

NAAC CORE VALUES

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

The accreditation framework of NAAC is thus based on five core values detailed below.

(i) Contributing to National Development

Most of the HEIs have a remarkable capacity to adapt to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an implicit goal of Indian HEIs. The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the Nation. Serving the cause of social justice, ensuring equity and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards national development.

(ii) Fostering Global Competencies among Students

The spiraling developments at the global level also warrant that the NAAC includes in its scope of assessment skill development of students, on par with their counterparts elsewhere in the world. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the “world of competent-learning” and the “world of skilled work”.

(iii) Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education, have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how

these essential and desirable values are being inculcated in the students, by the HEIs.

(iv) Promoting the Use of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs, leaves much to be desired. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

In addition to using technology as a learning resource, managing the activities of the institution in a technology-enabled way will ensure effective institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for

resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

(v) Quest for Excellence

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they do will contribute to the overall development of the system of higher education of the country as a whole. This '*Quest for Excellence*' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

NAAC

INTERNAL QUALITY ASSURANCE CELL (IQAC)



The National Assessment and Accreditation Council advocates the establishment of Internal Quality Assurance Cell (IQAC) by all the accredited institutions as a post accreditation quality sustenance activity.

Objective

The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

Functions

Some of the functions expected of the IQAC are:

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution
- Dissemination of information on the various quality parameters of higher education
- Organisation of workshops, seminars on quality related themes and promotion of quality circles
- Documentation of the various programmes / activities leading to quality improvement
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

Strategies

IQAC shall evolve mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- Optimization and integration of modern methods of teaching, learning and evaluation
- Ensuring the adequacy, maintenance and functioning of the support structure.

Benefits

IQAC will facilitate / contribute:

- To a heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture
- To the enhancement and integration among the various activities of the institution and institutionalize many good practices
- To provide a sound basis for decision-making to improve institutional functioning
- To act as a change agent in the institution
- To better internal communication.

To apply for Re-Accreditation, the Higher Education Institutions (HEIs) should have a functional IQAC and a website for communication connectivity. It is expected that the HEIs should establish the IQAC to make the quality as integral part of the system towards academic excellence. NAAC has brought out Guidelines for Creation of the Internal Quality Assurance Cell (IQAC) in Accredited Institutions.



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NAAC

Student Charter

Preamble:

Every stakeholder of higher education has a role to play for quality enhancement and sustenance. The stakeholders such as the Government, management, teachers, students and the external quality assurance agencies have an important role in ensuring quality of higher education. The National Assessment and Accreditation Council (NAAC) strives to play a catalytic role in synergising the stakeholders efforts.

Of all the stakeholders mentioned above, the students have a unique role to play in ensuring quality of higher education institutions (HEIs). Firstly, the students should realize that they have the right for quality education and it is the responsibility of the HEIs to provide quality educational experience to learners. Secondly, the students should equally be aware of their responsibilities which in turn will help the institutions to provide quality education. This means that the students should demand quality education and demonstrate their commitment to quality education by accepting their responsibilities. Otherwise the HEIs will have very little motivation for quality enhancement.

An initiation has been made by the National Assessment and Accreditation Council (NAAC) in this direction by developing a sample student charter for all higher education institutions. It is hoped that the charter will help educational institutions to articulate their obligations to learners in clear terms and can be used as a benchmark for institution's accountability to learners. The NAAC advocates the public display of student charter in every institution as an act of promotion of student participation in Quality Assurance.

A) Institution's responsibilities towards students

The institution shall

- communicate its goals and objectives systematically and clearly to all students
- offer programmes that are consistent with its goals and objectives
- offer a wide range of programmes with adequate academic flexibility
- obtain feedback from students on the initiation and review and redesign programmes if and when necessary
- facilitate effective running of the teaching-learning programmes
- implement a well-conceived plan for monitoring student progress continuously
- ensure that the student assessment mechanism is reliable and valid
- provide clear information to students about admission and completion requirements for all programmes, the fee structure and refund policies, financial aid and student support services
- ensure sufficient and well-run support services to all students
- promote healthy practices

B) Student's responsibilities of learning

The student shall

- appreciate the institutional goals and objectives and contribute to the realisation of the same by participating in relevant institutional activities
- have a clear knowledge of the programmes, admission policies, rules and regulations of the institution
- follow the time schedules, rules and regulations of the institution
- undertake regular and intense study of learning materials
- make optimum use of the learning resources and other support services available in the institution
- prepare for continuous internal assessment and term-end examinations
- give feedback for system improvement
- have faith and ability to pursue life long learning
- live as worthy alumni of the institution



Ten Action Points for Internal Quality Assurance Cells

(2007: Year of Promoting Internal Quality Assurance Systems)

1. Designing and implementing Annual Plans for institution-level activities for quality enhancement.
2. Arrange for feedback responses from students for quality-related institutional processes.
3. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution
4. Retrieval of information on various quality parameters of higher education and best practices followed by other institutions
5. Organization of workshops and seminars on quality-related themes and promotion of quality circles and institution-wide dissemination of the proceedings of such activities
6. Development and application of innovative practices in various programmes/activities leading to quality enhancement
7. Participation in the creation of a learner-centric environment conducive for quality education
8. Work for the development of internalization and institutionalization of quality enhancement policies and practices
9. Act as a nodal unit of the institution for augmenting quality-related activities
10. Prepare focused Annual Quality Assurance Reports (AQARs)



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NAAC

SEVEN STEPS TO QUALITY

Quest for excellence

Understanding the concept

Action-orientation

Learner-centric approach

Innovation for change

Training to build competencies

Year-round activity



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