

# Quality assurance : What role for governments?



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# Massification of HE in India



- Indian HE system showed symptoms of revival in the present century – fast expanding system
- India entered a stage of massification of HE in this century
- The private sector contributes to more than 60 per cent of the enrolment
- Massification of enrolment and diversification of providers and multiplicity of regulators make quality assurance a challenging task

# Massification of HE in India



Category	Number 2013
Universities and national institutions	412
Deemed universities	49
Private universities	201
Colleges	35,829
Enrolment in millions	29.6
GER (%)	21.1

# Multiplicity of regulators



- **University Grants Commission**
- **All India Council for Technical Education**
- **Distance Education Council**
- **Indian Council of Agricultural Research**
- **Bar Council of India**
- **National Council for Teacher Education**
- **Rehabilitation Council of India**
- **Medical Council of India, .Pharmacy Council of India**
- **Indian Nursing Council, Central Council of Homeopathy**
- **Dental Council of India , Central Council of Indian Medicine**

**The regulatory bodies have their own EQA agencies**

# Accreditation in India



- The regulatory bodies have their own accreditation agencies
- The most common and widely relied on is NAAC established by the UGC
- It is an autonomous body funded by the UGC

# NAAC model of assessment : the four phases



- Nationally evolved criteria for assessment
- Self-study by the institution
- Peer team visit
- Final decision by the EC of NAAC

# The new methodology introduced in 2007



- Separate steps for affiliated, constituent colleges and universities and autonomous colleges
- The affiliated colleges should apply to seek the status of “Institutional eligibility for quality assurance” (IEQA)
- After assessment NAAC decides on the IEQA status within six months
- If the answer is no they re-apply after one year
- If the answer is yes, they follow the usual steps

# Criteria for assessment : seven criteria



- Curricular aspects
- Teaching, learning and assessment
- Research, consultancy and evaluation
- Infrastructure and learning resources
- Student support and progression
- Governance and leadership
- Innovative practices



# The accreditation process



- The institution prepares a self-study report consisting of data and critical self-analysis
- The NAAC constitutes a peer team and visits the institutions to ascertain the “ pattern of evidences” for claims made in the self-study
- The scores are prepared by the team and sent confidentially to NAAC
- The EC of NAAC decides the accreditation

# NAAC grading of institutions



<b>CGPA</b>	<b>Letter grade</b>	<b>Performance description</b>
3.01 - 4.00	A	Very good
2.01 – 3.00	B	Good
1.51 – 2.00	C	Satisfactory
<1.50	D	Unsatisfactory

# Validity of accreditation



- Accreditation is valid for 5 Years
- All accredited institutions have to apply for re-accreditation after 5 years
- All accredited institutions should have established Internal quality assurance cells ( IQAC)
- IQAC submits to NAAC an annual QA report - a self-reviewed progress report

# Status of accreditation



<b>Total institutions</b>	<b>Universities</b>	<b>Colleges</b>
<b>Accredited so far by NAAC</b>	<b>193</b>	<b>5664</b>
<b>Accreditation valid as of December 2014</b>	<b>111</b>	<b>3248</b>
<b>Institutions that need to apply for reaccreditation</b>	<b>82</b>	<b>2416</b>

# Status of accreditation



- Only few institutions approach NAAC for accreditation
- Of the accredited institutions 49% are state universities, 41 % deemed to be universities, 7 % Central universities and 3 % private universities
- The established universities do not take accreditation seriously since it does not affect their status or funding
- The private universities are new and not yet time to get accredited

## Status of accreditation contd.



- Most institutions get an A or B.
- No institution gets C.
- Many institutions are getting a score of D (unsatisfactory)
- There are no governmental pressure to provide higher score for any university

# Autonomy and the role of government



- NAAC was established as an autonomous body
- It is funded by the UGC which itself is autonomous
- The NAAC Governing Body is chaired by UGC chairperson
- NAAC does not seem to be suffering from funding difficulties
- The government intervention is rather limited

# Autonomy and the role of government



- The autonomy enjoyed by the NAAC can also be partly due to the fact that accreditation is taken lightly by many
- The interest in Accreditation is increasing due to RUSA (Higher education enhancement programme)
- RUSA is a centrally sponsored programme
- It insists institutions to be accredited to get funds
- These efforts may be seen as incentives to approach accreditation agencies



# Challenges



- How to carry out accreditation if all institutions approach NAAC?
- Need to strengthen professional capacity of NAAC
- The need for regional and state level NAAC centres
- What incentives to be provided to bring more institutions under accreditation
- Some state higher education councils (SHECs) have already shown initiatives to accredit state level institutions
- Move from institutional to programme accreditation
- There is a need for more state intervention to encourage institutions to accredit but at the same time the state need to keep away from the process and decisions on accreditation