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Study of Role of NAAC in Reinforcing Quality Education

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I. INTRODUCTION

The National Assessment and Accreditation Council have been formed to address the issues of deterioration of quality education. It has been formed by Government of India having its headquarter in Bangalore. The body is funded by University Grants Commission. The recommendations made by National Policy in Education laid the foundation of this body in year 1994.

The following is the eight ladders grading for the institutes.

Range of institutional CGPA	Letter Grade	Performance Descriptor
3.51 – 4.00	A++	Accredited
3.26 – 3.50	A+	Accredited
3.01 – 3.25	A	Accredited
2.76 – 3.00	B++	Accredited
2.51 – 2.75	B+	Accredited
2.01 – 2.50	B	Accredited
1.51 – 2.00	C	Accredited
≤ 1.50	D	Not Accredited
Range of institutional CGPA	Letter Grade	Performance Descriptor
3.51 – 4.00	A++	Accredited

II. REVIEW OF LITERATURE

NAAC's main aim was to uphold the quality of higher education in the country. It requires a lot of hard work but with the help of use of management and its principles it becomes easy and effective. For effective implementation of NAAC accreditation process requires automatic improvement in the quality of higher education in India. Pre, During and Post work of NAAC requires use of different Management concepts to achieve the task.^[i] The indomitable spirit of higher education paves the way for the growth of a nation in the political, economical, social, intellectual, and spiritual dimensions. NAAC helps to uplift the standard of teaching pedagogy to produce students with versatile personalities so that they can deal with challenges of global standard in coming times.^[ii] The NAAC has identified the following seven criteria to serve as the basis for assessment of HEIs (NAAC 2013) : 1. Curricular Aspects 2. Teaching-Learning and Evaluation 3. Research, Consultancy and Extension 4. Infrastructure and Learning Resources 5. Student Support and Progression 6. Governance, Leadership and Management 7. Innovations and Best Practices.^[iii]

India is an important global player in higher education and issue of internationalisation of higher education remains highly debated in the country. There are both push and pull factors that contribute to the growth in number of Indian students seeking higher education overseas. Globally, internationalisation of higher education will continue to grow with demographic shifts across countries, with more countries seeking to enrol foreign students and with growing number of education providers seeking to form strategic alliances across borders.^[iv]

Higher education of high quality is a catalyst in greater economic development and faster nation building. With this backdrop, it is important that India as a nation realizes the potential of quality higher education and equip itself to face the challenges. The quality concerns in higher education have always been a point of discussion in Indian knowledge society. The Government of India, Ministry of Human Introduction Resource Development (MHRD)/Higher Education, setup various institutions and commissions like Nation Policy on Education (NPE), National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), National Advisory Committee & Committee on Higher Education chaired by Prof. Yash Pal and National Knowledge Commission chaired by Mr. Sam Pitroda to deal with quality issues in higher education.[^v]

Due to NAAC Students are trained and encouraged to participate in paper presentation/seminars and prepare project proposals and thus carry out the extension of their learning. Students are encouraged to contribute technical articles to develop written skills. Conduct seminars. Guest lectures /conferences so that the students refer many journals and reference books for seeking additional information Attention is given to individual student through mentors both in academics and extracurricular activities.[^{vi}]

NAAC provides an opportunity in which feedback is collected by these institutions also varies, some have structured formats and some have open ended questions. We have come across institutions that collect student feedback in a very simple way by asking the students to give their comments about what they don't like in the campus life and their suggestions to improve the student life that could be shared with the rest of the institution.[^{vii}]

III. RESEARCH METHODOLOGY

The objectives of the study

To investigate whether there is any difference between overall teaching pedagogy and Infrastructure before and after NAAC or not.

Sample Size=100, Sampling Technique used is Convenient Sampling, Sampling frame- Graduation Students of wardha district .

Likert scale has been used for collection of data and T test along with highlighting mean difference has been used to declare results of the data analysis.

Hypothesis

HO: There is no difference between overall teaching pedagogy before and after NAAC.

H1: There is no difference between overall teaching pedagogy and Infrastructure before and after NAAC.

HO2: There is no difference between overall Infrastructure before and after NAAC.

H2: There is difference between overall Infrastructure before and after NAAC

Hypothesis Testing

Respondents	Q1 Pre	Q1 Post	Q2 Pre	Q2 Post	Q3 Pre	Q3 Post	Q4 Pre	Q4 Post	Q5 Pre	Q5 Post	Q6 Pre	Q6 Post
1	2	5	3	5	2	5	3	4	2	5	3	4
2	3	4	1	5	3	4	3	5	3	4	2	5
:												
100												
Mean	3.25	4.19	3.06	4.32	2.96	4.17	2.96	4.47	3.25	4.28	4.01	4.18
Difference	0.94		1.26		1.21		1.51		1.03		0.17	
P Value	2.84909E-10		5.01094E-13		3.01874E-15		2.42872E-18		4.21917E-12		0.254836	

SIGNIFICANCE LEVEL AT 0.10 or 10%

Inference of the table

From the above table,Q1: Institute initiative in prompting Internship, Field work etc pre and post clearly shows that there is improvement in this regard. Further mean difference and P value which is nearly 0 and much less than 0.10 verify this.

From the above table,Q2: Institute Information about course & Program outcome pre and post clearly shows that there is improvement in this regard. Further mean difference 1.26 and P value 5.01094E-13 which is nearly 0 and much less than 0.10 verify this.

From the above table,Q3: Efforts are made to enhance employability skill pre and post clearly shows that there is improvement in this regard. Further mean difference 1.21 and P value 3.01874E-15 which is nearly 0 and much less than 0.10 verify this.

From the above table,Q4: Use of ICT tools such as LCD projector, Multimedia pre and post clearly shows that there is improvement in this regard. Further mean difference 1.51 and P value 2.42872E-18 which is nearly 0 and much less than 0.10 seconds this.

From the above table,Q5: Overall teaching -Learning process in your Institute pre and post clearly shows that there is improvement in this regard. Further mean difference 1.03 and P value 4.21917E-12 which is nearly 0 and much less than 0.10 supports this.

Considering all above HO: There is no difference between overall teaching pedagogy before and after NAAC is rejected and alternate is accepted.

From the above table,Q6: Overall Overall Infrastructure facilities pre and post clearly shows that there is no significant improvement in this regard. Further mean difference 0.17 and P value 0.254836 which greater than 0.10 does not support alternate hypothesis.

Hence here null hypothesis is accepted.

IV. CONCLUSION

It is evident from the study that there are many hurdles, obstacles and issues for completing the NAAC criteria and getting institute accredited with it. However the outcomes are very promising and students are very substantially benefited. During the study it has been revealed that teaching pedagogy, mode of internal exam assessment, Conveying and working on Program outcomes, Overall student developments are directly associated with the NAAC accreditation. Hence management and staff should take in a positive light and believe it to be a step towards nation building.

REMEMBER: “COLLAPSE OF EDUCATION IS COLLAPSE OF A NATION” and hence finally I am quoting a famous statement made by Dr. B.R Ambedkar- “*Cultivation of mind should be the ultimate aim of Human Existence.*”

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