



Review of Literature



NAAC AND THE INDIAN HIGHER EDUCATIONAL QUALITY ASSURANCE UNDER RE-ACCREDITATION IN 2011 TO 2015.

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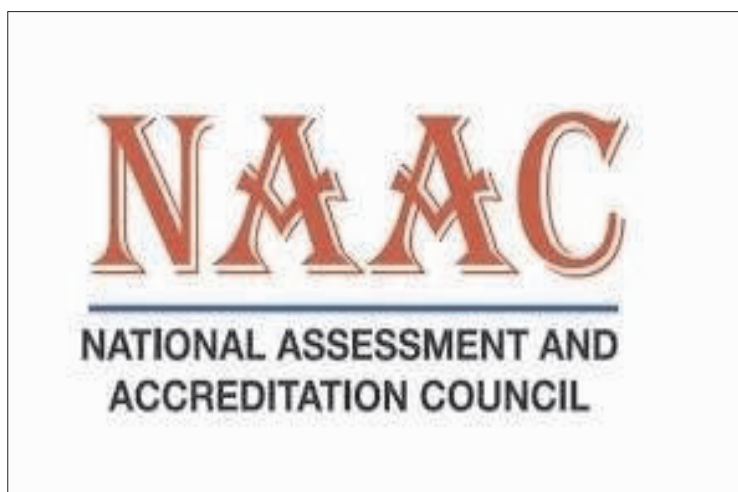
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ABSTRACT:

Quality assurance and accreditation in higher education is characterized as precise administration and evaluation of methodology embraced by Higher education organization or framework to screen execution and to guarantee accomplishment of value change. Quality affirmation means to give partners certainty about the administration of value and the result accomplished. The arrangement for instruction is mostly the obligation of the administration, which is keen on instructive quality evaluation since (i) the govt. has sacred commitment to guarantee nature of training (ii) responsibility being used of open assets is to be guaranteed and (iii) arrangement of value instruction for all the qualified competitors is a political choice, which appreciates a solid social help. It is basic thusly to recognize the attributes of value, develop procedures for encouraging it, distinguish the elements influencing it, analyze the connection amongst quality and assets, and investigate the measures of observing changes after some time. To do this, a typical structure is required for get-together subjective and quantitative information and for examining them, to evaluate quality and to guarantee the partners of their quality. As the obligation of support of guidelines of Higher education is

vested with UGC, the UGC has built up NAAC for evaluation and accreditation of colleges and universities. A three phase technique is taken after, which includes (i) planning of the self-ponder report by the foundations in view of the characterized parameters (ii) approval of the self-think about report by a group of companions through immediately visit and association with the functionaries of the organizations and (iii) a ultimate choice on evaluation and accreditation by the

NAAC. The result of accreditation practices embraced by the organizations like NAAC and NBA have critical effect on change of nature of Higher education, the qualities and deficiencies of the foundations are recognized for starting proper activity. The partners the administration, understudies and businesses appropriately advantage from data and investigation of institutional execution. In the globalized condition, the development of trans-national establishments and utilization



of electronic media for conveyance of projects through separation mode, represent a more noteworthy test to quality confirmation organizations for (i) clearing up issues relating to the strategies for quality affirmation (ii) advancing worthy criteria for evaluation of learning fulfillments. A joint exertion between the organizations and the accreditation bodies would be expected to guarantee great coordination and correspondence, with the goal that they can stick to a moral code of good practice and be goal, reasonable and thorough in the errand of achieving quality appraisal and accreditation.

KEYWORD: *Higher Education, NAAC, Quality assurance, Re-Accreditation.*

INTRODUCTION

The need for quality assurance and accreditation has been built up particularly with regards to globalization and money related limitations impinging on Higher education. This gives a prologue to the twin and the incorporated issues of value affirmation and accreditation in Higher education. There are more than 47 Central Universities, 263 State public Universities, 122 Deemed Universities and Private Universities. These foundations broadly contrast as far as the command to offer projects and courses, understudy enrolment, framework, conveyance frameworks, wellsprings of assets and administration. They are set up by the inside and state governments and in this manner, the ability to grant degrees/recognitions/declarations is vested in them by the particular governments. The higher learning establishments have its own particular interior and outside systems for guaranteeing and upgrading nature of its projects and look after models. In the current circumstances, a few improvements have occurred which has changed the apparent prerequisites for quality affirmation in Higher education.

WHAT IS QUALITY ASSURANCE AND ACCREDITATION?

Quality assurance refers to the policies, attitudes, actions and procedures necessary to ensure that quality is being kept up and improved. Accreditation alludes to an assessment of whether an organization meets all requirements for a testament status. The status may have suggestions for the organization itself or potentially its understudies met all requirements for certain business. Truth be told the hidden motivation behind accreditation is to decide the degree to which foundations are releasing their obligations regarding understanding their objectives and for the nature of training gave to empower the understudies to accomplish guidelines. Hence accreditation is the way toward analyzing institutional strategy for guaranteeing quality and evaluating the courses of action for compelling usage of methodologies for accomplishing expressed destinations.

There are two noteworthy purposes which accreditation serves:

- Quality assurance, which deciding guidelines of value and execution for least agreeableness in light of a legitimate concern for open.
- Quality change, which gives the administration that is intended to enhance establishments and projects through an outside audit process.

LITERATURE REVIEW

Yadava (2011) studied about the "Reforming Higher Education: Addressing Quality Concern". The examination analyzed the audit of exercises of higher instructive establishments and also their spending should be directed to eliminate old exercises and make the important space for new exercises. The moving from conventional incremental planning to execution based, one is currently important to capture the disintegration in quality despite the exploration crunch

NAAC's relevance: The role of NAAC, (Ranganath, 2013), has always been to provide appropriate information to stakeholders on whether minimum standards are available in an institution to deliver education. On the relevance of NAAC's assessment in today's higher education scenario, the quality assurance mechanism in the country should become stringent. We need a highly robust, objective assessment mechanism in place as

higher education is growing quickly, (Ranganath, 2013).

Doley(2014) investigated the "Role of Assessment in Improving Quality in Higher Education". The finding of the investigation was that diverse creative evaluation techniques have a solid lever for quality change in learning of substantive information and aptitude and educating different courses. The teachers and educators should design the appraisal strategy methodically for the advancement of value and standard of Higher education.

NEED AND SIGNIFICANCE OF THE STUDY

Accreditation has turned into a capable weapon in the fight for ability. Rivalry among Higher education establishment is reflected in the rising noteworthiness and notoriety of accreditation that endeavor to quantify the ability getting limit.

Presently a day's each foundation is especially cognizant about the measurement and nature of training which continues changing with time, additionally quality can't be evaluated by a solitary measuring stick. In this setting NAAC has built up specific measures for constant change of their nature of Higher education. For better perceivability social rearrangement, advertise adequacy and for better skill, accreditation improves as an alternative.

Some universities ever endeavor to manage the quality improvement methodologies as for co-curricular exercises, use of infrastructural and learning assets and so forth in the wake of getting the NAAC accreditation and they may consider it just on the eleventh hour which was truly the high time to do. This is the reason which drove me to lead the investigation The present examination was proposed to find the piece of NAAC for quality affirmation in Arts and science schools banded together to Kannur University

- The study will help the association to know its quality, weaknesses and openings expecting any
- The study will give the overall population trustworthy information on the idea of preparing offered by the establishment
- The study will enhance collegiality on the grounds
- The consider hurls the light to the components of UGC in upgrading the idea of cutting edge training

OBJECTIVES OF THE STUDY

- To comprehend the part of NAAC for quality affirmation in Higher education

HYPOTHESIS OF THE STUDY

- NAAC assume a noteworthy part in enhancing quality in Higher education organizations partnered to Kannur University

METHODOLOGY

To complete the examination the examiner utilized the overview strategy for the investigation.

Statistical Technique Used for the Study

The critical measurable procedure utilized for the examination is rate investigation. Rate examination of different measures acquired is figured.

DISCUSSION

Concerning quality, it is the trendy expression in this day and age of instruction. It has turned into a vital belief system of training. There are some real anxieties among scholastics and social commentators on the negative effect of selection of administrative and market methodologies of value procedure to training. Yet, this investigation has a few restrictions moreover.

Limitations of this study

The method received is satisfactory for the issue under investigation. Despite the fact that few endeavors were made to make the examination as exact as could be expected under the circumstances, a few

impediments were sneaked in to the investigation. They are:

- the think about was bound to schools subsidiary to Kannur college as it were
- the test was constrained to Arts and science schools partnered to Kannur college
- the consider uses poll and structured interview plan for information accumulation

FUTURE STUDY

The obtained data were characterized and broke down to yield important elucidation of results which may in the long run bear the huge discoveries of the examination. The agent chose appropriate factual system as rate examination for breaking down the accessible information.

- Analysis of information gathered from NAAC facilitators of Arts and Science schools associated to Kannur University
- Analysis of information in view of the meeting with NAAC organizers and the principals of the Arts and Science schools partnered to Kannur University

Innovative Practices

Table 1. Curricular Aspect

| SI No: | Que No: | Questions | Yes (%) | No (%) |
|--------|---------|---|----------|----------|
| 1 | 2 | Does the college have any improvement in the academic area after NAAC accreditation? | 12 (100) | - |
| 2 | 7 | Does the college commence new courses after accreditation? | 09 (75) | 03(25) |
| 3 | 12 | Does the college offer any add-on course for the students? | 07(58.3) | 05(41.7) |
| 4 | 35 | Does the college face any challenge in completing the curriculum within the stipulated time frame and calendar? | 10(83.3) | 02(16.7) |

The above table demonstrates that every one of the schools have more noteworthy change in the scholastic region after the accreditation. Therefore around 75% of the universities figured out how to initiate new courses. Likewise around 58.3% of the universities offer includes courses for the understudies while 41.7% of the schools don't offer such course. What's more, as for the finish of the educational modules inside the time span, around 83.3% of the schools confront challenge in finishing the syllabus while 16.7% of the universities don't confront any test for the same.

Table 2. Teaching Learning and Evaluation

| SI No: | Que No: | Questions | Yes (%) | No (%) |
|--------|---------|--|-----------|----------|
| 1 | 4 | Does the teacher utilize the technological resources effectively in the teaching learning process? | 12 (100) | - |
| 2 | 19 | Does the college offer remedial coaching for the students? | 12 (100) | - |
| 3 | 23 | Does the college have the mechanism for the evaluation of teachers by the students? | 12 (100) | - |
| 4 | 25 | Do you assure that the students use Higher technology for increasing the quality of education in colleges? | 12 (100) | - |
| 5 | 27 | Does the college assure the students feedback on the courses offered? | 10 (83.3) | 02(16.7) |

The previously mentioned table demonstrates that penny percent of the schools, prevailing in the use of the mechanical assets by both the educators and the understudies. Thus for the improvement of the understudies, penny percent of the universities excessively offer healing training classes for the frail understudies. Additionally for quality change in instructing, penny percent of the universities are keeping up a component for the assessment of instructors by the understudies. The table likewise demonstrates that 83.3%of

the schools guarantee the understudies input on the courses offered while 16.7% don't make such confirmation

Table 3. Research Consultancy and evaluation

| Sl No: | Que No: | Questions | Yes (%) | No (%) |
|--------|---------|---|----------|----------|
| 1 | 16 | Does the management of the college encourage research culture? | 12 (100) | - |
| 2 | 26 | Is there any agency engage in research work in collaboration with your college? | 04(33.3) | 08(66.7) |

The table demonstrates that penny level of the school administration supports the examination culture. However just 33.3% of the universities are participate in look into work in help of other organization while 66.7% schools don't take part in inquire about work.

Table 4. Infrastructure

| Sl No: | Que No: | Questions | Yes (%) | No (%) |
|--------|---------|---|----------|----------|
| 1 | 30 | Does the college library provide facilities like e-reading, books for providing competitive exams etc | 10(83.3) | 02(16.7) |
| 2 | 32 | Does the college provide hostel accommodation to the students with all the amenities? | 10(83.3) | 02(16.7) |

The above table uncovers the subtle elements of the framework offices of the universities. It passes on that 83.3% of the schools offer very much propelled library offices and better inn lodging with al comforts while 16.7% of the school don't furnish such offices as for school library and inn.

Table 5. Student Support and Progression

| Sl No: | Que No: | Questions | Yes (%) | No (%) |
|--------|---------|---|----------|----------|
| 1 | 5 | Does the college have alumini association? | 12(100) | - |
| 2 | 6 | Does the college conduct its association meeting every year? | 12 (100) | - |
| 3 | 9 | Do the teachers encourage students participation in co-curricular activities? | 12(100) | - |
| 4 | 10 | Do the teachers encourage students participation in programme organized outside the college campus? | 12 (100) | |
| 5 | 13 | Has the college got any championship in co-curricular activities? | 10(83.3) | 02(16.7) |
| 6 | 28 | Does the college encourage the students council for active participation at all levels in academic decision making in appropriate manner? | 10(83.3) | 02(16.7) |
| 7 | 29 | Do you make assurance of student's participation in IQAC? | 10(83.3) | 02(16.7) |
| 8 | 31 | Is the grievance cell of the college working effectively? | 12(100) | - |
| 9 | 34 | Does the college reward the outstanding achievers in sports and co-curricular activities? | 12 (100) | - |

The above table featured the understudy bolster exercises and movement program. The table gives the points of interest that 100% of the universities prevailing with regards to leading its graduated class affiliation and its meeting each year. Likewise penny percent of the school instructors energize understudies investment in program sorted out inside and outside the school grounds. Also, penny percent of the school too remunerate the remarkable achievers in games and co-curricular exercises. The table further demonstrates that 83.3% of the

universities got title in co-curricular exercises while 16.7% of the schools didn't hold any title. Likewise 83.3% of the universities empower understudy chamber for dynamic interest at all levels in scholastic basic leadership while 16.7% don't support such cooperation. Essentially 83.3% of the universities make affirmation of understudies investment in IQAC (Internal Quality Assurance Cell) while 16.7% don't make such confirmation. The table likewise demonstrates that penny percent of the grievance cell of the universities works viably.

Table 6. Professional Development

| SI No: | Que No: | Questions | Yes (%) | No (%) |
|--------|---------|---|----------|----------|
| 1 | 11 | Do the teachers participate in the orientation courses / refreshers courses | 12 (100) | - |
| 2 | 24 | Is there any teacher who got the post doctoral fellowship? | 10(83.3) | 02(16.7) |
| 3 | 36 | Do the teachers get the opportunity as visiting professors in other colleges/ university? | 06(50) | 06(50) |

The above table demonstrates the expert improvement of the educators. That is penny percent of the educators take part in the introduction courses and refresher courses. We can see that 83.3% of the school has no less than one educator who got post doctoral association. Assist half of the schools have the instructor who regularly makes utilize the open door as going by teachers in other college/universities

Table 7. Governance and Leadership

| SI No: | Que No: | Questions | Yes (%) | No (%) |
|--------|---------|--|----------|---------|
| 1 | 14 | Does the college assure the involvement of parents in PTA meeting? | 12 (100) | - |
| 2 | 15 | Does the college conduct the staff meeting regularly? | 12 (100) | - |
| 3 | 17 | Do the administrators provide sufficient fund for the overall development of the college campus? | 11(91.7) | 01(8.3) |
| 4 | 22 | Does the college utilizes the funds granted by UGC effectively? | 12 (100) | - |
| 5 | 33 | Is a provision for the service of counsellor/advisor for the students? | 09 (75) | 03(25) |

The table demonstrates that penny percent of the universities guarantee the inclusion of the guardians in PTA meeting. Thus penny percent of the school directs the workforce conference frequently. The table further uncovers that 91.7% of the school managers give adequate store to the advancement of the school grounds where as 8.3% of the school executives don't give the reserve. However penny percent of the universities uses the store allowed by UGC successfully. The table additionally passes on that 75% of the universities make utilize the administration of the advocate while 25% of the schools don't rely upon guide.

Table 8. Innovative Practices

| No: | Que No: | Questions | Yes (%) | No (%) |
|-----|---------|---|----------|----------|
| 1 | 1 | Does your college have NAAC accreditation? | 12 (100) | - |
| 2 | 3 | Does the college try to maintain the criteria of NAAC after its accreditation also? | 12 (100) | - |
| 3 | 8 | Is there any increase in the application received from the candidate after accreditation? | 12 (100) | - |
| 4 | 18 | Is there any improvement in NSS and NCC programmes after being visited by NAAC? | 12 (100) | - |
| 5 | 20 | Does any of the department has got patent right? | 02(16.7) | 10(83.3) |
| 6 | 21 | Does the college organize national and international seminar in collaboration with UGC? | 12 (100) | - |
| 7 | 37 | Is there any participation from your college in the national or international seminar organized outside the college campus in collaboration with UGC? | 11(91.7) | 01(8.3) |
| 8 | 38 | Does the university provide guidance/conduct coaching classes for students appearing for NET/SET/any other competitive exams? | 12 (100) | |

After the accreditation penny percent of the schools have enormous increment in the application for the affirmation of the understudies. Assist penny percent of the NCC and NSS projects of the universities have better change. So also penny percent of the school prevail with regards to facilitating national courses in a joint effort with UGC. Furthermore, 91.7% of the schools urges the understudies to partake in class sorted out outside the school grounds where as 8.3% of the school don't advance such interest. The table further passes on that penny percent of the school give either NET/SET training or instructing for other aggressive exams.

Analysis of data based on the interview with NAAC coordinators- Conducted By Investigator Shi Bharath Joshi

The major objective of the study was to investigate the role of NAAC for quality assurance in higher education. The investigator Shri Bharath Joshi conducted a structured interview with the co coordinators of expressions and science schools partnered to Kannur University. In spite of the fact that the principals of the schools were booked for the meeting, the specialist couldn't meet every one of the principals of the particular expressions and science universities.

For the organized meeting, the agent incorporated certain zones, for example, framework, student support plans, learning assets, specific administrations, extensional exercises and so forth

- Usually IQAC's are set up after the NAAC accreditation, with a specific end goal to keep up the accomplished quality for the accreditation. All co facilitators are of the view that the IQAC's in the universities arrange yearly change program.
- With regard to the framework and learning assets every one of the universities make utilization of the mechanical assets viably. Innovation arranged classroom lessons are Higher.
- The examiner saw that, dominant part of the supported universities could start new courses after accreditation than government schools. All schools have effectively embraced diverse exercises for the change of scholarly standard of the understudies. Most schools offers add-on course, for example, human rights instruction, send out exchange and so forth
- The schools leads its graduated class affiliation yearly. A few universities have solid graduated class. Most graduated class offers monetary help as grants.
- All schools take after the college's standards and principles for the confirmation of understudies. Just 16% of the universities offer self financing courses. A few schools are the communities for separate training classes. Also, the resources managing the classes were now and again from other school .
- The agent additionally found that 58% of the universities offer bank and NET training classes for both the home understudies and facades, amid Saturdays and Sundays in a joint effort with UGC

- All the universities have the arrangement for the profession direction cell. However 66% of the universities' profession direction cell are working effectively. Banks, for example, Catholic Syrian bank, Federal bank, South Indian bank and so on have been enlisting the active graduate understudies for as far back as three years. BPO's likewise enlist certain level of these class understudies. Aside from these instructing classes, ASAP has likewise been directing a few projects time to time.
- The schools too have the arrangement for advising. In any case, a large portion of the schools needs prepared and full time guide. Every one of the schools have grievance cell which works adequately to the degree. Alongside these, ladies cell, against ragging cell etc are additionally working in different schools.
- The universities directs the investigation visit program for the understudies consistently. For the administration universities, stores are granted for the science departments while aided schools, self financing visit have been composed for the two expressions and science divisions
- Cent percent of the schools are experienced with the issue of educational modules inside the time span. Since the appropriation of credit and semester framework, the designated time and working days are not adequate to conceal the entire bit. Along these lines they draw in classes amid Saturdays and Sundays.
- Yearly PTAs are directed routinely and additionally departmental savvy guardians gatherings are led after the interior exams. Subsequently there sets up great affinity amongst guardians and instructors.

Educational Implications

In the present examination, the agent found that NAAC assumes a huge part in quality affirmation in Higher education subsidiary to Kannur University.

The accompanying significant advantages might be distinguished from the procedure of value evaluation and accreditation.

- Initiates foundation in to development and present day strategies for instructional method
- Assessment rouse the organization to give world class training to understudies with the assistance of most recent innovation
- It helps in altering the conduct of the out of this world, nearer to the groups, through extensional exercises
- It will enable understudies and guardians to settle on right choice in regards to decision of instructive establishment with the goal that they may get appropriate return of the speculation acquired on training
- It improves collegiality on the grounds
- It helps in distinguishing interior zones of arranging
- It inspires Higher education organizations to accomplish perfection in all circles of scholastic movement
- It builds up another ability to know east from west and personality for organization
- The society gets solid data on quality instruction advertised
- A study can be directed among at least two colleges
- Apart from Arts and Science universities, study can be directed among proficient schools as well
- A relative examination can be directed among NAAC licensed and non certify universities
- Attitude scale as an instrument can be utilized rather than survey

CONCLUSIONS

The present investigation features a review report of NAAC authorize Arts and Science schools subsidiary to Kannur University. The primary concentration of the examination is the part NAAC in quality confirmation in Higher education.

While considering the reaction through meeting timetable and survey, it has been established that the schools scholastic condition and grounds changed definitely since accreditation.

As for quality, it is the trendy expression in this day and age of instruction. It has turned into an imperative belief system of training. There are some real anxieties among scholastics and social faultfinders on the negative effect of appropriation of administrative and market methodologies of value procedure to training. Quality makes instruction more significant of its social transformative and individual advancement part,

It ought to be noticed that we may continue posting any number of steps/measures to guarantee the

nature of Higher education. Be that as it may, we should comprehend that all these have a brief qualities and should be ceaselessly changing to meet the changing instructive objectives. The measures/steps taken by these schools are limited prerequisites to push ahead in this interminable trip of value Higher education.

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