

List of Abbreviations Used

AC	Appellate Committee
AEC	Accreditation Evaluation Committee
AICTE	All India Council for Technical Education
CVO	Chief Vigilance Officer
EC	Executive Committee of NBA
FAQ	Frequently Asked Questions
GC	General Council
GDP	Gross Domestic Product
MHRD	Ministry of Human Resource Development
NAAC	National Accreditation Assessment Council
NBA	National Board of Accreditation
NDC	National Development Council
PG	Post graduate
UG	Under graduate
UNIVERSITY	As defined under section 2(f) or 3 of UGC Act 1956
INSTITUTION	Institution/College defined as technical institution under section 2(h) of AICTE Act 1987.
ISO	International Organization for Standardization
SAR	Self Assessment Report
UGC	University Grants Commission
WTO	World Trade Organization
ET	Evaluation Team
PEO	Programme Educational Objectives
PO	Programme Outcomes
CO	Course Outcomes

Introduction

1.1 Background

Indian higher education system is the third largest system in the world. In an increasingly technologically dependent world, expansion of higher education sector is imperative in an emerging economy such as India as evidenced by the phenomenal growth and development in technical education during the past two decades. The number of institutions has multiplied exponentially, from a modest number around 30 colleges in 1950-51, to more than 20,000 colleges and from 20 universities to more than 500 universities awarding degrees, which include all types of institutions, namely, central, state, private, govt. aided, deemed to be universities and other institutes of national importance. The challenge is to ensure its quality to the stakeholders along with the expansion. To meet this challenge, the issue of quality needs to be addressed, debated and taken forward in a systematic manner.

There are debates across continents as to who sets the standards for quality. The accreditation system prevailing in various countries provides a measure of educational quality. Accreditation is the principal means of quality assurance in higher education and reflects the fact that in achieving recognition, the institution or program of study is committed and open to external review to meet certain minimum specified standards and also seeks ways to enhance the quality of education.

There is a great deal of discussion in the country about the various approaches to quality measurement, especially, in the context of unprecedented expansion of higher educational institutions and programs, introduction of newer disciplines, entry and operation of foreign institutions in a variety of forms, and desire for global recognition through international accords (WTO/ Mutual Recognition, Washington Accord and other National Protocols). With significant expansion of higher educational institutions in India, both publicly and privately funded, a mandatory and robust accreditation system is required that could provide a common frame of reference for students and other stakeholders to obtain credible information on academic quality across institutions.

Through the accreditation process, an agency or its designated representative evaluates the quality of a higher education institution as a whole or of a specific educational program, in order to formally recognize it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of a status of recognition, and sometimes of a licence to conduct educational programmes within a time-limited validity.

The process can imply initial as well as periodic self-study and evaluation by external peers. The accreditation process generally involves three steps with specific activities:

(i) a self-evaluation process conducted by the faculty, the administrators and the staff of the institution or academic program, resulting in a report that takes as its reference set of standards and criteria of the accrediting body; (ii) a site visit, conducted by a team of peers, selected by the accrediting organization, which reviews the evidence, visits the premises and interviews the academic and administrative staff resulting in an assessment report, including a recommendation to the accrediting body; and (iii) examination of the evidence and recommendation on the basis of the given set of criteria concerning quality and resulting in a final judgment and the communication of the formal decision to the institution and other constituencies, if appropriate.

Presently, accreditation is not mandatory and there is no law to govern the process of accreditation. There are two central bodies involved in accreditation of institutions; the National Accreditation Assessment Council (NAAC) and the National Board of Accreditation (NBA). NAAC was set up in 1994 by the University Grants Commission (UGC) to make quality an

essential element through a combination of internal and external quality assessment and accreditation. NBA was constituted as an autonomous body, under section 10(u) of the AICTE Act, 1987. It is expected that with the passage of the legislation to provide for accreditation of higher educational institutions and to create a regulatory authority for the purpose, many of the remaining quality issues will be resolved, for some time to come.

The spirit of continuous improvement is a prerequisite for any quality initiative. Educational institutions are no exception to this. ISO 9000 and such initiatives focus on meeting customer expectations and making a whole-hearted effort to exceed the same. The process of accreditation is an effort in this direction, to meet the quality goals in education.

1.2 National Board of Accreditation

The New Education Policy of 1986 recognized the need for a Statutory Body at the National level responsible for overseeing the growth and quality of Technical Education in the country. Accordingly, All India Council for Technical Education (AICTE) was established by an Act of Parliament in 1987. National Board of Accreditation (NBA) was originally constituted in September 1994, in order to assess the qualitative competence of educational institutions from Diploma level to Post-Graduate level in Engineering and Technology, Management, Pharmacy, Architecture and related disciplines. NBA conducts evaluation of programs of technical institution on the basis of laid down norms.

NBA in its present form has come into existence as an autonomous body with effect from 7th January 2010, with the objective of assurance of quality and relevance of technical education through the mechanism of accreditation of programs offered by the technical institutions.

The NBA works very closely with stakeholders (faculty, educational institutions, government, industries, regulators, management, recruiters, alumni, students and their parents) to ensure that the programmes serve to prepare their graduates with sound knowledge of fundamentals and to develop in them an adequate level of professional competence, such as would meet the needs of the technical profession locally as well as globally. The objective of the NBA is to assess and accredit professional programmes offered at various levels by the technical institutions on the basis of norms prescribed by the NBA.

The NBA became a provisional member of the Washington Accord (WA) in 2007. The Washington Accord is an international agreement among bodies responsible for accrediting engineering degree programmes. It recognises the substantial equivalency of the programme accredited by those bodies and recommends that graduates of the programmes accredited by any of the signatory bodies be recognised by the other bodies as having met the academic requirements for entry to the practice of engineering. To become a signatory member of the WA, a robust accreditation system is being implemented by the NBA, New Delhi, with support from all the stakeholders.

1.3 Vision of NBA

The vision of the NBA is *“to be an accrediting agency of international repute by ensuring the highest degree of credibility in assurance of quality and relevance of professional education and come to the expectations of its stakeholders, viz., academicians, corporate, educational institutions, government, industry, regulators, students, and their parents.”*

1.4 Mission of NBA

The NBA is working with the mission, *“to stimulate the quality of teaching, self-evaluation, and accountability in the higher education system, which help institutions realise their academic objectives and adopt teaching practices that enable them to produce high-quality professionals and to assess and accredit the programmes offered by the colleges or the institutions, or both, imparting technical and professional education.”*

1.5 Objectives of NBA

The following are the broad objectives of NBA

- To promote quality conscious system of technical education where excellence, relevance to market needs and participation by all stake holders are prime and major determinants.
- To facilitate building a technical education system, as facilitators of human resources, that will match the national goals of growth by competence, contribution to economy through competitiveness and compatibility with societal development.
- To set the quality benchmarks targeted at global and national stockpile of human capital in all fields of technical education.
- To conduct evaluation of self assessment of technical institutions and/or programmes offered by them on the basis of guidelines, norms and standards specified by it.
- To contribute to the domain of knowledge in quality parameters, assessment and evaluations.

In line with the above, NBA has the mandate to fulfill the following specific objective of assessing and accrediting the academic programs. Assessment and accreditation shall be based on various criteria. This may include but not limited to **Vision, Mission and Programme Educational Objectives (PEOs), Programme Outcomes, Programme Curriculum, Students' Performance, Faculty, Facilities and Technical Support, Academic Support Units and Teaching - Learning Process, Governance, Institutional Support and Financial Resources, Continuous Improvement** and any other aspect as decided by the General Council (G.C.) and/or Executive Committee (EC). The main objectives of assessment and accreditation shall be to:

- a. Assess and grade the courses and programs offered by institutions, their various units, faculty, departments etc.
- b. Stimulate the academic environment and quality of teaching and research in these institutions;
- c. Contribution to the sphere of knowledge in their discipline;
- d. Motivate colleges and/or institutions of technical and professional education for research, and adopt teaching practices that groom their students for the innovation and development of leadership qualities;
- e. Encourage innovations, self evaluation and accountability in higher education;
- f. Promote necessary changes, innovations and reforms in all aspects of the working of colleges/ institutions of technical and professional education for the above purpose; and

- g. Help institutions realize their academic objectives.

NBA shall ensure that the criteria referred to above for assessment and accreditation are:

- i) Reviewed periodically, revised and updated, as and when considered necessary, on the basis of experiences gained through their application and accordingly the techniques and modalities used for assessment are modified;
- ii) Objective and, to the extent possible, quantifiable; and
- iii) Publicized widely, particularly, in the academic community.

NBA will facilitate to enhance the quality of technical education and help in establishing relevancy of technical education as per the needs of the industry and society at large.

2. Accreditation and its Benefits

2.1 What is Accreditation?

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academics programmes offered) of higher education. Like in any other domain, the method to improve quality remains the same that is, finding and recognizing new needs and satisfying them with products and services of international standards. NBA has been setup to help all participating Institutions assess their performance vis-à-vis set parameters.

NBA accreditation is a quality assurance scheme for higher technical education. It is open to all Institutions in Engineering and Technology, Management, Architecture, Pharmacy, Hotel management and Catering Technology, Town and Country Planning, Applied Arts and Crafts in India which provide technical education to students.

Accreditation is a process of quality assurance and improvement, whereby a programme in an approved Institution is critically appraised to verify that the Institution or the programme continues to meet and exceed the Norms and Standards prescribed by AICTE from time to time. Accreditation does not seek to replace the system of award of degree and diplomas by the Universities/autonomous Institutions. But, accreditation provides quality assurance that the academic aims and objectives of the Institution are honestly pursued and effectively achieved by the resources currently available, and that the Institution has demonstrated capabilities of ensuring effectiveness of the educational programme(s), over the validity period of accreditation.

2.2 Imperatives of Accreditation

The need and demand for accreditation of professional programmes in India has arisen because of the explosive growth in the number and variety of such professional Institutions and programmes since the decade of nineties. Such an exercise will ensure that the Institution indeed has, and is likely to continue to have, in the near future, the necessary instruments and resources, for the programmes to produce competent professionals that not only meet the local industry requirements, but are also acceptable in the global job markets. The overwhelming objective of the accreditation process is to recognize and acknowledge the value-addition in transforming the raw student admitted to the programme into a capable professional, having a sound knowledge of fundamentals and suitable for an acceptable assignment in the chosen specialized field. Accreditation also provides the stakeholder a reliable and standard benchmark for quality assessment.

Accreditation is a process wherein standards are set and compliance with them is measured. One can visualize a useful working definition of accreditation as "professional and national recognition reserved for facilities that provide high quality service". Accreditation is the result of a review of an education programme or Institution following certain quality standards agreed upon beforehand. It is a kind of recognition which indicates that a programme or Institution fulfills certain standards. In modern times, educational Institutions should become more accountable to the need of student community, parent community and society at large. To achieve this, effective quality management is a must. There is a healthy movement taking place in the area of quality education. The setting up of the National Board of Accreditation as an autonomous body is a commendable step in this direction. The fact that Institutions voluntarily come forward to get assessed is another indication of this healthy trend.

2.3 National Scenario on Accreditation

Education in India is provided by the public sector as well as the private sector, with control and funding coming from multiple levels: federal, state, local and individual group in form of Trusts. India was the center of quality education for many centuries for the rest of the world. However, temporarily for a few centuries, Western education became ingrained into Indian society with the establishment of the British Raj. Within sixty years of independence, India has today catapulted back to providing the best quality of technical education and manpower to the rest of the world. This has largely been possible due to Government of India's endeavor in creating a number of world class institutions like IITs, IIMs, etc. and maintaining high standards of education in Leading Universities in the country. However, this large scale expansion of higher education, entering of private players in education, deemed universities and a large number of Government entities at Central Government level, autonomous bodies appointed by central government as well as at the state level and local self government level has created a wide variety of levels of education with varied foci. There is a need for a central body to monitor and ensure a bare minimum level of quality standard in all these education Institutions as well as some yardsticks of grading them after a scientific international standard of evaluation by a nationally and internationally recognized body. Uniform and standardized grading will provide an opportunity to allow students, parents and the corporate to make an informed decision. It is precisely with this objective that the Ministry of Human Resource Development of the Government of India has envisaged "National Board of Accreditation" to provide a scientific and systematic base of evaluation for various institutions and Courses in a holistic manner, covering every aspect of world class quality education on a specific measurable scale. This can act as a guideline for the students, their parents and the corporate to choose the right kind of Institution. To motivate the Institutions to opt for this evaluation, the government has been giving many benefits to the accredited institutions, like permission to charge higher fees to maintain high standards of education, support for expansion, research activities etc. However, the Government needs to sensitize-through advertising - the society, students and the corporate by creating awareness and usefulness of accreditation and the grading of institutions and courses so that this rating becomes the universally accepted basis regarding the educational and overall quality standard of the accredited institutions and Courses.

Apart from the macro level, the situation prevailing at the micro level also warrants an established measurable standard for the institutions to assess their own performance and continually improve the same to enable individuals to obtain world class education. Private education market in India is merely 5% although in terms of value it was estimated to be worth \$40 billion in 2008 and will increase to \$68 billion by 2012. However, India continues to face some challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach Institutions of higher learning, and just 7% become graduates. http://en.wikipedia.org/wiki/Education_in_India - cite note-BBC-3 As of 2008, India's post-secondary Institutions of higher education offer only enough seats for 7% of India's college-age population, almost 50% of higher education teaching positions nationwide are vacant, and 57% of college professors lack either a master's or Ph.D degree. As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these Institutions face big shortage of faculty and concerns have been raised over the quality of education.

India's education system turns out millions of graduates each year, thousands skilled in IT, Engineering, Management and other disciplines. This manpower advantage has provided tremendous impetus to India's recent economic advance, but it also masks deep-seated problems within India's education system. While India's demographics are generally perceived to give it an edge over other countries' economies (India will have a youthful population when other countries have ageing populations), if this advantage is restricted to small, highly educated elite, the domestic political ramifications could be severe. With 35 per cent of the population under the age of 15, India's education system faces numerous challenges.

Successive governments have pledged to increase the spending on education to 6 per cent of the GDP, but actual spending has hovered around 4 per cent for the last few years. While at the top end, India's business Institutions and engineering institutions like Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and Universities produce globally competitive graduates, Engineers and Management post graduates, primary and secondary Institutions, particularly in rural areas, struggle to find adequate teaching staff. The much needed fast growth of educational institutes to cope up with the demand in the country unless controlled by a sound system of evaluation, grading and accreditation system may lead to a drastic drop in academic standards of these upcoming institutions, thereby tarnishing the image of Indian education system. Therefore, it has become imperative for the Government of India to come up with a sound scientific and well accepted form of accreditation policy that is easily understood and that is implementable under the aegis of the National Board of Accreditation (NBA).

2.4 Purposes of Accreditation

The purpose of the accreditation by NBA is to promote and recognize excellence in technical education in colleges and universities—at both the undergraduate and post graduate levels—through specialized accreditation. Institutions, students, employers, and the public at large all benefit from the external verification of quality provided through the NBA accreditation process. They also benefit from the process of continuous quality improvement that is encouraged by the NBA's developmental approach to promoting excellence in technical education.

Through accreditation, the following main purposes may be served:

- support and advice to technical Institutions in the maintenance and enhancement of their quality of provision
- confidence and assurance on quality to various stakeholders including students
- assurance of the good standing of an Institution to government departments and other interested bodies
- enabling an Institution to state publicly that it has voluntarily accepted independent inspection and has satisfied all the requirements for satisfactory operation and maintenance of quality in education.

2.5 Benefits and Significance of Accreditation

The process of accreditation helps in realizing a number of benefits, such as:

- Helps the Institution to know its strengths, weaknesses and opportunities.
- Initiates Institutions into innovative and modern methods of pedagogy
- Gives Institutions a new sense of direction and identity.
- Provides society with reliable information on quality of education offered.
- Promotes intra and inter-Institutional interactions.

Accreditation signifies different things to different stakeholders. These are:

2.5.1 AICTE Research Funding and Benefits of Additional Seats

NBA accredited Institutions may be preferred by funding agencies for releasing grants for research as well as expansion etc.

It signifies that the Institutional performance is based on assessment carried out through a independent competent body of quality assessors, with strengths and weaknesses emanating as a feedback for policy-making.

2.5.2 Benefits to Institutions

Accreditation is market-driven and has an international focus. It assesses the characteristics of an Institution and its programmes against a set of criteria established by National Board of Accreditation.

NBA's key objective is to contribute to the significant improvement of the Institutions involved in the accreditation process. Accreditation process quantifies the strengths, weaknesses in the processes adopted by the Institution and provides directions and opportunities for future growth.

NBA provides a quality seal or label that differentiates the Institutions from its peers at the national level. This leads to a widespread recognition and greater appreciation of the brand name of Institutions and motivates the Institutions to strive for more.

2.5.3 Benefits to Students

Students studying in NBA accredited Institutions can be assured that they will receive education which is a balance between high academic quality and professional relevance and that the needs of the corporate world are well integrated into programmes, activities and processes. It signifies that he has entered the portals of an Institution, which has the essential and desirable features of quality professional education.

2.5.4 Benefits to Employers

Accreditation assures prospective employers that students come from a programme where the content and quality have been evaluated, satisfying established standards. It also signifies that the students passing out have acquired competence based on well established technical inputs.

2.5.5 Benefits to the Public

Accredited status represents the commitment of the programme and the Institution to quality and continuous improvement.

2.5.6 Catalyst for International Accreditations

Due to accreditation from NBA, the Institution's systems and procedures get aligned with the Institution's Mission and Vision. All essential prerequisites for international accreditation are included in the accreditation process of NBA. Therefore, NBA acts as a catalyst for the Institutions planning to acquire International Accreditation.

2.5.7 Benefits to Industry and Infrastructure Providers

It signifies identification of quality of Institutional capabilities, skills and knowledge.

2.5.8 Benefits to Parents

It signifies that their ward goes through a teaching-learning environment as per accepted good practices.

2.5.9 Benefits to Alumni

It reassures alumni that alumni are products of an institute with a higher standing in terms of learning.

2.5.10 Benefits to Country

Accreditation helps in gaining confidence of stakeholders and in giving a strong message that as a country, our technical manpower is of international standards and can be very useful in enhancing the global mobility for our technical manpower.

2.6 The Impact of Accreditation

The purpose and impact of accreditation goes far beyond quality assurance of an Institution/ programme. Major impacts of accreditation system are summarized below

- Encourages quality improvement initiatives by Institutions,
- Improves student enrollment both in terms of quality and quantity,
- Helps the Institution in securing necessary funds,
- Enhances employability of graduates,
- Facilitates transnational recognition of degrees and mobility of graduates and professionals,
- Motivates faculty to participate actively in academic and related Institutional / departmental activities,
- Helps create sound and challenging academic environment in the Institution, and
- Contributes to social and economic development of the country by producing high quality technical manpower.

2.7 The need of Accreditation

Accreditation of educational Institutions/programmes is a global practice and its need has been felt by various developing and developed countries for one or more of the following purposes.

- Funding decisions
- State recognition of qualification/ certification of professionals
- Accountability of Institutions to stakeholders
- Encouraging self improvement initiatives by Institutions
- Quality assurance of educational programme

Accreditation may be summarized as a process, based on professional judgment, for evaluating whether or not an educational Institution or programme meets specified standards of educational quality. Its primary purpose is to assure prospective students and public that graduates of an Institution, conducting various programmes, have achieved a minimum level of competence in their chosen fields of study, thus serving as a form of consumer protection. In many countries, accreditation is the legal responsibility of ministry of education or other governmental agencies.

3.Process of Accreditation

3.1 Accreditation and NBA

Improvement of quality of technical education provided by various Institutions in the country is an urgent need in view of globalization of national economy and international mobility of graduates in connection with higher studies or employment or both. Though the responsibility of quality improvement primarily lies with the Institutions themselves, the role of external quality assurance agencies is to stimulate the process of quality improvement by the Institutions besides informing its various stakeholders about the status of an Institution on the quality scale.

NBA is a leader in outcome-based assessment and accreditation in India, in which excellence in technical education is evaluated based on the results of the assessment of educational outcomes, rather than on prescriptive input standards. NBA believes that educational quality must be measured by outcomes rather than inputs, because inputs do not necessarily correlate with quality outcomes, since the quality of outcomes is dependent not only on inputs, but also on the processes used by the Institution and its programmes to convert inputs in to outcomes. The only accurate way to measure excellence in technical education, therefore, is through the assessment of educational outcomes.

Because of the essential role that educational processes play in determining educational outcomes, NBA has developed accreditation principles based on best practices in education. These principles promote excellence through a benchmarking process, which is helpful in determining why an Institution is, or is not, able to achieve its mission and broad-based goals, and in interpreting the results of the outcomes assessment process.

NBA follows the standard practice for assessment of the Institutions and the programmes offered by them for accreditation, through spot visit of the applicant Institution by a team of evaluators/assessors led by an eminent person in the field, who is designated as chairperson of the team. The team prepares its report as per laid down parameters/norms/standards etc. and submits it to NBA.

Evaluation Team's report is then processed at the NBA and placed before an Accreditation Evaluation Committee (AEC) comprising Evaluators in the relevant disciplines. If any further clarification is required, the chairperson/evaluators will be called over phone or through video conference. AEC submits its recommendations, which are arrived at on the basis of the report of the visiting Evaluation Team to the Executive Committee of NBA", which upon consideration of the report/recommendation, takes a decision regarding the grant of accreditation to the programme concerned offered by the applicant Institution. Institutions denied accreditation have an opportunity to appeal.

Securing independent accreditation that NBA offers is a great milestone for the Institutions as it represents the culmination of many months of self-evaluation, preparation and self-improvement. Assessing an institute's own provision against NBA's standards, applying for accreditation and undergoing the subsequent rigorous inspection is intended to be a challenge, but one which is rewarding in its own right and not merely a means to an end.

NBA is committed to a developmental approach to excellence in technical education. NBA and its members function in a collaborative and cooperative manner, encouraging each other toward higher levels of quality in technical education.

3.2 Scope of Accreditation and General Policy

NBA accredits programmes and not departments.

This is especially important for promoting a healthy competition for quality achievement among the different programmes of the same Institution, as well as among similar programmes in different Institutions.

Application for accreditation submitted by an institution contains data, information etc. existing at the time of making application. Therefore, it is essential for the institution to notify NBA any significant change(s) that take place or are planned, so that students and other interested parties can be confident that the accreditation given is based on comprehensive and current evaluation of the programme/institution. Accreditation will be considered for the following:

Sr.No.	Programmes (Diploma/UG/PG)
1	Engineering & Technology
2	Management
3	Pharmacy
4	Architecture, Applied Arts and Crafts
5	Computer Applications
6	Hospitality and Tourism Management

The NBA operates a two-tier system of accreditation for various technical Programmes. Having discussed with stakeholders, it has been decided to accredit the programmes under any one of the two categories namely TIER-I and TIER-II .

The NBA has a two-tier system of accreditation for Technical Programmes including undergraduate engineering programmes. Having discussed with stakeholders, it has been decided to prepare two separate Manuals (TIER-I and TIER-II) for Accreditation. The Tier –I document is made applicable to the engineering/technology programmes offered by academically autonomous institutions and by university departments and constituent colleges of the universities, whereas, the Tier-II documents is for the non-autonomous institutions, i.e., those colleges and technical institutions which are affiliated to a university. In both TIER-I and TIER-II documents, the same set of criteria have been prescribed for accreditation. In the TIER-I document, the criteria which are based on outcome parameters have been given more focus, whereas in the TIER-II document, the focus for outcome based criteria has been reduced, significantly, thereby enhancing the focus on the output-based criteria.

The eligibility norms for the institutions in relation to applying accreditation under Tier-I and Tier-II are provided below.

TIER-I: Technical Programmes offered by,

- Institutions of National importance (All Indian Institute of Technology (IIT), Indian Institute of Science (IISc), Indian Institute of Information Technology Design and Manufacturing (IIITDM), Indian Institute of Science Education and Research (IISER) and Indian Institute of Information Technology (IIIT).
- National Institutes of Technology (NITs)
- Central Universities (Universities established by or under Act enacted by Parliament of India)
- State Universities (Universities established by or under legislation enacted by legislature of concerned states).

- Private Universities (Universities established by or under legislation enacted by state legislative but promoted by private trusts, societies as companies under section 25 of Indian companies act and regulated under the UGC (Establishment and Maintenance of Standards in Private Universities) Regulations, 2003
- Deemed-to-be Universities (Institutions declared as deemed to be Universities by Central Government on the recommendation of UGC under section 3 of the UGC Act 1956).
- Institutions declared as Autonomous. UGC Act, empowers the UGC to declare, well established and performing affiliated colleges as autonomous college. Such colleges on declaration as autonomous college, enjoys academic autonomy and can develop their own programmes courses and assessment tools and methods. These could be:
 - Autonomous Government Colleges
 - Autonomous Government Aided Colleges
 - Autonomous Private/Self Financing Colleges

TIER-II: Technical Programmes offered by,

The affiliated colleges, which constitutes affiliating system do not enjoy the privileges and have to deliver the courses prescribed by universities to which they are affiliated. Affiliated colleges can only run the programmes designed by the universities. In other words, affiliated colleges offer programmes on behalf of universities, which are only empowered to examine the enrolled students for award of degree. Non-Autonomous Institutions affiliated to a University

- Government Colleges
- Government Aided Colleges
- Private/Self Financing Colleges

The accreditation status granted by NBA under Tier –I or Tier – II format is distinguishable in the letters communicating status of accreditation, website as well as on Accreditation Certificates. Once NBA acquires permanence signatory status of Washington Accord, only the UG engineering programmes accredited under Tier –I (after seeking full signatory status) would come under the ambit of Washington Accord.

.The following general policies will be the guiding principles for the accreditation of programmes:

1. Programmes, and not Educational Institutions, will be accredited.
2. Programmes will be considered for assessment and accreditation only at the written request of the educational institution and after agreeing to abide by the NBA's accreditation manual, rules, regulations and notification issued from time to time.
3. The institution will have to pay accreditation fee as prescribed from time to time by NBA.
4. The institution will send Self-Assessment Report (SAR) in the prescribed format in respect of each programme to be accredited.
5. Programmes to be accredited should be offered by an educational Institution which has been formally approved as an educational Institution by the AICTE or the concerned regulatory authority. The programme to be accredited should also have the approval of AICTE, except those offered by universities/deemed universities.

6. The title of a programme to be accredited shall be the same as - shown on the graduating student's certificate and transcript. All routes leading to the completion of the programme will have to satisfy the accreditation criteria. An evening or part-time programme may also be accredited along with the regular full-time on-campus programme provided it offers the same curriculum and processes, laboratory facilities and physical learning environment and same standards of grading.
7. The total credits to be earned for the award of the degree shall be uniformly distributed in the various academic years of the programme to the extent possible.
8. Programmes from which at least two batches of students have graduated will be considered for accreditation. However, new programmes could be considered as a special case on merits for Pre-Accreditation.
9. Programmes will be evaluated in accordance with the accreditation criteria given for various categories of the programmes. Accreditation will be based on satisfying the minimum standards.
10. A two/three days onsite visit shall be a part of the accreditation process. An evaluation team appointed by the NBA will carry out the evaluation of the programme. The evaluation team consists of one (or) two evaluators for each programme and is headed by a Chairperson. The institute shall propose such set of dates for the visit when the regular classes and all academic activities are on.
11. The final decision made by the NBA will be communicated to the educational institution, together with comments which portray strengths, weaknesses and scope for improvement. In the event that a programme is not accredited, reasons for the decision will also be given. If accreditation is denied and if the educational institution wishes, it may appeal against the decision to the Appellate Committee (AC).
12. Accreditation of a programme will normally be granted for a specific term based on the recommendations of the concerned Evaluation and Accreditation Committee. If there is uncertainty as to the status, nature or future of the programme, or some weaknesses exist which call for a review at a shorter interval, provisional accreditation may be granted for two academic years.
13. After accreditation, the institutions are expected to submit their annual self-assessment report to eNBA online. If any aspect of the programme is found to be sufficiently unsatisfactory and/or does not comply with norms, the NBA reserves the right to revoke the accreditation. If necessary, the NBA may appoint a maximum of two members to form an Evaluation Team to act as mentors at the request of institution. The mentor(s) may visit the educational institution at its request for mentoring purposes and provide report to the NBA on their findings for each visit. The educational institution will bear the expenses of the visit and pay honorarium to the mentors as prescribed by the NBA.
14. All correspondence between the educational Institution and NBA as well as information as to whether a programme from an educational Institution is being considered for accreditation, are to be classified as confidential and may not be released to any unauthorized persons except with the written permission from the educational Institution.

3.3 Accreditation at Different Time Points

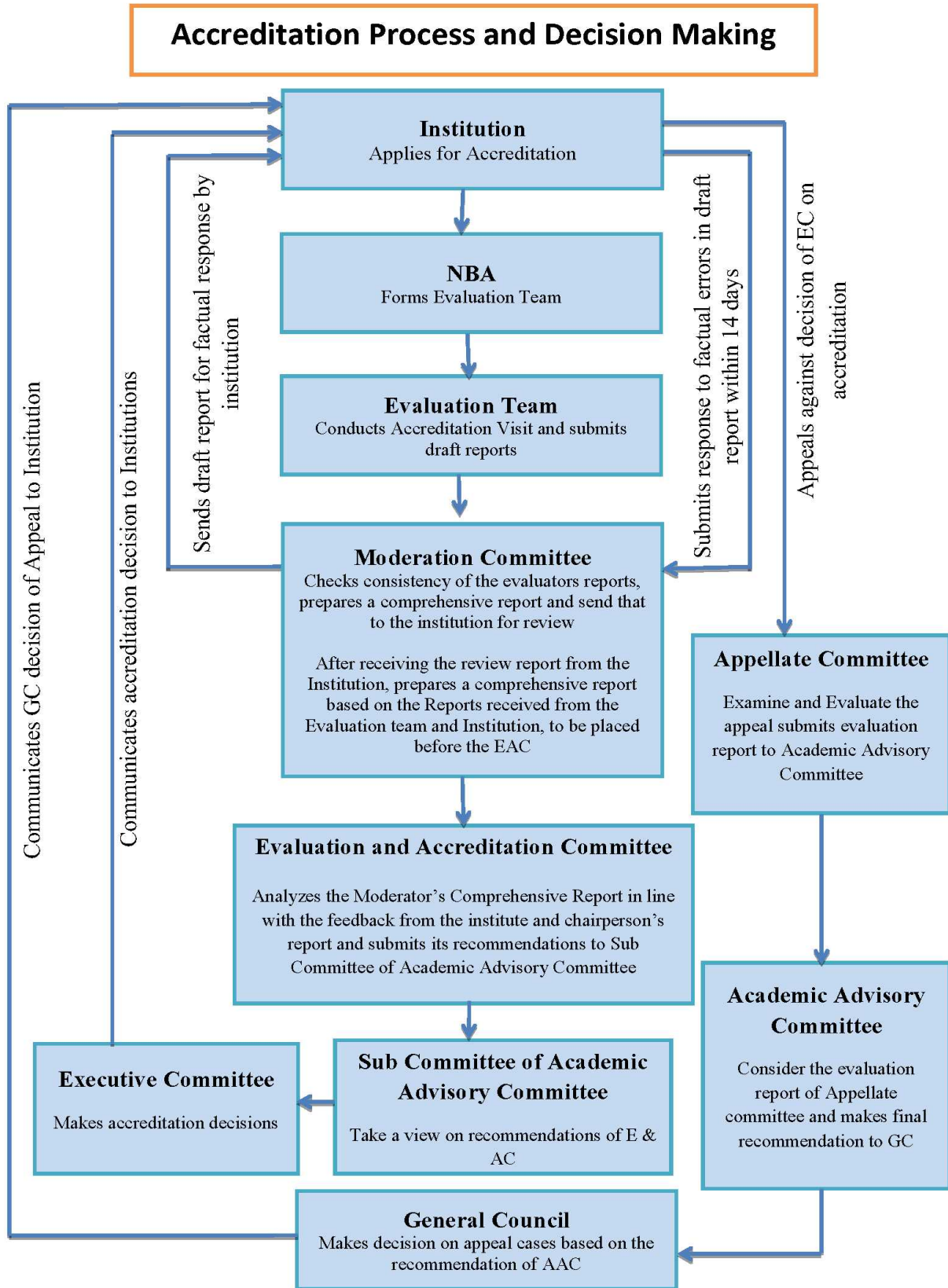
Since its inception, NBA has been carrying the accreditation process as per the prevailing approved norms. In this ongoing process, it is noted that institutes in the country are at various stages of accreditation. In order to streamline the process, and provide an

understanding regarding the set of norms and standards applying which the programs of an institution are accredited, it is proposed that the accreditation status accorded to the programmes be categorized as per the details given below:

Sr. No.	Period of accreditation	Version	Remarks
For Diploma Engineering Programmes			
1.	2004 to Dec, 2012	I	Regulated by the existing NBA norms and standards
2	Jan. 2013 onwards	II	To be regulated by the new NBA norms and standards
For UG Engineering Programmes			
1	Before June 2009	I	Regulated by the old NBA norms and standards
2	Between June 2009 to June 2011	II	Regulated according to intermediate norms and standards
3	July 2011 – Dec.. 2012	III	Regulated by revised standards
4	Jan. 2013 onwards	IV	To be regulated by the new NBA norms and standards
For PG Engineering Programmes			
1.	2004 to Dec. 2012	I	Regulated by the existing NBA norms and standards
2	Jan. 2013 onwards	II	To be regulated by the new NBA norms and standards
For Management Programmes			
1.	2004 to Dec. 2012	I	Regulated by the existing NBA norms and standards
2	Jan. 2013 onwards	II	To be regulated by the new NBA norms and standards
For Pharmacy Programmes (Diploma, UG and PG)			
1.	2004 to Dec.2012	I	Regulated by the existing NBA norms and standards
2	Jan. 2013 onwards	II	To be regulated by the new NBA norms and standards
For MCA Programmes			
1.	2004 to Dec. 2012	I	Regulated by the existing NBA norms and standards
2	Jan. 2013 onwards	II	To be regulated by the new NBA norms and standards

3.4 NBA Accreditation Process

The following flow diagram illustrates the various steps involved in the NBA accreditation process.



Accreditation is based on the assessment of the full range of an Institution's provision and also requires evidence that the management will maintain acceptable standards during the period of accreditation and operate within the requirements of NBA

The accreditation process, whether for a first accreditation or re-accreditation, broadly involves the following activities.

1. The institution submits the SAR for the programmes applied for accreditation.
2. NBA constitutes the visiting team which comprises one Chairperson and 2 evaluators for each of the programme. (Maximum 5 programmes in a single visit)
3. Based on the SAR, Chairperson and evaluators prepare the Pre-visit report and on the scheduled dates visit is being conducted as per schedule and guidelines and the visiting team submits the visit report. The Chairperson and evaluators of the visiting team may use guidelines (inform of point) for the purpose of formulation of their views about strengths, weakness, concerns, deficiency and observations etc. about the programme concerned.
4. NBA receives the Pre-visit report and Visit reports along with the comprehensive report of the Chairperson and sends it to Moderation Committee. Moderation Committee for the sake of consistency initially prepares a draft report based on Reports submitted by the Evaluation Team and sends the same to the institution and Chairperson.
5. Institution submits its response to factual errors, if any, in draft report within 14 days to NBA.
6. Moderation Committee prepares a Comprehensive Report (Moderated version) in line with the feedback from the institution, Pre-visit, Visit report and along with the report of the Chairperson of the visiting team.
7. Moderation Committee submits the comprehensive report to EEAC which in turn deliberates over the Moderation Committee's Comprehensive Report and submits its recommendation to Engineering Sub Committee of Academic Advisory Committee (AAC).
8. Engineering Sub Committee of Academic Advisory Committee takes a view on the recommendation of EEAC to ensure consistency further and submits its final recommendation to EC.
9. Based on the recommendation of Engineering Sub Committee of AAC, EC takes decision on grant of the Accreditation to a particular programme. This is conveyed to the institution.
10. If the institution is not satisfied with the EC's decision of Accreditation, then the institution can make an appeal against the decision of EC. The appeal is placed before the Appellate Committee.
11. Appellate Committee examines and evaluates the appeal and submits its evaluation report to Academic Advisory Committee (AAC).
12. AAC considers the evaluation report of Appellate Committee and makes its final recommendation to GC.
13. GC takes the decision on appeal cases based on the recommendation of AAC.

Generally, the steps involved in the accreditation process are as follows:

3.4.1 Institution Registration

An institution may apply for registration online with the institution's basic information and receive temporary login credentials. The institution shall login with temporary login credentials to complete the institution's profile and then submit to the NBA for review. The registration details shall be reviewed by the NBA officials, and the feedback review (Approval, Refer Back or Rejection) shall be communicated to the institution. The institution shall make the online payment of the registration fee. Once the institution has paid the registration fee, the institution will be registered with eNBA by receiving a permanent User ID and Password for further correspondence. The registered institution will be able to view its online repository.

3.4.2 Apply for Accreditation

The institution registered with the NBA can apply for accreditation by logging on to its account and filling in the online application form. The NBA official shall review (Approval, Refer Back or Reject) the eligibility of the application under Tier-1, and once the accreditation application has been approved, the institution will be asked to submit the prescribed fee.

- Upon verification of accreditation fee payment made by the institution and eligibility of the institution under Tier-I, the eSAR link will get activated to be filled by the institution.
- On submission of eSAR and five sets of dates for on-site visit by the institution, Evaluation Team will get constituted through e-NBA wherein the due consideration is given to code of conduct/conflict of interest.
- If the accreditation of a programme is about to expire, then the institution has to apply for accreditation by submitting an online application at least 5 months before the expiry of the current accreditation

3.4.3 Pre-visit Activities

- The eSAR will be made available at the respective login of the programme evaluators in the e-NBA web portal at least 15 days before the on-site visit.
- The programme evaluator shall submit the pre-visit evaluation report to the Chairperson of the Evaluation Team based on the information provided in the eSAR by the institution. This should be submitted before on-site visit.
- Member of evaluation team shall contact NBA for any institutional/programme details while preparing the pre-visit evaluation report. At any circumstance, the member of evaluation team should not contact institution directly.

3.4.4 Activities during visit

- As per the visit schedule, given by NBA the evaluation team shall conduct visit at the institution for three days.
- The members of evaluation team shall meet at the hotel on Day-0 and shall have a meeting which will be chaired by Chairperson of the evaluation team to review the pre-visit evaluation reports submitted by the programme evaluators for all programmes and to identify a road map for the scheduled visit.
- Each programme evaluator of respective programme shall submit the Day-wise report to Chairperson on each day.
- On completion of the Day-0, Day-1 and Day-2 activities, mentioned in the visit schedule, by the Chairperson/programme evaluators, the exit meeting will be chaired by the Chairperson in the presence of all the members of the evaluation team at the institution on Day-3. Management representative/Head of the institution/Dean/HOD/Programme coordinator/Senior faculty members shall attend the meeting.
- The members of the evaluation team shall read the preliminary findings of programme evaluation with the key officials of the institution during the exit meeting.

Programme evaluators shall submit Programme Evaluation Worksheet A and B along with programme summary to the chairperson online immediately after the exit meeting. Chairperson shall submit Executive summary and programme-wise consolidated evaluation report to NBA online within five days from the date of exit meeting.

3.4.6 Final Accreditation Report

The programme-wise consolidated reports along with the Executive Summary of Chairperson and Programme Evaluators will be intimated to the moderation committee of the EAEC for the suitable editing of the document before sharing with the institution. The institution shall respond to NBA by submitting the information vis-à-vis factual error within 10 days from the date of intimation of the report. The response of the institution along with report of the evaluation team will be sent to the moderation committee at NBA to prepare the final dossier to be placed before the EAEC

The EAEC shall review the final dossier. Based on the shortcomings (concern/weakness/deficiency) prevailing in the criterion and analysing the consequences of the shortcomings if unattended, the EAEC shall make its recommendations to sub-committee of AAC. The sub-committee of the AAC shall also review the recommendations of the EAEC and submits its decision on accreditation to EC. NBA shall intimate the decision on accreditation, approved by the EC, to the institution.

Whatever the outcome, the inspection report will be released to the Institution along with the decision of the EC. The accreditation status of the programmes of the Institution will be published on NBA's website.

3.4.7 Follow-Up Action

After award of accreditation, the institutions are expected to submit their annual self-assessment report to eNBA online. If any aspect of the programme is found to be sufficiently unsatisfactory and/or does not comply with norms, the NBA reserves the right to revoke the accreditation. If necessary, the NBA may appoint a maximum of two members to form an Evaluation Team to act as mentors at the request of institution. The mentor(s) may visit the educational institution at its request for mentoring purposes and provide report to the NBA on their findings for each visit. The educational institution will bear the expenses of the visit and pay honorarium to the mentors as prescribed by the NBA.

If there are requirements which need follow up action as a condition for accreditation, NBA will require the institution to submit a report after a specified period which could be any duration up to the next accreditation period. The specified period will vary depending on the nature of the requirement. NBA may also require follow-up visit to review the actions taken by the institution.

3.4.8 Application for Re-Accreditation

If an institution wants to apply for re-accreditation of its programmes, it must apply for the same 5 months before expiry of accreditation given earlier. It will then undergo further full exercise as applicable for obtaining first accreditation i.e. on site visit by the Evaluation Team, consideration of the evaluation Team report by the Accreditation Evaluation Committee and consideration of recommendations of AEC and taking decision thereon by the Executive Committee of NBA. The EC may award accreditation for another 5 years, provisional accreditation for two years, defer a decision pending the resolution of minor issues or decide not to accredit the programme.

The Institutions not awarded highest status, are expected to follow the recommendations and directions of the NBA within the stipulated time and re-apply for accreditation.

The institutions can also make appeal against the decision of NBA within 30 days of receipt of the same giving specific grounds/reasons and by paying prescribed appeal fee. Decision on the appeal will be taken by the General Council of NBA.

3.5 Timelines

The following is the desired timeline for completing the entire process of accreditation. NBA will strive to meet the targeted datelines.

No.	Activity	Expected duration of the activity
1	Concerned institute applies for accreditation by submitting application along with fact sheet.NBA processes the information and confirms eligibility status	Within one month of the receipt of application from the Institution
2	Requisite fees along with the Self-assessment report (SAR)	Institution may take about 2-3 months
3	ET visit is scheduled	Within 12 months of finish of activity at No. 2
4	ET visit to the institute	2 to 3 days
5	ET submits its evaluation report	Within one week or 7 working days after the conclusion of the visit
6	Moderation Committee receives the visit report and prepares the moderated version of it and send it to the Institute	2 to 3 days after receiving the report
7	Institute reviews the report and send it back to NBA	With in 15 days of receipt of the report
8	Moderation Committee prepares the comprehensive report to be placed before the EAC	2 to 3 days after receiving the report
6	EAC meets and gives recommendation	Within 2 months of the Evaluation Team's submission
7	EAC recommendation is placed before EC	Within 3-4 months of the availability of EAC's recommendation
8	Decision of EC is communicated to the institution /college	Within 5 working days after receiving the minuted decision of EC
9	Institution may file a representation/appeal, in case institution is not satisfied with the EC decision	Within one month of receipt of NBA decision
10	The appeal is examined by the Appellate Authority	Within 2 months of conclusion activity at No. 9
11	Appellate Authority recommendation is placed before GC	Subsequent meeting of GC
12	Decision of GC is communicated to the institution /college	Within 5 working days after receiving the minuted decision of GC

4. Self-Assessment Guidelines

4.1 Self-Assessment Process

The management of the Institution should provide information on aims of SAR of its role in the entire process of accreditation and standards and criteria of visit against which the Institution is being evaluated. All the stakeholders should be involved and should participate in the entire process.

The following actions are recommended in designing and implementing the Self-Assessment process:

- i. Institution should appoint a project leader and an accreditation committee to manage the process and draft the report.
- ii. At an early stage, the management will need to provide a full explanation within the aims of the Self-Assessment exercise and of the standards against which the institution is measuring itself in the first instance. The assessment process should involve all key stakeholders, who will need to understand the process if they are to contribute fully to the implementation of a plan for a rigorous Self-Assessment.
- iii. Methodology: A detailed plan for conducting the Self-Assessment will need to be developed within a short time after receiving communication in this regard. Institution will be required to develop a plan that meets its own specific needs.

Self-Assessment process is expected to be completed preferably within three months. In order to meet this objective, the institution will need to establish a detailed project plan containing details of the main stages of the assessment, methods to be employed, key issues to be addressed, roles and responsibilities of the participants, as well as time frames.

Having decided the methodology for Self-Assessment and the initial format of the report, the institution will need to determine the information and documents to be collected. It is useful to identify the key sources of information and allocate the responsibilities clearly. The institution should seek to use a wide variety of sources to include internal and external reports, special surveys, interviews, and feedback.

As soon as NBA declares an institution to be eligible, the institution should commence the process for preparation of a Self-Assessment Report (SAR). In drafting the SAR, the institution should refer to relevant NBA standards and criteria.

SAR should be based on self-introspection and should not be promotional in nature. This process facilitates the institute to judge the overall effectiveness of its own processes. It should be careful in compiling data, information and its interpretation.

4.2 Guide for Preparation of Self-Assessment Report

The SAR consists generally two parts namely Part-A and Part-B. Part-A mainly seeks general information about the institute and department / programme. Part-B seeks information based on 9 broad criteria developed through a participatory process involving experts from reputed national-level technical institutions, industries, R&D organisations and professional bodies. Each criterion relates to a major feature of institutional activity and its effectiveness. The criteria have been formulated in terms of parameters, including quantitative measurements that have been designed for maximally objective assessment of each feature.

The technical programme to be accredited or re-accredited will have to satisfy all the criteria during the full term of accreditation. The educational institution should periodically review the strengths and weaknesses of the programme and seek to improve standards and quality continually, and to address deficiencies if any aspect falls short of the standards set by the accreditation criteria. During the full term of accreditation, the institutions are required to submit their annual self-assessment report to eNBA online.

The definitions of the terms used in this manual are as follows:

- (a) Mission and Vision statement -- Mission statements are essentially the means to achieve the vision of the institution. For example, if the vision is to create high-quality engineering professionals, then the mission could be to offer a well-balanced programme of instruction, practical experience, and opportunities for overall personality development. Vision is a futuristic statement that the institution would like to achieve over a long period of time, and Mission is the means by which it proposes to move toward the stated Vision.
- (b) Programme Educational Objectives (PEOs) – Programme educational objectives are broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve.
- (c) Programme Outcomes (POs) – Programme Outcomes are narrower statements that describe what students are expected to know and be able to do upon the graduation. These relate to the skills, knowledge, and behaviour that students acquire in their matriculation through the programme.
- (d) Course Outcomes (COs) -- Course Outcomes are narrower statements that describe what students are expected to know, and be able to do at the end of each course. These relate to the skills, knowledge, and behaviour that students acquire in their matriculation through the course.
- (e) Assessment – Assessment is one or more processes, carried out by the institution, that identify, collect, and prepare data to evaluate the achievement of programme educational objectives and programme outcomes.
- (f) Evaluation – Evaluation is one or more processes, done by the evaluation team, for interpreting the data and evidence accumulated through assessment practices. Evaluation determines the extent to which programme educational objectives or programme outcomes are being achieved, and results in decisions and actions to improve the programme.
- (g) Mapping – Mapping is the process of representing, preferably in matrix form, the correlation among the parameters. It may be done for one to many, many to one, and many to many parameters.

The details which are to be furnished under each accreditation criterion are outlined below.

Criterion 1- Vision, Mission and Programme Educational Objectives (PEOs)

Each technical programme to be accredited or re-accredited should have:

- i) published department vision and mission, and programme educational objectives that are consistent with the mission of the educational institution as well as criteria 2 to 9 listed below, and
- ii) the PEOs should be assessable and realistic within the context of the committed resources. The comprehensive list of various stakeholders of the programme, who have been involved in the process of defining and redefining the PEOs, is to be provided. While framing the PEOs,

the following factors are to be considered:

- The PEOs should be consistent with the mission of the institution.
- All the stakeholders should participate in the process of framing PEOs.
- The number of PEOs should be manageable.
- It should be based on the needs of the stakeholders.
- It should be achievable by the programme.
- It should be specific to the programme and not too broad.
- It should not be too narrow and similar to the POs.

For example, the PEOs of an academic programme might read like this:

- Statement of areas or fields in which the graduates find employment
- Preparedness of graduates to take up higher studies

The programme shall provide how and where the department vision and mission and the PEOs have been published and disseminated. It should also describe the process that periodically documents and demonstrates that the PEOs are based on the needs of the stakeholders of the programme. The programme shall demonstrate how the PEOs are aligned with the mission of the department /institution.

The PEOs are reviewed periodically based on feedback of the programme's various stakeholders. For this purpose, there should be in place a process to identify and document relationships with stakeholders (including students) and their needs, which have to be adequately addressed when reviewing the programme curriculum and processes. Justifications shall be provided as to how the composition of programme curriculum contributes towards attainment of the PEOs defined for the programme. Also, it is expected to expound how the administrative system helps the programme in ensuring the attainment of PEOs. There should be enough evidence and documentation to show the achievement of the PEOs set by the institution with the help of the assessment (indicate tools and how they are used) and evaluation process that have been developed. Also, show that this continuous process leads to the revision or refinement of the PEOs. The institute shall provide the required information for assessment, evaluation and review methods to evaluate the attainment of the PEOs as per the format given in the SAR. If the institute wishes to provide additional information, it will include that information in a suitable format wherever necessary.

Criterion 2- Programme Outcomes

Graduates Attributes (GAs) form a set of individually assessable outcomes that are the components indicative of the graduate's potential to acquire competence to practice at the appropriate level. The GAs are exemplars of the attributes expected of a graduate from an accredited programme. NBA has defined the Graduate Attributes for each discipline (UG Engineering, PG Engineering, Diploma Engineering, UG and PG Pharmacy, MCA, MBA etc.,). For example, NBA's Graduate Attributes of UG engineering programme are as follows:

1. Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialisation to the solution of complex engineering problems.

2. Problem analysis: Identify, formulate, research literature, and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
3. Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
4. Conduct investigations of complex problems: The problems
 - that cannot be solved by straightforward application of knowledge, theories and techniques applicable to the engineering discipline. *
 - that may not have a unique solution. For example, a design problem can be solved in many ways and lead to multiple possible solutions.
 - that require consideration of appropriate constraints/requirements not explicitly given in the problem statement. (like: cost, power requirement, durability, product life, etc.).
 - which need to be defined (modeled) within appropriate mathematical framework.
 - that often require use of modern computational concepts and tools.#

**(Different from most problems at the end of chapters in a typical text book that allow more or less simple and direct approach àSince this explains what is meant in more detail, could be put into training or supplementary material).*

(For example, in the design of an antenna or a DSP filter àExamples could be put into supplementary notes.)

5. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.
6. The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
7. Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
8. Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
9. Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
10. Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
11. Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
12. Life-long learning: Recognise the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

The POs formulated for each programme by the institute must be consistent with the NBA's Graduate Attributes. The POs must foster the attainment of the PEOs.

The programme shall indicate the process involved in defining and redefining the POs. It shall also provide how and where the POs are published and disseminated. It should also describe the process that periodically documents and demonstrates that the POs are based on the needs of the stakeholders of the programme. The extent to which and how the POs are aligned with the Graduate Attributes prescribed by the NBA shall be provided. The correlation between the POs and the PEOs is to be provided as per the format given in the SAR in order to establish the contribution of the POs towards the attainment of the PEOs.

Precise illustrations of how course outcomes, modes of delivery of the courses, assessment tools are used to assess the impact of course delivery/course content, and laboratory and project course work are contributing towards the attainment of the POs shall be given by the programme.

The attainment of POs may be assessed by direct and indirect methods. Direct methods of assessment are essentially accomplished by the direct examination or observation of students' knowledge or skills against measurable performance indicators. On the other hand, indirect methods of assessment are based on ascertaining opinion or self-report. Rubric is a useful tool for indirect assessment. A rubric basically articulates the expectations for students' performance. It is a set of criteria for assessing students' work or performance. Rubric is particularly suited to programme outcomes that are complex or not easily quantifiable for which there are no clear "right" or "wrong" answers or which are not evaluated with the standardised tests or surveys. For example, assessment of writing, oral communication, or critical thinking often require rubrics. The development of different rubrics and the achievement of the outcomes need to be clearly stated in the SAR.

The results of assessment of each PO shall be indicated as they play a vital role in implementing the Continuous Improvement process of the programme. The institute shall provide the ways and means of how the results of assessment of the POs improve the programme in terms of curriculum, course delivery and assessment methods and processes of revising/redefining the POs.

Criterion 3- Programme Curriculum

Programme curriculum that leads to the attainment of the PEOs and the POs must be designed. The programme shall provide how its curriculum is designed, published, and disseminated. The structure of the curriculum, which comprises course code, course title, total number of contact hours (lecture, tutorial and practical) and credits is to be provided. Flow diagram that shows the prerequisites for the courses shall also be provided. Each programme should cover general and specialised professional content of adequate breadth and depth, and should include appropriate components in the Sciences and Humanities. The relevance of curriculum components including core professional courses to the POs shall be given. The institute shall describe how the core professional courses in the curriculum lend the learning experience with the complex problems. In addition to the General Criteria, each programme must satisfy a set of criteria specific to it, known as Programme Specific Criteria which deal with the requirements for professional practice particular to the related sub-discipline. The stipulations in the Programme Specific Criteria chiefly concern curricular issues and qualifications of faculty. The programme curriculum in correlation with programme specific criteria is to be provided. For UG engineering programme, the NBA is intended to adopt the programme specific criteria specified by appropriate American professional associations such as ASME, ASCE, IEEE etc,. The institution shall provide evidence that the programme curriculum satisfies the programme specific criteria, and industry interactions/internship.

The institution must ensure that the programme curriculum that was developed at the time of inception of the programme has been refined in the subsequent years to make it consistent with the PEOs and the POs. The institute shall provide the required information for

assessment, evaluation and review methods to evaluate the attainment of COs.

Criterion 4 - Students' Performance

- (i) Students admitted to the programme must be of a quality that will enable them to achieve the programme outcomes. The policies and procedures for student admission and transfer should be transparent and spelt out clearly.
- (ii) The educational institution should monitor the academic performance of its students carefully. The requirements of the programme should be made known to every student.
- (iii) The educational institution must provide student support services including counselling /tutoring/mentoring.
- (iv) The institute shall provide the required information for three complete academic years for admission intake in the programme, success rate, academic performance, placement and higher studies and professional activities as per the format given in the SAR. However, it shall provide the information in a suitable format, wherever necessary, in case the format is not provided in the SAR.

Criterion 5 – Faculty Contribution

- (i) The faculty members should possess adequate knowledge / expertise to deliver all the curricular contents of the programme.
- (ii) The number of faculty members must be adequate so as to enable them to engage in activities outside their teaching duties, especially for the purposes of professional development, curriculum development, student mentoring/counselling, administrative work, training, and placement of students, interaction with industrial and professional practitioners.
- (iii) The number of faculty members must be sufficiently large in proportion to the number of students, so as to provide adequate levels of faculty-student interaction. In any educational programme, it is essential to have adequate levels of teacher-student interaction, which is possible only if there are enough teachers, or in this case, faculty members.
- (iv) The faculty must be actively involved in research and development. The programme must support, encourage and maintain such R&D activities. A vibrant research and development culture is important to any academic programme. It provides new knowledge to the curriculum. The student's education is enriched by being part of such a culture, for it cultivates skills and habits for lifelong learning and knowledge on contemporary issues.
- (v) The academic freedom to steer and run the programme will be in the hands of members of the faculty. This includes the rights over evaluation and assessment processes and decisions on programme involvement. They should also engage themselves in the process of accreditation for the continuous improvement of the PEOs and the POs.
- (vi) The faculty must have sound educational qualifications, and must be actively updating knowledge in their respective areas of interest. It is desirable that the members of the faculty possess adequate industrial experience and be from diverse backgrounds. In terms of teaching, the faculty must possess experience, be able to communicate effectively, and be enthusiastic about programme improvement. For courses relating to design, the faculty members in charge of the course must have good design experience and participate in professional societies.

- (vii) The institute shall provide the required information for three complete academic years as per the format given in the SAR. However, it shall provide the information in a suitable format, wherever necessary, in case the format is not provided in the SAR.

Criterion 6 - Facilities and Technical Support

- (i) The institution must provide adequate infrastructural facilities to support the achievement of the programme outcomes. Classrooms, tutorial rooms, meeting rooms, seminar halls, conference hall, faculty rooms, and laboratories must be adequately furnished to provide an environment conducive to learning. Modern teaching aids such as digital interactive boards, multimedia projectors etc., should be in place to facilitate the teaching-learning process so that programme outcomes of the programme can be achieved.
- (ii) The laboratories must be equipped with computing resources, equipments, and tools relevant to the programme. The equipments of the laboratories should be properly maintained, upgraded and utilised so that the students can attain the programme outcomes. There should be an adequate number of qualified technical supporting staff to provide appropriate guidance for the students for using the equipment, tools, computers, and laboratories. The institution must provide scope for the technical staff for upgrading their skills and professional advancement.
- (iii) The institute shall provide the required information for class rooms in the department, faculty rooms in the department, laboratories in the department to meet the curriculum requirements as well as the POs, and technical manpower in the department as per the format given in the SAR. However, it shall provide the information in a suitable format wherever necessary in case the format is not provided in the SAR.

Criterion 7- Academic Support Units and Teaching - Learning Process

- (i) The programme must employ effective teaching-learning processes. The modes of teaching used, such as lecture, tutorial, seminar, teacher-student interaction outside class, peer-group discussion, or a combination of two or more of these, must be designed and implemented so as to facilitate and encourage learning. Practical skills, such as the ability to operate computers and other technologically advanced machinery, must be developed through hands-on laboratory work.
- (ii) The effectiveness of the teaching-learning processes must be evaluated on a regular basis. The evaluation, besides reviewing the abovementioned factors, must also look at whether the academic calendar, the number of instructional days and contact hours per week, are maximally conducive to teaching and learning. Student feedback on various aspects of the process must be carefully considered as well. Internal reviews of quality assurance procedures should be carried out periodically.
- (iii) The institute shall provide the required information for complete three academic years as per the format given in the SAR. However, it shall provide the information in a suitable format, wherever necessary, in case the format is not provided in the SAR.

Criterion 8 - Governance, Institutional Support and Financial Resources

- (i) The governance structure of the programme must clearly assign authority and responsibility for the formulation and implementation of policies that enable the programme to fulfill its mission. The programme must possess the financial resources necessary to fulfill its mission and PEOs. In particular, there must be sufficient resources to attract and retain well-qualified staff, and to provide them with opportunities for continuous development and career growth. The programme's budgetary planning process must also provide for the acquisition, repair, maintenance and replacement of physical facilities and equipment.

- (ii) The educational institution must have a comprehensive and up-to-date library and extensive educational, technological facilities.

- (iii) The institute shall provide the required information for campus infrastructure and facility, organisation, governance and transparency, budget allocation and public accounting (for both institutions and programme), library, internet, safety norms and checks, and counselling and emergency medical care and first-aid as per the format given in the SAR. However, it shall provide the information in a suitable format, wherever necessary, in case the format is not provided in the SAR.

Criterion 9 - Continuous Improvement

- (i) Modifications in the programme curriculum, course delivery and assessment brought in from the review of the attainment of the PEOs and the POs, will be helpful to the institutions for continuous improvement. The programme must develop a documented process for the periodic review of the PEOs, the POs and the COs. The continuous improvement in the PEOs and the POs need to be validated with proper documentation.

- (ii) The institute shall provide the required information for continuous improvement for three consecutive academic years as per the format given in the SAR. However, it shall provide the information in a suitable format, wherever necessary, in case the format is not provided in the SAR.

4.3 Self-Assessment Report

Refer to individual manual for different disciplines/programmes for format of Self-Assessment Report.

The SAR should be as comprehensive as possible not deviating from the format given along with the supporting documents. The information furnished by the institution should provide a scope to allow an assessment of the qualitative as well as quantitative positioning of the Institution in relation to each criterion as specified in the individual manual.

5. Selection and Training of Evaluators

5.1 Composition of Evaluation Team

The Evaluation Team will consist of at least 3 members.

- a) Chairperson
- b) Programme Evaluators (one or two)

The members of the Evaluation Team will be drawn from the following:

- a) Academic institutions of repute
- b) R&D laboratories and establishments
- c) Government , and
- d) Corporation/Industry

The programme evaluators may be from amongst the serving as well as retired professionals. To facilitate and standardize the evaluation process, NBA will provide training/orientation to evaluator members and mentors regularly, by way of workshops and seminars. This will also help in updating the programme evaluators about the current policies of NBA.

NBA, by way of advertisement in reputed newspapers, has invited programme evaluators for empanelment. The applications so received are processed to generate a data bank, which is used to draw the programme evaluators for the formation of Evaluation Team. This data bank will be updated from time to time.

Industry Programme evaluators will be drawn from the domain areas relevant to the programme. There shall be a consortium of reputed industries from where the Programme evaluators will be drawn. The Programme evaluators will be drawn from the list of Programme evaluators available with NBA.

5.2 Criteria for nomination/selection of Chairperson /Programme evaluators

The Chairperson must not be below the rank of a Professor. Normally, the Programme evaluators from academia will be required to possess/ be:

- a) Significant experience and be working generally as professors/Associate Professor in their respective disciplines
- b) Demonstrable evaluation expertise through publication and/or technology development
- c) Not below the rank of Associate Professor with Ph.D. and not be below the rank of Scientist D.

Normally, the Programme Evaluators from industry will be required to possess:

- a) Significant experience with post graduate qualifications (not less than 15 years of experience in considerable engineering/managerial capacity with some research exposure)
- b) Demonstrable evaluation expertise through technology development/technology transfer/intellectual property

5.3 Selection Process of ET Members

The process of selection of ET will be facilitated by state-of-the art software by NBA. There will be a set of filters used by such software.

These may include:

- a) The Chairperson and Programme Evaluators are to be selected from a state which is different from the state in which the institution is located.
- b) There should be no adverse points pending against the Evaluator.

Adverse points shall be accumulated automatically in the databank of the Evaluator based on the following deviations:

- a) The Evaluator has not given a report on time
- b) The Evaluator has misrepresented certain information.

- c) The Evaluator has violated the code of conduct.
- d) Input from vigilances or investigating agencies

The ET will always have at least one senior (experienced) member and a junior member. All the empanelled members will have to undergo periodic training /orientation for accreditation visits. Such "Train the trainer" orientation programmes will be conducted by NBA across the country. The Programme Evaluator will have to fill in a self-declaration format

The institute shall propose visit dates to the NBA office, at least three months in advance, in accordance with the guidelines provided. The proposed schedule will be reviewed in the NBA office and the changes, if any, will be communicated to the institution.. Thereafter, Evaluation Team will be constituted by NBA after obtaining the consent of the members to undertake the visit on the specified dates.

5.4 Documents to be given to Evaluation Team

The following documents will be provided to the Evaluation Team by NBA, prior to the conduct of the visit.

1. Self declaration form for the visiting team members
2. SAR of the institute
3. Accreditation guidelines
4. Format of the report
5. TA/DA form
6. Formats of attendance of team members and chairperson
7. Formats for 360° feedback
8. Visit schedule

5.5 How to conduct the visit?

The Evaluation Team will visit the institution seeking accreditation of its programme(s), evaluate and validate the assessment of the institute / department through the SAR of the programme concerned as per specified accreditation criteria. The evaluators may obtain such further clarification from the institution as they may deem necessary. Although it may not be possible to adequately describe all the factors to be assessed during the on-site visit, some of the common ones are the following:

- (i) Outcome of the education provided;
- (ii) Quality assurance processes, including internal reviews;
- (iii) Assessment;
- (iv) Activities and work of the students;
- (v) Entry standards and selection for admission of students;
- (vi) Motivation and enthusiasm of faculty;
- (vii) Qualifications and activities of faculty members;
- (viii) Infrastructure facilities;
- (ix) Laboratory facilities;
- (x) Library facilities;
- (ix) Industry participation;

(x) Organisation.

In order to assist the Evaluation Team in its assessment, the educational institution should arrange for the following:

(i) discussions with

- a) the Head of the institute/Dean/Heads of Department (HoD)/Programme and course coordinators
- b) a member of the management (to discuss how the programme fits into the overall strategic direction and focus of the institution, and management support for continued funding and development of the programme)
- c) faculty members
- d) alumni (sans Alma Maters)
- e) students
- f) parents

(ii) availability of the following exhibits

- a) profile of faculty involved in the programme
- b) evidence that the results of assessment of course outcomes and programme outcomes are being applied to the review and ongoing improvement of programme effectiveness
- c) list of publications, consultancy and sponsored/funded research projects by programme faculty
- d) sample materials for theory and laboratory courses
- e) sample test /semester examination question papers for all courses
- f) sample of test/semester examination answer scripts projects, assignments, (including at least one excellent, one good and one marginal pass for each examination) question papers and evidence related to assessment tools for the COs and the POs
- g) student records of three immediate batches of graduates
- h) sample project and design reports (excellent, good and marginal pass) by students
- i) sample student feedback form
- j) sample for industry- institute interaction
- k) results of quality assurance reviews
- l) records of employment/higher studies of graduates
- m) records of academic support and other learning activities
- n) any other documents that the Evaluation Team/NBA may request

(iii) visits to

- a) classrooms

- b) laboratories pertaining to the programme
- c) central and department library
- d) computer centre
- e) hostel and dispensary

The Evaluation Team should conduct an exit meeting with the Management Representative, the Head of the institute, the Head of Department and other key officials at the end of the onsite visit to present its findings (strengths, weaknesses, and scope for the improvement). The institution will be given a chance to withdraw one or more programmes from the process of accreditation. In this case, the Head of the institution will have to submit the withdrawal in writing to the Chairperson of the Evaluation Team during the exit meeting.

The entire process of an accreditation visit comprises four activities.

- A. Pre-visit activities
- B. Activities during the visit
- C. Report writing
- D. Seeking 360⁰ feedback

5.5.1 Pre-visit Activities

The standard operating practices to be followed by the accreditation team during the period prior to scheduled visit is given below:

1. e-NBA shall provide a domain on the NBA's webportal to each evaluators and chairperson. Each evaluator/chairperson may transit business with the NBA using their ID and password. The evaluators/chairperson shall have access to all personal information on his/her page that may be amended by the evaluators time to time as required. eNBA shall give access to the evaluators and chairperson to all information pertaining to the visit they have conducted/participated.
2. The date for the visit requested by the institutions, availability of the evaluators/chairperson for the visit, the discipline, programme details and other necessary parameters may be used by e-NBA as filter to constitute the team for the visit. The NBA shall contact the chairperson and evaluators approximately 30-45 days before the scheduled date of accreditation visit to the university/institute asking for consent. On receipt of the notification through e-NBA, the evaluators/chairperson may reconfirm his/her availability.
3. Once team members are finalised through e-NBA, i) The NBA shall inform the evaluators and chairperson approximately 30-45 days prior to the scheduled visit and send all details including SAR. The chairperson and the evaluators will submit a declaration that there is no conflict of interest with the institution. They shall also submit an agreement of confidentiality. ii) e-NBA shall inform the Travel Coordinator for travel arrangements to institutions for confirming of visit. All such details will be communicated to the evaluators and the chairperson prior to the visit.

4. The evaluators shall study the SAR. If any, additional documents/information for evaluating SAR is required, the same may be obtained from the institution through the NBA.
5. The evaluators should correlate syllabus/course contents, etc. vis-à-vis Graduate Attributes and Programme Specific Criteria prior to the date of the visit. Evaluators are required to discuss the matter pertaining to accreditation visit between them as well as with the chairperson.
6. A pre-visit meeting shall be convened in the afternoon/evening of the day prior to the commencement of the visit with all the evaluators and chairperson to discuss preliminary findings from the SAR and issues or concerns they would like to concentrate on during the visit.
7. The chairperson can also contact the NBA in case the SAR is incomplete or any information provided in SAR is not available or ambiguous. This feedback is to be received by the chairperson from the evaluators during the pre-visit discussion.
8. The evaluators shall draw-up a plan for evaluation of the SAR and programme in consultation with the chairperson.

5.5.2 Activities during the visit

The standard operating practices to be followed by the accreditation team during the visit are given below. Table 1 presents the summary of activities during the visit.

1. The chairperson and the evaluators will reach the destination a day prior to the visit. They will hold a meeting among themselves to discuss the schedule and the plan of activities during the visit.
2. The actual visit will commence in the morning of the next day.
3. On Day-1, the committee will go to the institution in the morning. The Head of the Institution will make a comprehensive presentation and the team members will be introduced to the management and the Head of the Departments of the institution.
4. The team will, then, inspect all central facilities during the pre-lunch session.
5. After a working lunch, the evaluators will go to the respective departments. The Head of Department should present a summary of various activities of the department to the evaluators.
6. The evaluators will visit the library, computing centre, laboratories and other facilities such as seminar/conference halls, faculty rooms, class rooms, teaching aids, video conferencing, internet/intranet, etc. They are also expected to see that whether the above facilities have been adhered to as per AICTE norms.

7. The evaluators will meet the faculty members, technical/supporting staff in order to verify the data supplied in the SAR by the programme. The evaluators should have the objective of gathering maximum information and evidence in support of their report.
8. The evaluators should go for silent observation of teaching practices in classrooms.
9. The evaluators will interact with students in the class in the absence of faculty members to assess the level of comprehensiveness of a course. The evaluators should frame questions for students in such a way that the information needed from them may be revealed. Questions may also be posed to students regarding teaching practices, quality of lecturers, their usefulness, tutoring, mentoring, academic support, etc.
10. The evaluators should identify students in small groups (not more than 5-6) for interaction to gather information about various aspects which are related to accreditation parameters.
11. At the end of Day-1 visit, the evaluators will meet privately to discuss and clarify their observations.
12. On Day-2, the evaluators will visit the respective departments again in order to verify documents and the items of the SAR. All institution-specific and programme-specific information given in the SAR will be checked and verified, besides other evidence, satisfying criteria laid out in the SAR.
13. The evaluators will verify the mapping of COs, POs, PEOs and Mission of the department and institute.
14. After lunch, the evaluators along with the chairperson shall meet the stakeholders - alumni, parents, entrepreneurs and employers as per the schedule. The evaluators may ask about the relevance of course and programme; suitability of course or programme to the job; professional work/profession in practice; suggestion for improvement; interaction, relation and cooperation between them and institute.
15. The evaluators along with the chairperson shall interact with Head of the Department / Head of the Institution / Management representative with questions on academic administration, academic and financial resources, laboratory equipments and their maintenance. Evidence to be collected and corroborated with the findings during interaction with teachers, students as well as their parents, employees and alumni.
16. At the end of Day-2, the evaluators will sit privately and complete the evaluation process and prepare the report. The findings and evidence collected must be used and refined by evaluators in their report.
17. On Day-3, an exit meeting will be conducted.
 - The chairperson of the evaluation team will chair the meeting.
 - The Evaluation team should conduct an exit meeting with the Head of the Institution, Head of Departments and other key officials of the institute. If two or more programmes are being evaluated concurrently at the institution, the exit meeting should be conducted separately by each evaluation team preferably. However, before the evaluation teams

carry out their exit meetings, the chairperson may chair a private meeting with all evaluation teams to arrive at a consensus of their findings.

- At the exit meeting, findings of the evaluation team should be given orally to the Head of the Institute/Head of the Department and his key officials. The nature and scope of the exit meeting could include items such as:
 - Stating the outcome of the visit. As the final decision on the award of accreditation is made by the NBA, the evaluation team should only declare what they will be recommending to the NBA.
 - Exit meeting should not include discussion of the outcome of the accreditation
- The institute will be given a chance either to continue with the accreditation process or to withdraw the application for any programme.
- In case the institute opts to withdraw any programmes, it must be given in writing immediately by the head of the institution to the chairperson of the committee and the same will be forwarded to the NBA.

18. The video recording of the visit shall be made. The evaluation team members are not expected to pass any remark leading to confrontation or debate etc. If there is no consensus between two evaluators, the views of each must be recorded with reasoning. Feedback 360⁰ form must be filled and mailed in confidence.

19. All members are required to maintain dignity and sanctity of the process as well as confidentiality.

20. Under no circumstance are the team members to be involved in lengthy meetings, arguments, make suggestions, mentoring of faculty of the institute.

5.6 Schedule of On-Site Visit

The suggested visit programme for on-site visit is based on simultaneous visit by multiple ET with the Chairperson. There is some flexibility in the ordering and timing of activities but the general aim is to consider the information in a logical order.

Day 0

Time	Programme Evaluators(PEs)	Team Chairperson (TC)
- 17:00	Arrival at Hotel	
18:30 – 20:00	Team meeting: Chaired by TC at Hotel <ul style="list-style-type: none"> • Review of pre-visit evaluation reports of all Programmes • Identify and discuss issues common to all Programmes 	Introductions: PE and TC at Hotel <ul style="list-style-type: none"> • Collate pre-visit evaluation reports of all programs • Finalize the scope/ purpose of meetings scheduled • Briefing to PEs on evaluation process during visit followed by Q&A session
20:00- 21:30	Team Dinner	

Day 1

Time	Programme Evaluators(PEs)	Team Chairperson (TC)
07:00 - 08:00	Breakfast at Hotel	
08:00 - 09:00	Move to the University/ Institute	

09:00 – 09:15	NBA visiting team to be received by University/Institutional representatives	
09:15 – 10:15	Presentation on University/Institution by dean/head of the institution <ul style="list-style-type: none"> • Overview on governance, organizational structure, academic infrastructure • Institutional financial resources and their effective utilization for continuous quality improvement • Academic support units and their contributions to the programs • Overview on recent developments in education delivery, mentoring and learning facilities • Q&A on the issues common to all Programmes Criterion 8: Governance, Institutional support and Financial Resources Criterion 7: Academic Support Units and Teaching-Learning Process	
10:15 - 11:15	Tour of basic science and engineering laboratories, language laboratory and career guidance facilities by Team A Tour of library, hostel facilities, sports facilities and other amenities by Team B* Criterion 8: Governance, Institutional support and Financial Resources Criterion 7: Academic Support Units and Teaching-Learning Process *Team A and Team B are constituted by TC with one PE from each program and TC can be member of any team	
11:30 – 12:00	Observe lecture and tutorial in progress Criterion 2: Programme Outcomes Criterion 3: Programme Curriculum	Interview with Faculty of mathematics, basic sciences and engineering supporting the programmes under accreditation Criterion 7: Academic Support Units and Teaching-Learning Process Criterion 2: Programme Outcomes
12:00 – 13:00	Presentation on Department Overview and UG (.....) programme by Head of the Department / Programme Coordinator <ul style="list-style-type: none"> • Programme Educational Objectives, participation of constituents, level of implementation • Overview on Course content delivery, Course outcome assessment and evaluation methods • Overview on Assessment and Evaluation of Programme Outcomes • Curriculum design and revision, and Programme specific criteria • Academic performance of students, participation in professional activities and their achievements • Faculty development and research activities Criterion 1: Vision, Mission and Programme Educational Objectives Criterion 2: Programme Outcomes Criterion 3: Programme Curriculum Criterion 4: Students' Performance Criterion 5: Faculty Contributions	Interview with officers concerned to evaluate: <ul style="list-style-type: none"> • academic infrastructure and facilities • budget allocation and utilization • practices of Organization and Governance Criterion 8: Governance, Institutional support and Financial Resources
13:00 – 14:00	Lunch	
14:00 – 15:00	Tour of laboratory facilities, computing facilities, department library etc. relevant to the programme	Check and evaluate the documents pertaining to : <ul style="list-style-type: none"> • Admissions quality

	<p>Interview with concerned faculty / staff to evaluate:</p> <ul style="list-style-type: none"> The laboratory facilities to conduct the curricular practical courses Availability of adequate technical supporting staff Adequacy of well-furnished lecture/tutorial/seminar halls to run the programme <p>Criterion 6: Facilities and Technical Support</p>	<ul style="list-style-type: none"> Academic support units Teaching and learning process <p>Criterion 7: Academic Support Units and Teaching-Learning Process</p>
15:00 – 15:30	<p>Review of Final year project report to evaluate their relevance to Programme Outcomes</p> <p>Criterion 2: Programme Outcomes</p>	<p>Interview with Controller of Examinations: Assessment and Evaluation practices, Auditing process, Grievances and Redressal system</p> <p>Criterion 2: Programme Outcomes</p>
15:45 – 16:30	<p>Interview with students to evaluate,</p> <ul style="list-style-type: none"> effectiveness of Content delivery and assessment methods participation in professional society activities / Club activities Any other issues identified by the PEs related accreditation criteria <p>Criterion 2: Programme Outcomes Criterion 4: Students' Performance</p>	<p>Evaluate supporting systems vis-à-vis training and placement and Career Guidance</p> <p>Criterion 4: Students' Performance</p>
16:30 – 18:00	<p>Meeting with Programme Coordinator, Course Coordinator etc.</p> <ul style="list-style-type: none"> Evaluation of Content delivery methods and Course outcomes towards attainment of POs Improvements in the course content, delivery and assessment methods based on level of attainment of COs and POs <p>Criterion 2: Programme Outcomes Criterion 3: Programme Curriculum</p>	<ul style="list-style-type: none"> Make a survey visit to programme to ensure consistency and to answer any uncommon issues raised during programme specific evaluation. Meet with Dean/Head of the Institution to discuss the findings of Day-I evaluation.
18:00 – 19:00	Move back to Hotel	
19:00 – 20:30	Team Dinner	
20:30 – 22:00	<p>Team meeting: Chaired by TC at Hotel</p> <ul style="list-style-type: none"> Exchange and discuss about the issues of Day 1 evaluation Discussion between PEs and TC to maintain consistency across all programmes Submit Day 1 draft evaluation report to TC 	<p>TC chairs the meeting:</p> <ul style="list-style-type: none"> Provide general guidelines for decision to PEs Check the consistency for all the programmes

Day 02

Time	Programme Evaluators (PEs)	Team Chairperson (TC)
07:00 - 08:00	Breakfast at Hotel	
08:00 - 09:00	Move to the University/ Institute	
09:00 -	NBA visiting team to be received by Head of the Department/Programme Coordinator	

09:15		
09:15 - 10:45	<p>Interview with faculty members to evaluate:</p> <ul style="list-style-type: none"> • Faculty competency against programme specific criteria • Updating of faculty domain knowledge • Faculty research, consultancy and Knowledge transfer • Documents pertained to faculty profile, faculty contributions etc. • Any other issues identified by the PEs related accreditation criteria <p>Criterion 5: Faculty Contributions Criterion 9: Continuous Improvements</p>	<p>Meeting with the officials concerned to evaluate the effective functioning of:</p> <ul style="list-style-type: none"> • Industry-Institute interaction Board • Institution level Quality Monitoring and Assurance <p>Criterion 3: Programme Curriculum Criterion 9: Continuous Improvement</p>
10:45- 11:30	<p>Meeting with programme coordinator/Head of the Department</p> <ul style="list-style-type: none"> • Documents pertained to student academic performance, student accomplishments etc. <p>Criterion 4: Students' Performance Criterion 9: Continuous Improvements</p>	<p>Meeting with the officials concerned to evaluate the effective functioning of:</p> <ul style="list-style-type: none"> • Institution level Quality Monitoring and Assurance <p>Criterion 3: Programme Curriculum Criterion 9: Continuous Improvement</p>
11:45- 12:30	<p>Interview with faculty/Board of studies /advisory board to evaluate</p> <ul style="list-style-type: none"> • Level of involvement of stakeholders in the programme development • Consistency of PEOs with the mission of the department • Level of Contributions of industry to programme <p>Criterion 1: Vision, Mission and Programme Educational Objectives Criterion 3: Programme Curriculum</p>	<p>Meeting with Governing Body members to evaluate Governance, Organisation and decentralization</p> <p>Criterion 8: Governance, Institutional support and Financial Resources</p>
12:30- 01:00	<p>Interview with sampled students (academic performance) to evaluate,</p> <ul style="list-style-type: none"> • Level of attainment of knowledge skills and attitudes <p>Criterion 2: Programme Outcomes Criterion 4: Students' Performance</p>	<p>Meeting with the officials concerned to evaluate the effective functioning of:</p> <ul style="list-style-type: none"> • Academic Council <p>Criterion 3: Programme Curriculum Criterion 9: Continuous Improvement</p>
13:00 – 14:00	Lunch	
14.00- 14.45	<p>Meeting with Alumni of the programme (graduates considered for the attainment of PEOs) to evaluate:</p> <ul style="list-style-type: none"> • level of participation in the programme after the graduation • level of attainment of PEOs <p>Criterion 1: Vision, Mission and Programme Educational Objectives</p>	<p>Meeting with potential employer/industry to evaluate :</p> <ul style="list-style-type: none"> • level of participation • performance of the graduates in their organization <p>Criterion 1: Vision, Mission and Programme Educational Objectives</p>
14.45- 16.30	<p>Meeting with Programme Coordinator/Head of the Department to evaluate:</p> <ul style="list-style-type: none"> • Check on remediation of shortcomings/improvements from previous accreditation visit • Appropriateness of assessment tools used for POs and PEOs • Level of attainment of POs and PEOs 	<ul style="list-style-type: none"> • Make a survey visit to programme to ensure consistency and to answer any uncommon issues raised during programme specific evaluation.

	<ul style="list-style-type: none"> Check all the documents and evidences relevant to the attainment of POs and PEOs <p>Criterion 9: Continuous Improvement Criterion 1: Vision, Mission and Programme Educational Objectives Criterion 2: Programme Outcomes</p>	
16.30-17.30	Private meeting of PEs <ul style="list-style-type: none"> Discussion among PEs for summarizing the observations made during evaluation of day-1 and day-2 vis-à-vis accreditation criteria 	<ul style="list-style-type: none"> Make a survey visit to programme to ensure consistency and to answer any uncommon issues raised during programme specific evaluation
17.30-18.00	Meeting with programme coordinator/Head of the Department for any further clarifications	Meeting with Dean/Head of the Institution to discuss the findings of Day-2 evaluation
18:00 – 19:00	Move back to Hotel	
19:00 – 20:30	Team Dinner	
20:30 – 22:00	Team meeting: Chaired by TC at Hotel <ul style="list-style-type: none"> Exchange and discuss about the issues of Day 2 evaluation Discussion between PEs and TC to maintain consistency across all programmes Submit Day 2 draft evaluation report to TC 	TC chairs the meeting: <ul style="list-style-type: none"> Provide general guidelines for decision to PEs Check the consistency for all the programmes

Day 3

Time	Programme Evaluators (PEs)	Team Chairperson (TC)
07:00 - 08:00	Breakfast at Hotel	
08:00 - 09:00	Move to the University/ Institute	
09:00 - 09:15	NBA visiting team to be received by Head of the Institute/Dean	
9.15-10.30	Prepare the exit-meeting statement by PEs and TC	
10.30-11.30	Exit-meeting chaired by TC. Read the exit-meeting statements of all the programmes	
11.30-1.00	Submit visit report and close the visit activity	
1.00-2.00	Lunch	

5.7 NBA Evaluation Team Report

The standard operating practices to be followed by the accreditation team at the time of report writing are given below

1. The worksheets (A & B) along with the evaluation guidelines must be used for report writing. The report should not be in contradiction with the guidelines. All the worksheets must be signed by the evaluators.
2. The report of the chairperson should contain the gist of conversation with evaluators on phone and/or video conferencing; gist of discussion and strategy drawn on the evening prior to the commencement of visit; common strengths and weaknesses reported by evaluators of various programmes; comments on the findings or disagreements. In case of a disagreement, the reasons must be recorded with reasoning and with evidence, if possible.

3. The evaluation team of each programme will submit a consolidated evaluation report online, which is given on the NBA website along with signatures of the evaluators of that programme and the chairperson. The online format of the consolidated evaluation report have the following structure:

- a. **Pre-Visit Evaluation Report of each Programme**
- b. **Chairperson Executive Summary**
- c. **Chairperson Report**
- d. **Programme Evaluator Summary:** Inputs which include name and address of the institution, description of programme(s) evaluated, dates of visit and names and affiliation of the evaluators and the chairperson.
- e. **Programme Evaluation Worksheet A & B:** This report contains the observations of the evaluators of a particular programme along with the points awarded by the evaluators to each items in all criteria along with the remarks.

5.8 Documents to be returned by the ET

The Chairperson of ET will submit the following documents to NBA;

1. Duly filled Self declaration form for the visiting team members
2. Accreditation report (General information, Evaluation Report, Evaluation Summary and Chairperson's Report)
3. 360 degree feedback forms (optional)
4. Duly filled in TA/DA forms

No documents should be retained by the ET. The team should ensure that no confidential document is left with the institution.

6. Processing of Evaluation Team Reports

NBA receives the Pre-visit report and Visit reports along with the comprehensive report of the Chairperson and sends it to Moderation Committee. Moderation Committee checks the consistency in consultation with the Chairperson of the Evaluation team and moderates the reports and sends the same to the Institution.

Institution submits its response to factual errors, if any, in draft report within 14 days to NBA. Moderation Committee prepares a Comprehensive Report (Moderated version) in line with the feedback from the institution, Pre-visit, Visit report and along with the report of the Chairperson of the visiting team. Moderation Committee submits the comprehensive report to EEAC which in turn deliberates over the Moderation Committee's Comprehensive Report and submits its recommendation to Engineering Sub Committee of Academic Advisory Committee (AAC).

Engineering Sub Committee of Academic Advisory Committee takes a view on the recommendation of EEAC to ensure consistency further and submits its final recommendation to EC. Based on the recommendation of Engineering Sub Committee of AAC, EC takes decision on grant of the Accreditation to a particular programme. This is conveyed to the institution.

6.1 Policy Guidelines

Based on the assessment the programme of the institution will be accredited as follows

- Full Accreditation for five academic years
- Provisional Accreditation for two years
- No Accreditation

6.2 Award of Accreditation

The Executive Committee (EC) of the NBA will decide on the accreditation decision of a programme on the basis of the recommendations of the EEAC and sub-committee of AAC.

There are four possible decisions to be taken:

1. Full Accreditation of the program for five years

If there is no deficiency or weakness in any of the criteria laid down by NBA and concerns in not more than two criteria, then EC on the recommendations of EEAC and Engineering Sub Committee of AAC may accord Full Accreditation for five years to the programme concerned.

2. Accreditation of the program may be considered after three months

In case, there are no deficiencies and weaknesses in not more than two criteria in a programme that may be overcome within a short period of three months, the institution may be given three months time to rectify the same. The institution is required to submit a compliance report to NBA describing action taken in response to the weakness(es) and concerns identified. The institution compliance report will be placed before EEAC to take a view. If EEAC is satisfied, it can make its recommendation to the Sub Committee of AAC for final recommendation regarding accreditation of the programme concerned to the Executive Committee.

3. Provisional Accreditation of the program for two years

In case the programme under consideration has deficiencies in no more than two criteria, and has full compliance in not less than three criteria laid down by NBA, EEAC may recommend to the Engineering Sub Committee of AAC to consider the programme for Provisional Accreditation for two years. However, a deficiency in Criterion - V (Faculty Contributions) may not be recommended for accreditation.

In all such cases, the institute may submit a compliance report after one year and request for a re-visit to assess compliance.

4. No Accreditation of the program

If the program has deficiencies in more than two criteria laid down by NBA, it may not be recommended by EEAC for Accreditation.

7. Code of Conduct

NBA holds its staff and volunteers to the highest standards of conduct. The following conflict of interest policy and code of conduct are signed in writing by all participants in the NBA accreditation process.

7.1 NBA Conflict of Interest Policy

Service as an NBA board member or alternate, committee member, evaluator member or alternate, programme evaluator, accreditation consultant, or staff member creates situations that may result in conflicts of interest or questions regarding the objectivity and credibility of the accreditation process. NBA expects these individuals to behave in a professional and ethical manner, to disclose real or perceived conflicts of interest, and to recuse themselves from discussions or decisions related to real or perceived conflicts of interest. The intent of this policy is to: maintain credibility in the accreditation process and confidence in the decisions of NBA; assure fairness and impartiality in decision-making; disclose real or perceived conflicts of interest; act impartially and avoid the appearance of impropriety.

7.2 Procedure

7.2.1. Individuals representing NBA must not participate in any decision-making capacity if they have or have had a close, active association with a programme or Institution that is being considered for official action by NBA. Close, active association includes, but is not limited to: current or past employment as faculty, staff, or consultant by the Institution or programme; current or past discussion or negotiation of employment with the Institution or programme; attendance as student at the Institution; receipt of an honorary degree from the Institution; an Institution or programme where a close, family relative is a student or employee; or an unpaid official relationship with an Institution, e.g., membership on the Institution's board of trustees or industry advisory board.

7.2.2. Members of the NBA and staff members may observe an accreditation visit, but they are not eligible to serve as programme evaluators or team chairs. NBA team members are not eligible to serve concurrently on the Board of Directors; nor are members of the Board of Directors eligible to serve on an NBA mission.

7.2.3. A record of real or perceived conflicts of interest will be maintained for all those involved in the accreditation process. Each individual will be provided with a copy of this record annually for the purpose of updating this record. Copies of the conflict of interest records will be provided to the individuals responsible for selection of team chairs and programme evaluators.

7.2.4. All individuals representing NBA must sign a conflict of interest and confidentiality statement indicating that they have read and understood these policies. The policies on conflict of interest and confidentiality will be reviewed at the start of each commission and board of directors meeting.

7.2.5. Individuals must absent themselves from any portion of an NBA meeting in which discussions or decisions occur for which they have a real or perceived conflict of interest. Real or perceived conflicts may occur if there is: a close, active association with a programme or Institution; a financial or personal interest; or any reason that the individual cannot render an unbiased decision.

The names of individuals who have recused themselves during a meeting for conflicts of interest will be recorded.

7.3 The Code

NBA requires ethical conduct by each volunteer and staff member engaged in fulfilling the mission of NBA. The organization requires that every volunteer and staff member exhibit the highest standards of professionalism, honesty, and integrity. The services provided by NBA require impartiality, fairness, and equity. All persons involved with NBA activities must perform their duties under the highest standards of ethical behavior. It is the purpose of this code to detail the ethical standards under which we agree to operate.

7.4 NBA Guidelines for Interpretation of the Code of Conduct

NBA guidelines for interpretation of the Code of Conduct represent the objectives toward which its volunteers and staff members should strive. They are principles that those involved in accreditation activities can reference in specific situations.

7.4.1. NBA volunteers and staff members agree to accept responsibility in making accreditation decisions and credential evaluations consistent with approved criteria and the safety, health, and welfare of the public and to disclose promptly factors that might endanger the public.

- a. All those involved in NBA activities shall recognize that the lives, safety, health, and welfare of the general public are dependent upon a pool of qualified graduate professionals to continue the work of their profession.
- b. **Programmes** shall not receive accreditation that does not meet the Criteria as set forth by the profession through NBA in the areas of engineering, and technology, management, pharmacy and architecture.
- c. If NBA volunteers or staff members have knowledge of or reason to believe that an accredited programme may be non-compliant with the appropriate criteria, they shall present such information to NBA in writing and shall cooperate with NBA in furnishing such further information or assistance as may be required.
- d. If evaluation staff members have reason to believe that the credentials submitted for evaluation are not authentic or information submitted in support of an evaluation is misleading, they shall cooperate with NBA or any other entities affected by this process to verify the validity of facts and to provide proof of the authenticity of the academic documents in question.

7.4.2. NBA volunteers and staff members agree to perform services only in areas of their competence. All those involved in NBA activities shall undertake accreditation assignments only when qualified by education and/or experience in the specific technical field involved.

7.4.3. NBA volunteers and staff members agree to act as faithful agents or trustees of NBA, avoiding real or perceived conflicts of interest whenever possible, disclosing them to affected parties when they do exist.

- a. All those involved in NBA activities shall avoid all known or perceived conflicts of interest when representing NBA in any situation.
- b. They shall disclose all known or potential conflicts of interest that could influence or appear to influence their judgment or the quality of their services.
- c. They shall not serve as a consultant in accreditation matters to a programme or Institution while serving as a Commissioner, Alternate Commissioner, or Director.

Programme evaluators who have or will serve as consultants must disclose this to NBA per the NBA Conflict of Interest Policy and may not participate in any deliberations regarding NBA matters for that Institution.

- d. They shall not undertake any assignments or take part in any discussions that would knowingly create a potential conflict of interest between them and NBA or between them and the institutions seeking programmatic accreditation.
- e. They shall not solicit or accept gratuities, directly or indirectly, from programmes under review for accreditation or from individuals/entities when credentials are under evaluation.
- f. They shall not solicit or accept any contribution, directly or indirectly, to influence the accreditation decision of programmes or the outcome of credential evaluations.

7.4.4. NBA volunteers and staff members agree to keep confidential all matters relating to accreditation decisions and credential evaluations unless by doing so they endanger the public or are required by law to disclose information.

- a. All those involved in NBA activities shall treat information coming to them in the course of their assignments as confidential, and shall not use such information as a means of making personal profit under any circumstances.
- b. They shall not reveal confidential information or findings except as authorized or required by law or court order.
- c. They shall only reveal confidential information or findings in their entirety where required to do so and then only with the prior consent of NBA and the Institution/programmes involved.

7.4.5. NBA volunteers and staff members agree to issue either public or internal statements only in an objective and truthful manner.

- a. All those involved in NBA activities shall be objective and truthful in reports, statements, or testimony. They shall include all relevant and pertinent information in such reports, statements, or testimony and shall avoid any act tending to promote their own interest at the expense of the integrity of the process.
- b. They shall issue no statements, criticisms, or arguments on accreditation matters which are inspired or paid for by an interested party, or parties, unless they preface their comments by identifying themselves, by disclosing the identities of the party or parties on whose behalf they are speaking, and by revealing the existence of any financial interest they may have in matters under discussion.
- c. They shall not use statements containing a material misrepresentation of fact or omitting a material fact.
- d. They shall admit their own errors when proven wrong and refrain from distorting or altering the facts to justify their mistakes or decisions.

7.4.6. NBA volunteers and staff members agree to conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the reputation and usefulness of NBA.

- a. All those involved in accreditation activities and credentials evaluations shall refrain from any conduct that deceives the public.
- b. They shall not falsify or permit misrepresentation of their or their associates' academic or professional qualifications.
- c. They shall not maliciously or falsely, directly or indirectly, injure the professional reputation, prospects, practice or employment of another. If they believe others are guilty of unethical or illegal behavior, they shall present such information to the proper authority for action.

7.4.7. NBA volunteers and staff members agree to treat fairly all persons regardless of such factors as race, religion, gender, disability, age, national origin, marital status, or political affiliation. All those involved in accreditation activities and credentials evaluations shall act with fairness and justice to all parties.

7.4.8. NBA volunteers and staff members agree to assist colleagues and co-workers in their professional development and to support them in following this code of conduct.

- a. NBA will provide broad dissemination of this code of conduct to its volunteers, staff, representative organizations, and other stakeholders impacted by accreditation and credential evaluations.
- b. NBA will provide training in the use and understanding of the Code of Conduct for all new volunteers and staff members.
- c. All those involved in accreditation matters and credential evaluations shall continue their professional development throughout their service with NBA and shall provide/participate in opportunities for the professional and ethical development of all stakeholders.

7.4.9. NBA will provide a mechanism for the prompt and fair adjudication of alleged violations of the Code of Conduct. Persons found to be in violation of the Code may be subject to any of a number of sanctions including ineligibility for service in further activities on behalf of NBA.

8. About 360 Degree Feedback

360 degree feedback has been used by learning and development professionals for many years to help individuals and organizations improve their performance and effectiveness. It is a powerful tool that helps in becoming more effective by understanding how everyone else sees others, their performance, behavior and attitudes.

Appraisal 360 degree works by gathering the opinions of a number of people. A series of carefully structured questions prompt one to assess skills in a number of key areas. A number of other people are then asked to give their perception by answering a set of questions, which are then compiled into a feedback report. It is envisaged that such feedback will help in bringing transparency and objectivity in the evaluation process which will help in improving quality of the accreditation process, the cherished goal of all the stakeholders.

This 360⁰ feedback will enable the NBA to improve its accreditation system and enhance its effectiveness. It will help in bringing transparency and objectivity in the evaluation process which in turn improves the quality of the accreditation process. The 360⁰ feedback shall be available online to the institution, and to the chairperson and the evaluators on the website of the NBA. They can have the flexibility to either fill the form online or download the form and submit the same by mail within 3 days.

Form A is to be filled by the Head of the institution. This format mainly focuses on the feedback on the evaluation team comprising both chairperson and evaluators regarding the accreditation and evaluation process seeking comments about the general behavior of the evaluation team.

Form B is to be filled by the chairperson. This format mainly focuses on the feedback on the performance of the evaluators and also about the cooperation and coordination rendered by the institution at the time of accreditation visit.

Form C is to be filled by the evaluators. This format mainly focuses on the feedback on the chairperson, co-evaluators and also about the cooperation and coordination rendered by the institution at the time of accreditation visit.

Form D is to be filled by the chairperson / evaluators. This format mainly focuses on the feedback on the performance of the service providers during the visit of accreditation.

9. Grievance Redressal Mechanism

9.1 Grievance Redressal Cell

There will be a grievance redressal cell headed by a person who possesses the following qualifications:

- a. Considerable experience of not less than 20 years teaching/industry/administration
- b. Must have experience of heading a unit/department

Grievance Redressal Committee will examine the grievances and record the same.

- The committee will have three members. Members must have at least 15 years of experience of teaching/industry/administration who in turn will forward the appeal to the grievance redressal cell. The grievance redressal cell will consider the nature of the appeal/grievance and forward it to the respective department/official for further inputs which may necessitate further action in the matter.
- Any matter related to the process of accreditation will be referred to the appellate committee.
- Name of the institution, evaluators, and chair person shall not be made available to Redressal Committee.
- Grievances of general nature may be referred to the concerned department/official.
- Grievances pertaining to vigilance matters will be forwarded to the CVO of NBA for further action in the matter.

9.2 Provision for appeal

Any Institution which does not agree with any of the decisions of NBA may appeal to Member Secretary, NBA. Any matter related to the process of accreditation will be referred to the appellate committee. Appellate committee will be constituted by NBA. The Chairperson of the appellate committee--

- a. should have considerable experience of not less than 20 years in teaching/ industry /administration
- b. must have experience of heading a unit/department

The institute not agreeing with the accreditation decision of NBA, at the evaluation and accreditation committee level or at the Sub Committee of Executive Committee level may appeal to the appellate committee within one month after receiving communication from NBA.

The appellate committee will consider the matter within two months after the appeal is filed.

9.3 Appellate Committee

The committee will give an opportunity to hear the concerned party in presence of the concerned chairperson of the Evaluation Team who conducted the visit. The institution should present the case with sufficient evidence, as the case stands on the day of visit and based on the information furnished by the institution on the day of the visit. Any additions or modifications made to the information/institution which will alter the facts of the day of the visit, will not be considered for the decision making. After hearing the case, the appellate committee will give the recommendation to the General Council which in turn will take a decision in the matter.

Chief Vigilance Officer

The Chief Vigilance Officer will be appointed by NBA. He/she will be responsible for disposing of all the matters relating to vigilance.

9.4 Penalty

An institute is expected to furnish all the data true to the best of its knowledge. If at any stage, it is discovered that the data is untrue/false/misrepresented, then their application /any favorable decision made till that date will stand cancelled/ revoked. In such cases, the institute will be debarred for a period of 3 years.

9.5 Complaints

All accredited Institutions must have in place an explicit and fair complaints procedure to which students, their parents/guardians or other representatives have access, and this procedure should be exhausted before a complaint is referred to NBA.

If a student or their representative has completed the institution's own complaints procedure but has still not achieved a satisfactory resolution, he should submit the following to NBA:

- A detailed letter of complaint, including a full description of the cause for complaint and the circumstances in which it arose
- A signed statement authorizing NBA to investigate the complaint and to raise the matter with the Institution on their behalf.
- Copies of all supporting documentation relating to the complaint.
- NBA staff will seek to resolve all complaints received against accredited Institutions to the mutual satisfaction of the complainant and the Institution, with the exception of complaints which appear to relate to offences more appropriately referred to a statutory authority.

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9.6 What NBA will do?

If NBA receives a complaint from a student or their representative against an accredited Institution, the following procedure applies:

- The details of the complaint will be recorded by NBA staff.
- The institution concerned will be informed of the nature of the complaint and asked to investigate its cause
- The institution will be required to submit a written response within 10 working days detailing the outcome of its investigation and, where appropriate, proposing a course of action to resolve the matter
- NBA will inform the complainant of the outcome of the institution's investigation and any proposed course of action
- NBA will, with the agreement of both the complainant and the institution, make reasonable attempts to mediate between the two parties in order to resolve the matter
- As a result of its mediating role NBA may make recommendations for resolving the matter, but these will not be binding on either party.
- If after NBA's attempts at mediation the matter remains unresolved, a detailed report on the complaint will be made to the Evaluation and Accreditation Committee.
- A detailed report will also be made to the Executive Committee if more than three complaints against any one institution are received within one year.

9.7 What the EC will do ?

If the Executive Committee receives a report on a complaint against an accredited Institution, it will assess whether or not there is evidence that the standards required for accreditation are not being met, and it may make one of the following decisions:

- to dismiss the complaint.
- to require further investigation by NBA of the complaint, which may include an unannounced
- spot check at the Institution's expense
- to require the Institution to undertake remedial or compensatory action where it is considered to have failed to meet the responsibilities or uphold the standards of accreditation; if the Institution refuses to undertake such action, its accreditation may be withdrawn
- to require an immediate spot check, supplementary inspection or reaccreditation inspection at the Institution's expense where there is evidence that the minimum standards required for accreditation are not being met; if the Institution refuses to submit to the inspection, its accreditation may be withdrawn
- to suspend or withdraw accreditation; this decision is normally made only where the report of the complaint indicates that the Institution has refused to cooperate with NBA's investigation, that it has refused to take any required remedial or compensatory action, or that there is convincing evidence of illegal behaviour by its senior management or any other serious breach of NBA's regulations. NBA will notify the complainant and the Institution in writing of the Accreditation Committee's decision.

9.8 What NBA will not do?

NBA will not consider complaints under the following circumstances:

- where the substance of the complaint is not relevant to NBA's regulations or accreditation standards
- where the complaint is made anonymously or solely by telephone or email: complaints must be made in writing and accompanied by the complainant's name, address and signature
- where the complaint relates to a refund claim but is not accompanied by legible proof of payment in the form of a receipt; copies of bank statements are not sufficient
- where the complaint is already subject to a legal process
- where the complaint relates to a contractual dispute between the Institution and an employee or employees
- where the complainant has failed, without good reason, to make use of the Institution's own complaints procedure
- where the complainant has failed, without good reason, to fully establish that the content of a course is of value to them and the awarding body is appropriately recognized before enrolment.

9.9 Complaints against NBA

NBA is committed to working in an open and accountable way. This includes responding positively to complaints from Institutions by investigating them thoroughly and where possible, correcting any mistakes identified.

9.10 Complaints about the content of Inspection Reports

Complaints about factual inaccuracies in inspection reports or feedback concerning their conclusions, requirements and recommendations should be addressed to the **Accreditation Manager, NBA, New Delhi**. No action will be taken if complaints of this nature are received after more than 30 days after receipt of the report.

9.11 Complaints about the Evaluation Team Members or Staff

The roles and responsibilities of NBA Evaluation Team members and staff are addressed fully in their training programmes. Evaluation Team members and staff are made aware of what is expected of them, both in the content of their work and in the way they carry it out. NBA takes its duty seriously, to prepare Evaluation Team members and staff to do their work effectively, professionally and with due courtesy and regard to the Institution and its staff. In turn, NBA expects that Institutions will treat Evaluation Team members and staff with the respect, courtesy and professionalism necessary for a successful inspection.

NBA recognizes, however, that there might be occasions when Institutions may wish to complain about the conduct, behaviour and actions of NBA, its staff and its representatives in relation to the published purposes, procedures, criteria, methods and protocols associated with its accreditation scheme. Complaints such as these should be sent to NBA, New Delhi.

9.12 Inspection feedback forms

The inspection evaluation feedback forms will be emailed to the institution after every inspection. The institution should submit any feedback (positive or negative) about the Evaluation Team members or the conduct of the inspection. The formal complaints procedures are not a means for Institutions to provide such feedback.

Accreditation Manager may contact the institution to investigate any negative feedback. Feedback on an inspection is not passed to the inspector(s) concerned until after the inspection report has been considered by the Accreditation Committee. Any relevant response from the inspector(s) will be passed to the Institution.

9.13 Complaints about the accreditation scheme

These will be considered by NBA's Executive Committee. Complaints such as these should be submitted in writing to the Member Secretary, NBA, New Delhi.

Complainants will be informed of the Executive Committee's response to their complaint by its Member Secretary within 10 working days of its meeting.

10. Where to get help ?

10.1 NBA website

While this manual is intended to provide a comprehensive guide to the standards, procedures and regulations of NBAs accreditation scheme, NBA website contains additional information on many aspects of NBA's work as well as providing a useful repository of all the documents and forms required by applicant and accredited Institutions.

Key areas on the website

www.nbaind.org

This site provides all the information about NBA, its governance, history, Accreditation, Activities, International cooperation, Publication, Public interface and Opportunity.

10.2 Accreditation Seminars/Workshops

NBA holds regular seminars/workshops aimed both at accredited Institutions and prospective applicants, led by an experienced NBA team. These seminars will allow Institution managers to learn more about the application, inspection and accreditation process, ask any questions they may have and explore issues specific to their Institution within an open and supportive atmosphere. The detailed information could had from the NBA website at www.nbaind.org

10.3 Contact address:

NATIONAL BOARD OF ACCREDITATION

4th Floor East Towers, NBCC Place
Bhisham PitarnahMarg, PragatiVihar
New Delhi 110003
Ph: 91(11)24360620-22, 24360654, 24360656
Website: www.nbaind.org

11 FAQs

11.1 What is AICTE?

AICTE in its full form stands for All India Council for Technical Education. AICTE is a statutory body established through an Act of Parliament, in 1987, with a view to the proper planning and coordinated development of the technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system for matters connected there with. Technical education was defined as programmes of education, research and training in engineering, technology, architecture, town planning, management, pharmacy and applied arts and crafts and such other programmes or areas as the Central Government may, in consultation with the Council, by notification in the official Gazette, declare.

11.2 What is NBA?

NBA - National Board of Accreditation (NBA) was constituted by All India Council for Technical Education (AICTE), as an Autonomous Body, under Section 10(u) of the AICTE Act, 1987. NBA conducts evaluation of technical institution or programme on the basis of norms.

All India Council for Technical Education (AICTE), as a part of its programmes and activities, set up the National Board of Accreditation (NBA) in September 1994, in order to assess the qualitative competence of educational Institutions from Diploma level to Post-Graduate level in Engineering and Technology, Management, Pharmacy, Architecture and related disciplines.

NBA in its present form has come into existence as an autonomous body with effect from 7th January 2010, with the objective of Assurance of Quality and Relevance of Education, especially in technical disciplines through the mechanism of accreditation of programmes offered by the technical Institutions. NBA is setup to help all participating Institutions assess their performance vis-à-vis set parameters.

11.3 How was the NBA Constituted?

National Board of Accreditation (NBA) was constituted by the All India Council for Technical Education (AICTE), as a part of its programmes and activities, in September 1994, in order to assess the qualitative competence of educational Institutions from Diploma level to Post-Graduate level in Engineering and Technology, Management, Pharmacy, Architecture and related disciplines.

NBA was mandated to conduct periodically evaluation of technical Institutions or Programmes on the basis of guidelines, Norms and Standards specified by it and to make recommendations to it, AICTE or to the Council, or to the Commission or to the other bodies, regarding recognition or de-recognition of the Institution or programme."

NBA in its present form has come into existence as an autonomous body with effect from 7th January 2010, with the objective of Assurance of Quality and Relevance of Education, especially in technical disciplines through the mechanism of accreditation of programmes offered by the technical Institutions.

11.4 What are the goals of NBA?

- To develop a quality conscious system of Technical Education where excellence, relevance to market needs and participation by all stake holders are the major determinants.
- To build a technical education system, as vendors of human resources, that will match the national goals of growth by competence, contributes to economy through competitiveness and compatibility to societal development.
- To provide quality bench marks targeted at Global and National Stockpile of human capital in all fields of technical education.
- To support and advise technical Institutions in the maintenance and enhancement of their quality of provision
- To provide confidence and assurance on quality to various stakeholders including to students
- To provide assurance of the good standing of an Institution to government departments and other interested bodies
- To enable an Institution to state publicly that it has voluntarily accepted independent inspection and has satisfied all the requirements for satisfactory operation and maintenance of quality in education.

11.5 What is Accreditation?

Literally Accreditation means official Recognition/endorsement and guarantee of minimum quality. NBA accreditation is a quality assurance scheme for higher technical education.

Accreditation is a process of quality assurance and improvement, whereby a programme in an approved Institution is critically appraised and given credit where it is due for some clearly visible and demonstrable strategies of academic activities and objectives of the Institutions.

A useful working definition of accreditation is "professional and national recognition reserved for facilities that provide high quality service".

Accreditation does not seek to replace the system of award of degree and diplomas by the Universities/autonomous Institutions. But, accreditation provides quality assurance that the academic aims and objectives of the Institution are honestly pursued and effectively achieved by the resources currently available, with a potential for continuous improvement in quality for effective growth.

11.6 What is the difference between AICTE Approval and NBA Accreditation?

Approval of AICTE for new Institutions or for starting new programmes is based on

- Credibility of Institutional Management and the Programme providers.
- Assurance of Compliance to AICTE Norms and Standards.
- Prior approval by the State Government and University or other competent authority.
- Market sensitivity of programme output, to avoid imbalance in supply of qualified manpower.

Accreditation of the Institutional Programmes by NBA is based on

- Availability of potential for sustaining and improving in the light of set assessment criteria
- Recognition by all stake holders like the end-users, Institutional products and the community at large
- Demonstrated capability of the Institution and programme to adhere to the qualitative criteria of Accreditation
- Assessment by peer groups of NBA through a visit to the Institution and making relevant recommendations to the NBA.

11.7 What does Accreditation Signify?

Accreditation signifies different things to different stake holders

- for the parents, it signifies that their child goes through a teaching-learning environment as per accepted good practices.
- for the students, it signifies that he has entered the portals of an Institution, which has the essential and desirable features of Quality Professional Education.
- for the employers, it signifies that the students passing out have competence based on well grounded technical inputs
- for AICTE , it signifies that the Institutional performance is based on assessment through a competent body of Quality assessors, with of Strengths and Weaknesses emanating as a feedback for policy-making.
- for the Institution, it signifies its strengths, weaknesses and opportunities for future growth.
- for the industry and infrastructure providers it signifies, identification of quality of Institutional capabilities and Skills and Knowledge.
- for the country, it signifies confidence in the suitability for sustaining stockpiles of market sensitive human capital and a pragmatic national development perspective.
- for the alumni, it signifies attachment through the pride of passing out with credentials.

11.8 Why should Institutions go for Accreditation by NBA?

The process of accreditation helps the Institutions in realizing a number of benefits, both tangible and intangible. If the Institution and programmes are accredited by NBA, the Institution and its programmes will

- be identified with excellence in technical education
- be assured of conformity to good practices and bench marks of global requirements.
- be able to rate the programmes on a national platform to attract better student intake.
- be able to appraise its strengths, weaknesses and opportunities through an informed review process.
- be eligible for receiving funds from govt. funding agencies
- be able to initiate innovative and modern methods of pedagogy
- be a satisfied facilitator of human capital to world class employees and other stake holders.

11.9 What happens if there is no Accreditation?

The Accreditation process has been developed as a sensitive tool for Quality Assurance in technical education, because without it:

- It is not possible to sustain the present Institutional growth rate and ensure maintenance of credible programmt is not possible to correct existing imbalances in generation of quality technical manpower.

- It is not possible to ensure that the institute indeed has and is likely to have in near future, the necessary resources for qualitative technical education.
- It is not possible to ensure that the Institutional products meet industry requirements and are acceptable human resource in global job market sector.

11.10 What is not the purpose of Accreditation?

Not to find faults with the Institution but to assess the status-ante of the performance.

Not to denigrate the working style of the Institution and its programmes but to provide a feed back on their strengths and weaknesses.

Not to demarcate the boundaries of quality but to offer a sensitizing process for continuous improvement in quality provisions.

Not to select only Institutions of national excellence but to provide the benchmarks of excellence and identification of good practices.

11.11 Who can apply for Accreditation by NBA?

You can

- If your Institution and the programmes are approved by the AICTE
- If at least two batches of students have passed out of the programme.

11.12 Which programmes come under Accreditation by NBA?

Under the provisions of the AICTE Act of 1987, all diploma, degree and post graduate programmes coming under the following disciplines are covered under Accreditation by NBA

- Engineering and Technology
- Management
- Architecture
- Pharmacy
- Hotel management and Catering Technology
- Town and Country Planning
- Applied Arts and Crafts

11.13 What is the Composition of visiting Evaluation Team?

The Visiting Evaluator Team consists of a chairperson and two programme Evaluators, one of them being from industry or end-user organization. The team members are either senior academics or engineers, who are selected on the basis of their high standings in the profession.

The team of the above is selected from neighboring states other than the state in which institute is located.

Evaluators themselves withdraw from the accreditation exercise if they are involved with the Institution in other capacities such as Advisor, Consultant, research, etc.....

Chairperson

The Chairperson, once the Evaluation Team is constituted, is an autonomous authority, who has the overall responsibility for the visit at the end of which to prepare the consolidated Team report for submission to NBA.

Programme Evaluator

The programme Evaluators are responsible for assessing the individual programmes with reference to the criteria laid down for Accreditation of the undergraduate / past-graduate programmes.

11.14 How is the assessment done?

The Chairperson and the programme Evaluators in consultation with the Institution, agree to details of the visit based on NBA guidelines. The Team carries out physical verification of infrastructure facilities, records, interviews faculty, staff, students, alumni, industry and any other activity deemed necessary and ensures transparency.

11.15 What is the process of Accreditation?

Accreditation of Institutional programmes goes through various stages of the process detailed below:

1. The Institution obtains priced publications viz., manuals of Accreditation along with the application form.
2. The Institution responds to the two part Questionnaire
Part I - About Institution
Part II - About Individual Programme.
3. NBA's Secretariat
 - scrutinizes the application for adequacy of information, relevance and prima facie eligibility for Accreditation,
 - seeks suitable dates for visit by the Evaluation Team
 - constitutes the Evaluation Team.
 - prepares brief for the members of the team.
4. Evaluation Team visits the Institution and evaluates and makes recommendations.
5. ET Recommendations are presented to the Evaluation and Accreditation Committee.
6. NBA considers the recommendations of the EAC.
7. The results are placed before Executive Committee of NBA for decision in the matter.
8. The results are notified and published in the Directory of Accredited Programmes of Institutions.

11.16 Fee Schedule

The fee schedule for different programmes could be had from the NBA website www.nbaind.org

11.17 How Institutions should prepare themselves for Accreditation?

Institutions seeking accreditation have to submit a self assessment report (SAR) in the prescribed format to NBA. Subsequently, they have to prepare themselves for an on-site visit to be conducted by ET appointed by NBA in order to validate the SAR submitted by the Institution and to assess the strengths and weaknesses of the programme. The Evaluation team visit plays a significant role in the accreditation process because through such visits, the claims made by the Institutions in the SAR are verified and the recommendations of this team are considered for taking the final decision by NBA. Institutions intending to seek accreditation must prepare themselves adequately.