# Role of NAAC in Management and Quality control in Higher Education

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***Abstract :*** The science of accreditation and assessment (A&A) is at the nascent stage in India. It has to be updated evolutionarily with the fast changing global scenario of higher education and the unique and diverse nature of Indian higher education system. The English word 'Accreditation' is etymologically derived from the Latin word 'creditor' which means 'trust'. Actually, accreditation is associated term with assessment, certification, evaluation, ranking, audit etc. In this sense accreditation is an accounting principle related to GAAP- Generally Accepted Accreditation Principles. The NAAC in India is the agency of accreditation. It is not the judge but the catalyst, advisor and counselor to the HEIs. Accreditation offers recognition of quality and trust to a college or university. Accreditation helps in quality improvement, peer recognition, funding support, public recognition and government approval. National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission. The mandate of NAAC as reflected in its vision statement is in making Quality Assurance (QA) an integral part of the functioning of Higher Education Institutions (HEIs). The vision of NAAC is to make quality the defining element of higher education in India through a combination of self and external quality Evaluation, promotion and sustenance initiatives. The revised process is an outcome of the feedback received by NAAC over a long period through various Consultative Meetings, Expert Group Meetings, which comprised of eminent academics representing the university and college sectors. In addition, the NAAC also solicited feedback through the web from the stakeholders and specifically from the academia during the Assessors Interaction Meetings (AIM). The entire revision exercise has successfully resulted in the development of an Assessment and accreditation framework which is technology enabled and user friendly.

**Keywords :** Accreditation, Quality, Quantitative and Qualitative Metrics, ICT etc.

## INTRODUCTION

The increasing pace of globalization has brought about an uncommon development of business relationships among various The NAAC (National Assessment and Accreditation Council) was established by UGC in September, 1994. It is an autonomous body assigned to assess the quality of the higher education in Universities and colleges in India.

**The main objectives of NAAC are:**

• To grade the institution of higher learning and their programmes

• To stimulate the academic enrollment and quality of teaching and research

• To promote necessary changes-innovation and reforms

• To encourage self evaluation and accountability in higher learning

NAAC regularly revised the assessment frame work to assess the quality of higher education in educational institution All higher educational institutions in India are assessed by NAAC periodically.

NAAC has two tier system of quality assurance, firstly, through performance evaluation through a process based on self study and peer review report. NAAC from its establishment derived the methodology for assessment through criterion wise key aspects & further through key indicators. For effective assessment initially the following processes were initiated:

• Changing grading pattern from earlier 9 print scales to the new 3 letter grades, viz; A, B and C for accredited institution & D for those which are not accredited.

• Shifting the institutional over all scoring pattern from the earlier percentage to Cumulative Grade Point Average (CGPA) system on a 4-point scale.

This instrument was designed to bring in to operation the seven assessment criterion into Criteria wise Key Aspects for Assessment of Institution.

**Criteria wise Key Aspects for Assessment of Institution:**

The NAAC has identified seven criteria to serve as the basis for its assessment

Procedure viz;

I Curricular Aspects

II Teaching, Learning and Evaluation

III Research, Consultancy &Extension

IV Infrastructure& Learning Resources

V Student Support & Progression

VI Governance & Leadership

VII Innovative Practices

NAAC classified the three types of institutions of learning i.e. University,

Autonomous College / Institutions and Affiliated / Constituent Colleges. NAAC has evolved Criterion wise differential weight ages for these types of institutions.

NAAC revised methodology of Assessment and Accreditation time to time to enhance the quality of educational institutions in the years 2007, 2013 & now in 2017 respectively.

**Revised Methodology of Assessment & Accreditation:**

In its existence of over two decades NAAC has continuously strived to improve its methodology. The revised framework was launched in July 2017. This revised framework is:

i) ICT enabled, objective, transparent & simplified in terms of reduction in number of questions, size of report, visit days and so on.

ii) Introducing of pre-qualifier for peer team visit as 30% of system generated score.

iii) Introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgment (about 30%).

iv) Introducing the element by third party data

v) Differentiating in metrics, weight ages and benchmarks to universities, autonomous colleges and affiliated colleges.

vi) Enhanced participation of the students and alumni in the assessment process.

The revised frame work is more ICT based & outcome based. The current gradation system of NAAC (A++, A+, A, B++, B+, B, C, D)will be continued for accreditation. For Assessment and Accreditation time lines are suggested.

**Revised Methodology Criteria wise weight age July 2017**

| Sr.No. | **Criterion** | **University** | **Autonomous College** | **Affiliated College** |
|---|---|---|---|---|
| 1. | Curricular Aspects | 150 | 150 | 100 |
| 2. | Teaching-Learning and Evaluation | 200 | 300 | 350 |
| 3. | Research, Consultancy & Extension | 250 | 150 | 120 |

| | | | | |
|---|---|---|---|---|
| 4. | Infrastructure and Learning Resources | 100 | 100 | 100 |
| 5. | Student Support and Progression | 100 | 100 | 130 |
| 6. | Governance, Leadership and Management | 100 | 100 | 100 |
| 7. | Innovations and Best Practices | 100 | 100 | 100 |
| 8. | **Total Score** | 1000 | 1000 | 1000 |

Education is a lifelong process. It has to teach the students to share his views with others and also takes care of other companion. The essence of education is to provide that information which must lead towards knowledge and ultimately knowledge must lead to wisdom. In all this process a teacher is an important player. He is the one who is responsible in shaping the path of student. Teacher is considered as an academic leader showing career track to the learner. It is only the education which differentiates men from other animals. Since the beginning of civilization till today each and every society as well as individual more or less has tried their level best to refine, modify, change and civilize themselves through education. A focus on quality, access and relevance of higher education to achieve the required social renovation for sustainable economic development of the country has been the national priority. Qualitative improvement in higher education is necessary to realize the desired dimensions of human resource development.

Best practices, the practices which add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. The Academic Audit in Institutions provides the opportunity for a regular organized and strategic overview. It also looks for the learning and teaching activity. It assures efficacy, efficiency and effectiveness on institutions. In this process of audit verification of institutional inputs made by the faculty and achievement of students is being calculated.

**Object of Paper**

In this paper the researcher is tried to satisfy his quest as to how academic audit can be helpful in improving quality in higher education. The paper is based on the hypothesis that an academic audit is a catalyst of quality enhancement in higher education. Thus the object of paper is to justify the necessity f academic audit as it emphasized by the NAAC.

**Quality:**

Quality is nothing but a motivating energy behind all the human activities and Accomplishments. Quality is a very ambiguous term as it has connotations of both standard and excellence. Quality is a unifying force; and it provides a unifying value to a matter or concept.

Quality in education is a multi-dimensional concept. It helps the educationist's to maximize the use of their resources. Quality in education helps teacher to discharge his duties properly helps students to gain maximum from the educational tasks. Quality is to be maintained at each point of education starting from pre-primary to higher level. Quality is to be measured in terms of input-processing- output approach. Quality in education is dependent upon basic stakeholders of education they are; students, faculty members and industry including institute, university, curriculum etc.

Therefore quality is not an isolated from all these factors. All these factors should come together to enhance the quality in higher education. However it is illusive to imagine amalgamation of all these factors. One of the tools available to measure the adequacy of this academic input is 'academic audit'. Academic audit is measuring unit as well as contributing matter in achieving quality.

Education plays a very significant role in the development of any Nation, We areliving in the age of Globalization, hence have to complete with the world. In order to strive in this cut throat competition we must strive for attaining quality in our education

system.

The current challenges of our Nation are to improve the quality of our education at all levels and also to enhance its reach so that it becomes more inclusive. In pursuance of its action plan for performance Evaluation , Assessment and Accreditation and Quality up-gradation of institutions of Higher education, the National Assessment and Accreditation Council (NAAC) proposes that every accredited institution should establish an IQAC as a post accreditation quality sustenance Institutional attitude towards assessment and accreditation is a beginning of an house process of quality enhancement , the IQAC will become a part of the institution system and work towards realization of management objectives and goals with the help of curriculum design, research , welfare, extension etc. will be highlighted by IQAC at different stages of quality system. In this publication gives brief review of role of IQAC in improving quality education in Higher educational institutes (HEIs).

**Conclusion :**

Many colleges and universities generally show a lack of funds, teaching conditions, stress, poor infrastructure, and other ills of teaching. This will definitely affect the quality of education. There are still large gaps, which leads the university's teaching conditions appeared more substantial decline Keeping pace with times, innovative education and management concepts must turn into pro-education oriented. Colleges and universities should insist on education reform ideas leading position, on a regular basis to discuss educational mind. Modern teaching management should not only fulfill the academic freedom, shared management, clear responsibility and authority, elitist selection, regular testing, in close cooperation with the internal value of the principle of universal application, but should be stick to the motto of quality education and innovative education as the theme The sustainable management, must be committed to develop and implement a fair policy, to create a sustainable environment of fair competition, development of the situation and establish a continuous adaptation of the adjustment mechanism, to achieve the goal of improving overall management efficiency.

However the Higher Education is like a ‘Banyan tree’ having number of branches which can give cool, prosperous silhouette of Higher Education, but the time has come to cut the defective and ailing branches or Leaves of this Knowledge tree. Our experience shows that we are still puzzled in the debate on well-known expression of” who will tie the bell in cat’s neck first”.

In my opinion as a pillars and well-wishers of Higher education the responsibility goes to us.

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