

**5.11 Report of the Activities of NAAC during  
March 2003 – March 2006  
On  
Achievements and Further Directions of Development**

**By**

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I would be completing my three-year term in the middle of March 2006 since my appointment as the Chairman of the Executive Committee of NAAC was made by the then Chairman UGC, Professor Arun Nigavekar, on 14 March 2003. It is therefore an appropriate time to submit a brief Report to the Chairman, UGC regarding salient features of development of NAAC during the last three years and indicate the future directions of development. The details could be discussed in the meeting with the Chairman UGC for which a request is made.

When the Chairman, UGC asked me to accept this non-executive, non-remunerative and honorary position, I accepted it for the reason that it will help me to influence policies and direction of development of NAAC with a view to changing its existing Quality Assessment and Accreditation (QAA) into e- Assessment and Accreditation and generate Quality Movement in the field of Higher Education through learning and training courses on Quality in Education. Since 1999, I am working and developing ICT applications for creating new paradigm of education to offer *Quality Education for All for Sustainable Development* appropriate for bridging disparities and disadvantages in the Indian developing society. (Brief Bio-data is enclosed for information)

My major role as a Chairman of EC was to support the Director of NAAC in all his developmental activities of NAAC; and advise him on various corrective measures in improving the QAA processes and methods through committee mechanisms. I think I have done my job satisfactorily, though not completely, and made some contribution to the development of NAAC. Besides the e-Assessment and Quality Courses wherein I could rope in partnership with COL, I have helped in developing five Core Values of the NAAC as the distinctive features between its First and Second Assessment and Accreditation. This report gives important achievements of NAAC as well as what needs to be done for further development. The details of achievements could be found in the Report submitted recently to the UGC by Prof. V S Prasad, Director, NAAC

## I. Major Achievements during the last 3 years:

The NAAC has succeeded in achieving the following:

1. *Fast Track Assessment & Accreditation* for larger coverage of Institutes; has achieved @ 1000 p.a.
2. *NAAC Model is appropriate for Institutional Quality assessment and accreditation.* Some of the developed countries started with subject accreditation are now thinking to change to institutional accreditation.
3. *NAAC Decennial Celebrations* were observed in a befitting manner during 2005.
4. *Formulated and operationalised for the first time Second or Re-accreditation system* by adding 5 core values:
  - a. *Contributing to National Development*
  - b. *Fostering Global Competencies* among Students
  - c. *Inculcating a Value System* in Students
  - d. *Promoting the Use of Technology*
  - e. *Quest for Excellence*
5. *Developed Three Tier Quality Network of NAAC* by establishing State Level Quality Assurance Cells in 23 states and college/university level cells, Internal Quality Assurance Cells (IQAC) in 1800 accredited institutions.
6. *Received International Recognition* as revealed through the position Director of NAAC occupies in the international organisations devoted to QA as well as by the MOUs of cooperation signed for sharing Indian experience on mutual sharing basis.
7. *Established collaboration with NCTE and COL.* With NCTE, NAAC developed B. Ed. College QAA system; and with COL, quality parameters in teacher education are being developed. COL is also helping in developing materials for *quality in education* for all as well as for skill training of assessors.
8. *Construction of the NAAC campus* is progressing well and NAAC should move to its new Campus within a few months.
9. *E-Assessment on the basis of electronic collection of data* with far more details is developed and is being implemented in Karnataka State.

## II. Perspective for Further Development:

The NAAC model first developed by the founder Director, Professor Arun Nigavekar and subsequently modified by the second Director, Professor Rajashekhara Pillai is one of the finest models in the world. It is an adaptation of the UK Model for Indian institutional situation and was and still continues to be the best model in the world for Institutional Assessment. As in case of any model, it has some facilities some limitations.

NAAC Vision describes quality as the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. Mission of the NAAC also includes one of its objectives as 'to encourage self-evaluation, accountability, autonomy and innovations in higher education'. The emphasis on

self-evaluation in both is very significant; since assessment and learning is always envisaged as the self-improvement process.

The current NAAC model enables institutions to develop and submit Self Study Report (SSR) to NAAC. The model should be corrected and improved to include self-assessment process with self-accreditation system that enables self-evaluation of the institutional grade to be confirmed or otherwise by the Peer Team by giving reasons as a part of the external evaluation. This would enable to eliminate some of the subjective and systemic errors that are cropping in the current NAAC model.

The NAAC model is mostly based on input-output information and very little information is recorded for assessing the teaching learning processes, which form the core of learning by students in any educational institution. The manual information collection obviously puts limitations on the amount of information collected and the levels from where it is collected, collated and presented in SSR. The increased data collection is rather difficult by the usual processes and hence e-collection of data is essential. Further the data need to be collected when it is generated and not when it is 'presented'. This necessitates electronic data collection as well as digital software use that would automatically give the analysis of data for formative evaluation needed by principal of the college and NAAC Peer Team.

One of the basic issues of evaluation is the interpretation of the grade. What is the meaning of A+ or B or C+ when evaluation is made on Seven Criteria, which are mostly orthogonal and independent? Any association of meaning in the model turns out to be prescriptive. This is precisely the reason for the demand for different models for different disciplines or regions such as rural or tribal etc. Further, the model does not answer what is after A++, the top grade.

All these issues have led to the search for

1. Modifications and reforms in the existing model so as to eliminate the limitations.
2. Search for alternative model for educational process assessment, and
3. Fusion of the above two to enable institutional as well as educational excellence assessment.

E-Assessment is the program under the first search. Under the second, Research Project is going on in the University of Pune supported by the NAAC, to adapt Baldrige Model to Indian situation and educational culture for assessment of educational excellence. The Baldrige Model is completely non-prescriptive, is adapted in Australian Quality Assurance Agency as well as by TCS Educational Excellence Model (TEEM) for awards and is highly recommended by INFOSYS, the Indian icon of quality in IT industry. The Baldrige Model is also based on seven criteria but contains dynamic features such as leadership, student, stakeholder and market focus and performance results. It allows leadership to adopt processes that would help achieve results in tune with student expectations and market requirements; and at higher levels it compares the performance with the 'best in the class' nationally and globally. The search is for NAAC Educational Excellence Model (NEEM) appropriately fused with the existing NAAC model.

### III. Future Progress and Directions of Development:

Besides the program of development given above, it is essential to march with ICT development in India for giving access to quality education to all by adding NAAC share of use of ICT in various activities. For example, on 24 February 2006, NAAC organized a day long workshop in partnership with YCMOU and Department of Education of Government of Maharashtra through distributed classrooms located at 31 places in Maharashtra and attended by about 800 principals of accredited colleges.

The information technology convergence is emerging in India on Television Screen with telephony, broadband Internet and broadcasting uniting through cable TV and /or telephone wire. The mobile telephony is expanding fast and would succeed in covering nearly 50 % population by 2010. EDUSAT is waiting for wider use for reaching out to every home and hamlet through DTH. NAAC should take advantage of its campus in Bangalore and link itself with ISRO for communication. It should also link itself to the UGC network. Following programs for further development could be taken up by NAAC for wider coverage and removal of disparities in quality amongst colleges and universities:

1. The NAAC should *convert its physical network into electronic network*, which should facilitate e-communication with all the units at state and institutional levels on continuous basis.
2. Create a *culture of IT and slowly transform all its activities on e-governance*. This would automatically give transparency to the information usually needed by the stakeholders.
3. Develop Digital College and Digital University software that would enable continuous / periodic quality assessment of institutions and their education.
4. Ensure *access to quality materials and best practices to all* that is essential for institutional and educational development so as to help its leadership to raise quality.
5. With support from UGC, develop handholding program of weaker colleges and universities so as to rise on the quality ladder.

NAAC has a great responsibility to develop a quality movement in higher education and make it a success. I consider that the necessary steps and actions are already initiated and, with integrative and electronic measures, NAAC should be able to pave the way for continuous and sustained quality education in India.

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February 27, 2006