities
1. National Assessment and Accreditation Council (NAAC), 1994 (Established by UGC)	All categories of higher education institutions (Institutional accreditation; programme accreditation is under consideration)
2. National Board of Accreditation (NBA) 1994, (Established by AICTE)	Technical Education (programme accreditation)
3. Accreditation Board (AB), 1996 (Established by ICAR)	Agricultural Education (Programme and institutional accreditation)
4. Distance Education Council (DEC) 1992, (Established by IGNOU)	Distance Education (Programme and institutional accreditation)

- All these are in public domain
- Some private agencies, sponsored mostly by popular magazines, are engaged in rating of higher education institutions

## **EQA Relationship with Higher Education Institutions (HEIs) Based on Four Recognitions**

- ✧ **That quality and quality assurance are primarily the responsibility of the HEIs themselves;**
- ✧ **That the academic autonomy, identity and integrity of the institution is to be respected;**
- ✧ **That the assessment standards are subject to consultation with stakeholders and**
- ✧ **That the aim is to contribute both to quality improvement and accountability.**

**(Adapted from INQAAHE Guidelines of Good Practices, 2006)**

# Assessment Methodology

## Four stage approach

1. Identification of pre-determined criteria for assessment
2. Preparation and submission of Self-Study Report (SSR) by the institution
3. On-site visit by the Peer Team for validation of SSR and for recommending the assessment outcome
4. The final decision on accreditation by the EQA Agency

## Lessons from Indian Experience

- ✧ Government association and support is critical to the effectiveness of EQA agencies;
- ✧ Simple and quantifiable criteria for assessment will bring more credibility to the operations;
- ✧ Transparency of the process brings more accountability and reliability to the operations;
- ✧ Involvement of academia is critical to their acceptance of external assessment activity;
- ✧ Internal Quality Assurance (IQA) systems and processes is a precondition for the successful operation of external quality assurance system and
- ✧ E-assessment systems may have to be adopted to address the problem of assessment of large numbers and to reduce subjectivity in judgements of quality

## The Concerns

- ✧ **Appropriate methodologies for Assessment/Audit of large number of HEIs**
- ✧ **Identification of 'right things' to assess the quality of provision**
- ✧ **Reliability of grading and relevance of Peer Team Report.**
- ✧ **Recognition of Accreditation**
- ✧ **Multiple agencies and co-ordination among them.**
- ✧ **Accreditation of cross-border education**
- ✧ **Limited Autonomy of Assessment agencies**
- ✧ **Public disclosure of assessment outcomes**

## Concluding Observation

- ✧ Many misapprehensions in the academic world about quality assurance systems and mechanisms
- ✧ There is a need to engage in rational 'public reasoning' to build consensus in the academic world on quality assurance

*Thank You*