

Best Practices of few NAAC accredited Higher Education Institutes in India: an Analysis

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Abstract

The accreditation process for higher education institutions (HEIs) is being performed by an autonomous body NAAC, on the basis seven criteria, thirty four key indicators and 93-115 qualitative and quantitative metrics depending on the nature of HEI. This investigatory analysis is an attempt to assess the level as well as factors associated with Best Practices and Institutional Values among students and educators of HEIs in India. The sample data considered for evaluation are collected from 150 HEIs including Universities, autonomous colleges and affiliated colleges. The area of analysis has been restricted to criteria 7.2 i.e. Best practice followed by the HEI with an assumption that it reflects overall characteristics of the institution. Descriptive analysis indicated that most of the teaching practices (dimensions or overall) recorded above moderate level in higher education. Inferential statistical analysis indicated that many of the sub-variables seemed to have moderate influences on the dimensions of teaching practices. This should augur well especially in laying the foundations for more specific actions to further improve best practices in the HEIs of the India which aspire to become center for excellence in the field of teaching-learning, research and social upliftment platform particularly in backward and vulnerable areas.

Keywords: *Best Practices, NAAC accreditation, HEI, UGC, NIRF*

I. INTRODUCTION

Best practices for any institution are the assets for any institution because it constitutes excellence in teaching, research, overall development of all the stakeholders and foremost it sets one of the examples of social reform in front of local as well as global community. These represent the broad range of the most effective actions educators take, and requisite conditions educators establish, to facilitate learning. Recognizing that what we do as educators is difficult to describe, I advance this list of dimensions of excellence as a starting point for discussions about the performances we strive for and may help each other obtain. While leadership in the college classroom is widely recognized as essential to higher education institutions, we who do this are rarely rewarded for learning to do it well. Among the reasons, one is the lack of an agreed-upon set of observable actions that constitute effective teaching. Next Generation Learning Challenges accelerates educational innovation through applied technology to dramatically improve the educational to needs of the students and the educators of the present age. Now a day's learning at HEI is merely not about understanding subject and use of technology. Actually it's about deep, profound, powerful experiences of students owning their learning as a whole-person development and student success. Now educators find value in educational technology that coordinates and tracks learning inside and outside of the classroom and the students of the same generation find value in educational technology that gives them real-time status of their progress toward personal learning goals. This as whole enables collaboration and communication with peers, teachers, and mentors. In the current global wave of higher education transformational change, many institutions of higher education have been called upon to revisit their purpose of teaching, learning and assessment. The role of IQAC in HEIs have been designed to monitor and execute this task. The teaching involves many processes namely curriculum, subject matter and epistemology, teaching and learning, and assessment-evaluation. This paper is an Inferential statistical analysis of data of section 7.2 i.e. best practices collected and analyzed for 150 HEIs of India (1-5).

II. METHODOLOGY

The purpose of this research is descriptive, because it seeks to provide an accurate description of access, stay, and success in higher education. The selected method of data collection is employed, because the line of action is to identify and accurately describe strategies and/or programs that improve academic access and success of vulnerable groups among institutions for higher education in India. For this purpose data provided by the NAAC has been considered as primary source because in Indian accreditation system these are most respectfully believable and a personalized survey conducted among the stakeholders of authors institution was used as a secondary source. The NAAC has designed its accreditation process for different HEI on the basis seven criteria, thirty four key indicators and 115 qualitative and quantitative metrics. The results have been published in different formats by NAAC periodically (6-7). Among few others criteria seven is considered as one of the pillar behind the success particularly the HEI in backward zone with vulnerable groups. In this study results of 150 HEI incorporated in the 32nd meeting of NAAC which was held on 26th September 2018 have been used to prepare the data, analysis and factsheets. The basic motive of the study was to find out the types of best practices used by differentially graded institutions and the effect of marking in criteria seventh on overall marking and grading. All 150 institutions were divided into six categories on the basis their total grade points containing.

This study have been conducted by dividing the into two sections I and II and each section in three categories. The section I comprised of Category 1, 2 and 3. In Category 1, twenty three HEIs who have scored total Grade point in between 1.00-2.00, In Category 2, twenty eight HEIs who have scored total Grade point in between 2.00-2.25 and In Category 3, twenty four HEIs who have scored total Grade point in between 2.25-2.50 have been included and the data are presented in Table 1.

Table 1: Section I: Presentation of Total grade points and Grade points of criteria 7 awarded by NAAC to respective HEI

Category 1			Category 2			Category 3		
AISHE code	Total Grade point	Grade points in Crt 7	AISHE code	Total Grade point	Grade points in Crt 7	AISHE code	Total Grade point	Grade points in Crt 7
C-34495	1.52	1.15	C-11026	2.03	1.76	C-34521	2.27	1.84
C-14092	1.54	1.95	C-16805	2.03	1.8	C-41603	2.27	2.17
C-43540	1.55	2	C-43227	2.03	2.22	C-42019	2.27	1.97
C-22575	1.58	1.03	C-51605	2.03	2.03	C-11191	2.3	2.8
C-891	1.6	1.18	C-17781	2.05	1.43	C-6957	2.31	2.53
U-0124	1.65	2.15	C-17003	2.06	1.84	U-0656	2.33	3.47
C-39749	1.66	1.23	C-41907	2.06	1.82	U-0431	2.34	2.82
C-28568	1.67	1.68	C-11261	2.08	2.17	C-22595	2.35	2.91
C-40961	1.76	1.27	C-6300	2.09	1.6	C-41089	2.35	2.34
C-9319	1.77	1.25	C-24964	2.09	2.13	C-35837	2.36	2.7
C-21759	1.78	1.13	C-33353	2.09	2.54	C-42230	2.38	2.79
C-17449	1.83	1.57	C-01312	2.11	2.34	C-9239	2.4	2.49
C-10984	1.86	1.55	C-43097	2.12	1.88	C-41286	2.4	2.42
C-18707	1.86	1.67	C-45333	2.13	1.71	C-41846	2.4	1.8
C-27960	1.86	1.44	C-8816	2.14	1.82	C-11068	2.41	2.18
C-7115	1.87	2.01	C-41858	2.16	2.74	C-10133	2.42	1.73
C-10104	1.87	1.07	C-27473	2.18	1.86	C-20844	2.44	1.85
C-16312	1.9	1.45	C-11012	2.19	2	C-19086	2.46	2.25
C-9005	1.93	1.44	C-16851	2.2	2.41	C-48357	2.46	2.83
C-15785	1.93	2.31	C-41079	2.21	2.24	C-8415	2.48	1.82
U-0762	1.95	1.31	C-20555	2.22	2.49	C-11130	2.49	2.4
C-17324	1.96	1.49	C-22224	2.22	2.49	C-29830	2.49	2.4
C-43344	2	1.36	C-12306	2.23	2.41	C-7581	2.5	2.31
			U-0010	2.23	2.87	C-42049	2.5	2.16
			C-8413	2.24	2.5			
			C-15727	2.24	2.29			
			C-21385	2.25	1.66			
			U-0488	2.25	2.32			

The section II comprised of Category 4, 5 and 6. In Cat 4, thirty one HEIs who have scored total Grade point in between 2.51-2.75, In Category 5, nineteen HEIs who have scored total Grade point in between 2.76-3.00 and In Cat 6, twenty five HEIs who have scored total Grade point in between 3.01-4.00 have been included and the data are presented in Table 2.

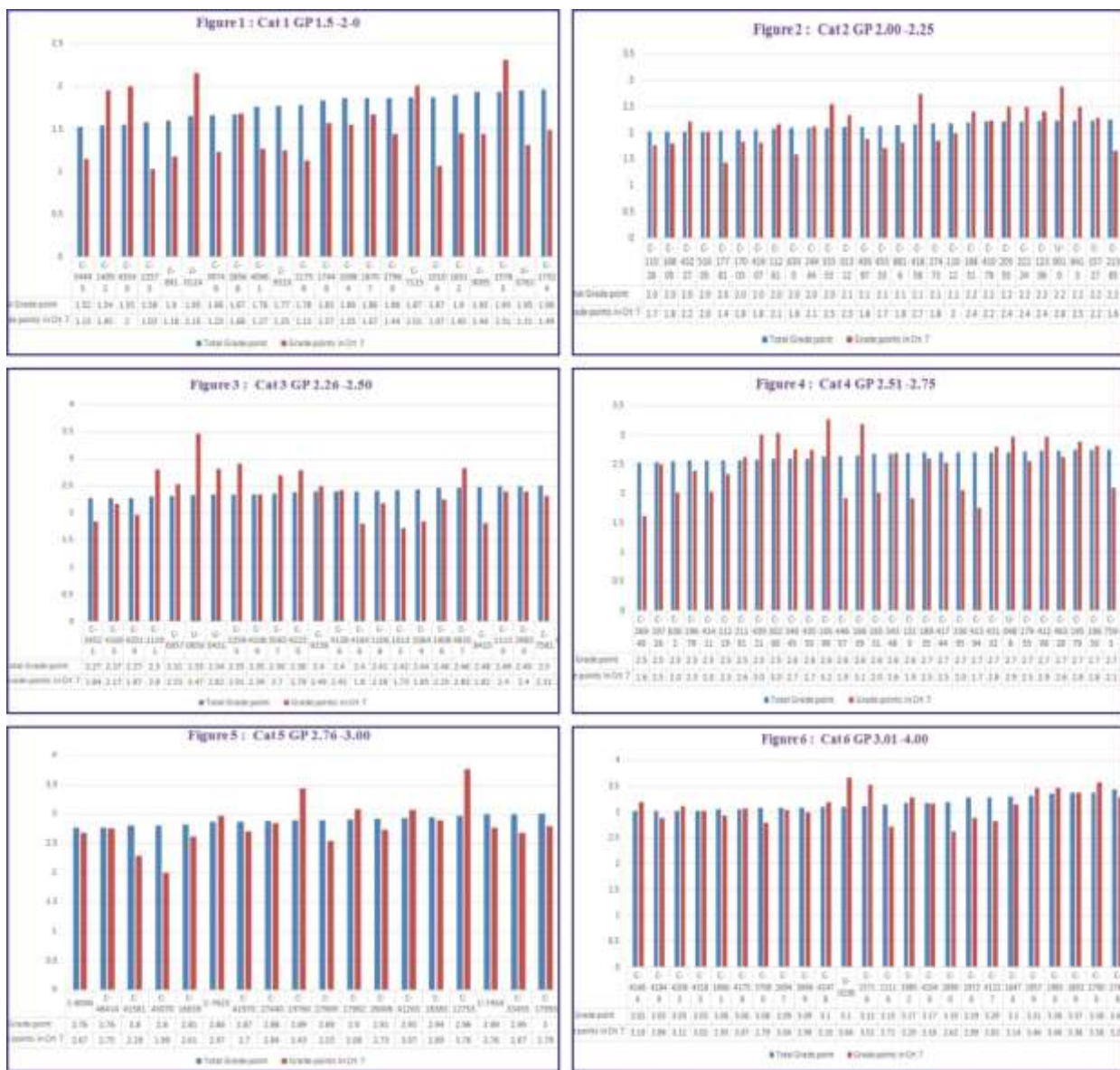
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Category 4			Category 5			Category 6		
AISHE code	Total Grade point	Grade points in Crt 7	AISHE code	Total Grade point	Grade points in Crt 7	AISHE code	Total Grade point	Grade points in Crt 7
C-26949	2.53	1.62	C-8036	2.76	2.67	C-41464	3.02	3.19
C-19726	2.54	2.5	C-46414	2.76	2.75	C-41849	3.03	2.89
C-6362	2.55	2.02	C-41581	2.8	2.29	C-42062	3.03	3.11
C-19679	2.56	2.39	C-43070	2.8	1.99	C-43183	3.03	3.02
C-41411	2.56	2.03	C-16639	2.81	2.61	C-16661	3.06	2.93
C-11219	2.57	2.33	C-7623	2.86	2.97	C-41758	3.06	3.07
C-21191	2.57	2.62	C-41970	2.87	2.7	C-37080	3.08	2.79
C-43921	2.58	3.01	C-27440	2.88	2.84	C-26947	3.09	3.04
C-30260	2.59	3.03	C-19760	2.89	3.43	C-36969	3.09	2.99
C-34645	2.6	2.76	C-27909	2.89	2.53	C-41478	3.1	3.19
C-43550	2.6	2.75	C-17992	2.9	3.08	U-0238	3.1	3.66
C-16599	2.64	3.26	C-26006	2.91	2.73	C-15716	3.12	3.52
C-44657	2.64	1.92	C-41263	2.93	3.07	C-11116	3.15	2.71
C-16639	2.65	3.18	C-18383	2.94	2.89	C-19852	3.17	3.29
C-16531	2.67	2.02	C-12753	2.96	3.76	C-41040	3.17	3.16
C-34348	2.68	2.69	C-7454	2.99	2.76	C-18900	3.19	2.62
C-1310	2.69	1.92	C-33455	2.99	2.67	C-19726	3.29	2.89
C-18935	2.7	2.59	C-17993	3	2.79	C-41227	3.29	2.83
C-41744	2.7	2.53	C-18084	3	2.8	C-16476	3.3	3.14
C-33695	2.71	2.06				C-19579	3.31	3.46
C-41394	2.71	1.76				C-19850	3.36	3.46
C-43132	2.71	2.8				C-18029	3.37	3.38
U-0488	2.71	2.96				C-27900	3.38	3.58
C-17955	2.72	2.55				C-27608	3.44	3.29
C-41206	2.73	2.96				U-0220	3.67	3.63
C-46328	2.73	2.62						
C-19579	2.74	2.88						
C-19850	2.74	2.81						
C-7593	2.75	2.1						
C-41232	2.75	2.24						
C-41829	2.75	3.03						

III. RESULTS & DISCUSSIONS

New ideas are being generated at quite a few Indian HEIs through research and innovation, which ultimately leads for the designing and development of best practice and institutional distinctiveness of the HEI (8). The criteria 7 of NAAC have been designed to assess the Innovations and Best Practices designed and developed by HEI. This criterion contains 100 points and these are equal for all kinds of HEIs i.e. Universities, autonomous and affiliated colleges.

The present study involves the grade points as criteria of analysis and correlation. A correlation has been developed in between points of criteria 7 and overall grade points after examining these data and on this basis HEIs have been divided into six Categories. Figure 1 to 6 represents a correlation in between these two types of grade points for each category, which has become the inferential tool of analysis.



Best practices for any HEI are those which add value to human life and support main cause of an institution. It helps in development of an institution—a source/ means to perform social responsibility. It can change the life of whole institution as well as individual stake holders. The NAAC has developed and published quite useful material on this aspect. Best practices reflect the credibility and cheerful life of a college. These practices are able to instill the scientific approach to issues or problems of society. Best practices are the agents of change for a particular educational institution and society as well. Among the selected 150 HEIs, The best practices of Top 10 and bottom 10 HEIs are presented in Table 3 and 4 and a correlation graph in between grade points of criteria 7 and total grade points have been presented in Figure 7 and 8 respectively.

Table 3 Best practices of Category 6 (Top ten) HEIs

AISHE code	Name of the HEI	Best Practice - 1	Best Practice - 2
C-18900	SMT. KISHORITAI BHOYAR COLLEGE OF PHARMACY, NAGPUR, Maharashtra, 441002	Training and Placement initiatives	Research and Development Initiatives
C-19726	NALLA NARASIMHA REDDY EDUCATION SOCIETY'S GROUP OF INSTITUTIONS, Hyderabad, Telangana, 500088	Innovative practices in curriculum enrichment and implementation	Service and learning through outreach programmes
C-41227	ALL INDIA SHRI SHIVAJI MEMORIAL SOCIETY'S COLLEGE OF ENGINEERING, PUNE, Pune, Maharashtra, 411001	One Faculty One Industry Drive	Innovative Library
C-16476	SRI SAIRAM INSTITUTE OF TECHNOLOGY, Chennai, Tamil Nadu, 600044	Employability skill development through Student Mentoring	Innovation and Entrepreneurship Development Centre
C-19579	K.G. REDDY COLLEGE OF ENGINEERING AND TECHNOLOGY, Hyderabad, Telangana, 501504	Institute Innovation Council (IIC)	Financial Support to Under-Privileged Meritorious Students
C-19850	HYDERABAD INSTITUTE OF TECHNOLOGY AND MANAGEMENT, Hyderabad, Telangana, 501401	Engineering projects in community service (EPICS) - "service learning"	Engineering education practice (EEP)
C-18029	GODAVARI INSTITUTE OF ENGINEERING AND TECHNOLOGY, Rajamahen dravaram, Andhra Pradesh, 533296	Performance Appraisal of Faculty Members	Community Partner Acceptable Project Works by UG & PG Students
C-27900	APEEJAY COLLEGE OF FINE ARTS, Jalandhar, Punjab, 144001	National & International Collaborations and Exchange Programmes	Entrepreneurship Development Cell
C-27608	LADY IRWIN COLLEGE, New Delhi, Delhi, 110001	Extension and Outreach Activities	Constitution of Task Force
U-0220	INDIAN INSTITUTE OF SCIENCE, Bangalore, Karnataka, 560012	Equal Emphasis on Science and Engineering	Rigorous Selection and Evaluation Process for Assistant Professors

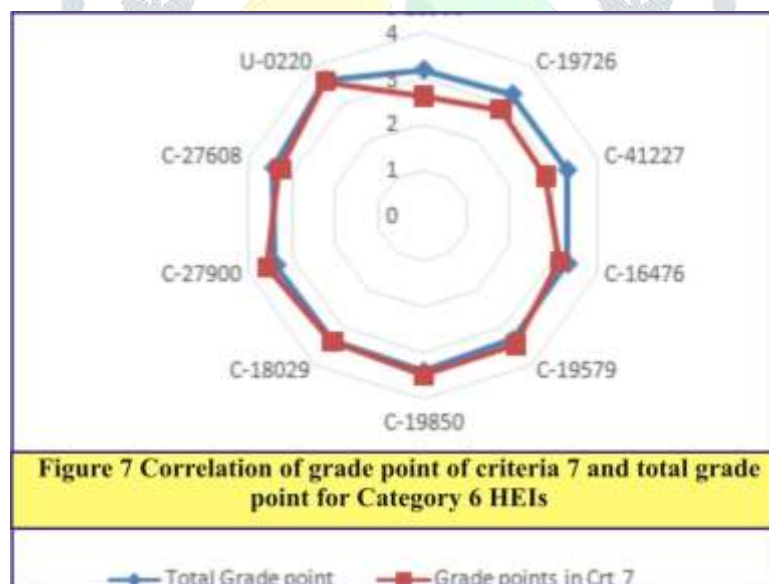
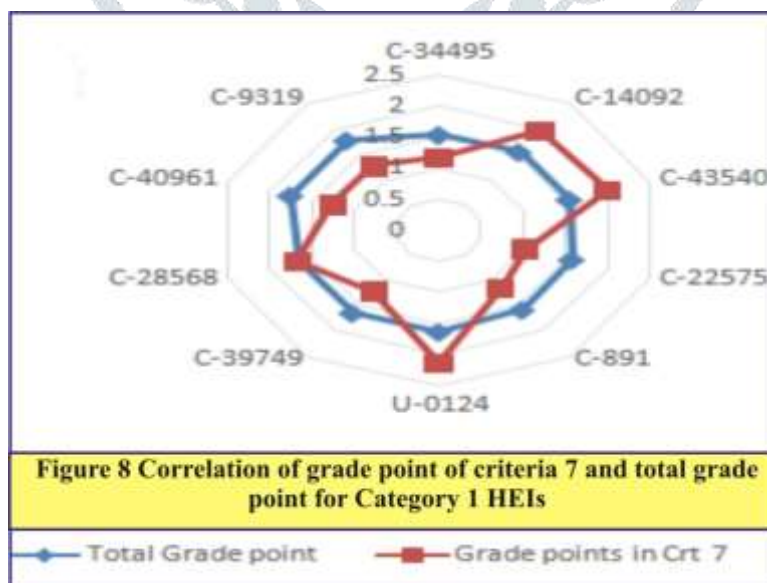


Table 4 Best practices of Category 1 (Bottom ten) HEIs

AISHE code	Name of the HEI	Best Practice - 1	Best Practice - 2
C-34495	MARATHWADA INSTITUTE OF MANAGEMENT AND RESEARCH, Aurangabad, Maharashtra, 431010	Entrepreneurship motivation at Institute level for personality development.	Regular monitoring of student's progress in various aspects
C-14092	BAPU POST GRADUATE COLLEGE PIPIGANJ, GORAKHPUR UP, GORAKHPUR, Uttar Pradesh, 273165	Internal evaluation system	-
C-43540	KASHI SAHU COLLEGE SERAIKELLA, Seraikella, Jharkhand, 833219	Hosting the inter-college Archery tournament	NSS: Social Service and Awareness
C-22575	GOVT DEGREE COLLEGE MANIKPUR, CHITRAKOOT, UTTAR PRADESH, MANIKPUR CHITRAKOOT, Uttar Pradesh, 210208	Personality development of the students.	Incorporation of sustainable development values and practice into core activities of teaching or didactic methods and other institutional operation system
C-891	SHREE SARDAR PATEL EDUCATION TRUST - JUNAGADH, SHREE MAHILA ARTS AND COMMERCE COLLEGE Junagadh Gujarat 362002	Need-Based Curriculum	Sports & Cultural Training for Holistic Growth
U-0124	MAHARAJA KRISHNAKUMARSINHJI BHAVNAGAR UNIVERSITY, Bhavnagar, Gujarat, 634001	Showing End Semester Examination Evaluated Answer books on demand to Students	Thalassemia Blood Testing of students as a move of Government Health Concerns
C-39749	BAJI ROUT MEMORIAL COLLEGE, BHUBAN DHENKANAL, Orissa, 759017	Establishment of High speed Internet Facility	Development of smart classes.
C-28568	LALA KISHAN CHAND RAJKIYA MAHAVIDHALAYA GANGOH, SAHARANPUR, SAHARANPUR, Uttar Pradesh, 247341	Extension activities for students	Saving Energy
C-40961	SARBATI DEVI WOMEN'S COLLEGE, RAJGANGPUR, SUNDARGARH, ODISHA, RAJGANGPUR, Orissa, 770017	To impart moral education among the girls of the College.	To make the girls aware about road traffic to prevent accident.
C-9319	BASHUMIYAN SAHUKAR GOVERNMENT FIRST GRADE COLLEGE, MANVI, MANVI, Karnataka, 584123	NSS and Rover and Ranger Units, making social responsibility, knowledge of native history	Red Cross and Red Ribbon Club arranged the blood donation camp in the institution.



In general following inferences have been evolved on the basis of correlation analysis –

1. The HEIs who are having substantial best practices are getting good grade points in criteria 7
2. The HEIs who are getting more than 2.5 grade points in criteria 7 are getting overall grade point more than 3 i.e. leading for a grade.
3. Most of the higher grade HEIs are also having better grade points in criteria 7 and possessing relatively well organized best practices.
4. Almost all the HEIs who scored more than 2.50 grade points in criteria 7 have got A grade i.e. an overall score of greater than 3.00. This confirms the consequence of best practices and innovation on overall structure of the HEI.
5. Merely Social Service and Awareness, Monitoring of student's progress in various aspects, Sports & Cultural Training for Holistic Growth, Blood donation camp, Plantation etc. are not considered innovations and best practices. Further the best practice should be developed over the period of time in the HEI and it should have impact on all stakeholders.
6. Development of Institute Innovation Council (IIC), Research and Development Initiatives, One Faculty One Industry Drive, Innovation and Entrepreneurship Development Centre, Financial Support to Under-Privileged Meritorious Students, Community Partner Acceptable Project Works by UG & PG Students etc. is considered better institutional distinctiveness and best practices.

IV CONCLUSIONS

HEIs, in this study indicated that the levels of best practices is very important not only for students learning, faculty enrichments and for social upliftment but it is also significant to get higher grade and ranks. These findings indicated that best practices should be more formative in nature to trigger better active learning in higher education. The best practices in higher education should inculcate an atmosphere of intellectual discourse in the classroom and the high level of learning obligation implies that student engagement is important in the teaching and learning in higher education. Students should be motivated to excel in their study and be responsible to search for new knowledge, respect the viewpoints of others and also be receptive to new ideas, all this is to be in conjugation with best practices.

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