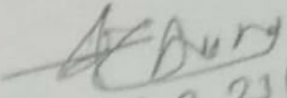


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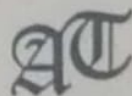

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APPROACHES TO NEW QUALITY PARAMETERS OF NAAC

Edited By

Prin. Dr. H. V. Deshpande

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Approaches to New Quality Parameters of NAAC

A Collection of papers and articles by resource persons and participants of the Two Day National Seminar held on 15th & February, 2019 in Mahavir Mahavidyalaya, Kolhapur.

Edited by Dr. H. V. Deshpande & Dr. R. P. Lokhande

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11. A Study of NAAC and Quality Improvement Strategies in Higher Education

Dr. Padmavati Undale

Introduction

Youth is described as one of the most important pillar of nation. Youth plays an important role in the growth of the nation. According to Swami Vivekananda the youth of India have great creative energy with the positive potential to take them to spiritual heights. Demographically, today's India is at its youngest best and has the power to meet any challenge with the collective consciousness and effort of all people, especially young people. Swami Vivekananda gave the message from Upanishad 'Arise! Awake! And Stop not till the goal is reached'. It is still an appeal to the youth as nation needs them. He advised youth to be strong, fearless, kind, benevolent, moral and of high character. He expected that our education system should equip the common people to struggle for life. Education should form the character, should increase strength of mind and should expand intellect which can help one to stand on his own feet. Dr. A. P.J. Abdul Kalam also emphasized the development of youth. He suggested that a society must always give special attention to the dreams, concerns and aspirations of its youth because they are the ones who will shape its future. He often said that the ignited minds of the youth are the most powerful resource on the earth, above the earth and under the earth. He rightly stated that youth power, if properly directed and controlled, could bring about transformational changes in humanity for its progress, meeting its challenges and bringing about peace and prosperity.

Therefore, it has crucial to provide quality education to the learners. It is of high priority to impart excellent and quality education to the young generation. It is required to make sure that the educational institutions are imparting quality education to the learners because these learning centers are the sources from where learned products are provided to the society. These products contribute in the development of the nation. In this regard, it is indispensable to assess quality of higher.

NAAC: Vision and Mission

India having one of the largest and diverse education system in the world, need to concern quality in higher education. Globalization, privatization and revolutions in information and technology access to higher education is increased. At the same time, it has created widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Program of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC). The NAAC conducts A&A of Higher Educational Institutions (HEI) such as colleges, universities or other recognized institutions to derive an understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization,

governance, financial wellbeing and student services. 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 mission of NAAC is to stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institute.

Educationists' views on Education

Education is one of the most important tool in the development of an individual and society. Education performs a vital role in shaping the nature of human mind. The growth and progress of the society depends on the growth and progress of an individual. Therefore, it is necessary to have an all-round development of every individual living in the society. This can be achieved by providing education to all. This education should inclusive of all the aspects that are required for the overall development of an individual. This is the responsibility of educational institutions to provide the excellent education which can help the learners to be competent enough to tackle with ever-changing challenges for the survival of self and of the society. The educationists have thoroughly described the concept of education. According to Mahatma Gandhi the individual is the one supreme consideration. He believes that the goodness of the individual formed the goodness of the society. Therefore it is the need to have education system which can develop goodness in the individual. For him, education means drawing out the best in child and man-body mind and spirit. Education is associated with socio-economic development of the society. He emphasized vocational training and work experience in education. He

suggested that education should help to develop discipline and to build good character. According to him education contributes to create all persons of genuine characters. Work experience includes learner's participation in productive work in school, home, workshop, factory, other productive situation or on a farm. Dr. Radhakrishnan defines education as the instrument for social, economic and cultural change. For social and national integration, for increasing productively, education should be properly utilized. He believed that, "The importance of education is not only in knowledge and skill, but it is to help us to live with others." (Bhatia, S. & Sarin, A., 2004, p.239). According to Dr. Radhakrishnan the objective of education is to develop personality, characters, spiritual values, vocational efficiency, national integration, international understanding, scientific attitude and preservation, enrichment and transmission of culture. He described teacher as the corner stone of the arch of education. John Dewey is one of the well-known educationist who also believed in learning by doing. According to him, human beings learn through hands-on approach. He suggested that students must interact with their environment in order to adapt and learn. He was in favor of learner centered education. In his view, the learner should be allowed to explore their environment. He stated that education should ensure adequate preparation for immediate life. He recommended that education should make the learners aware of their power and it should develop their potentials. The educational institutes should provide moral education in the forms of activities performed jointly with others. According to him teacher is not to impose his ideology on the learner but his business is to select influences which should enrich the learners experience and guide to respond properly to

influences on him. The teacher should provide the right type of physical environment that will enrich learner's experience and will direct his achievement. According to John Ruskin, education should develop soul of good quality, strength of body, good citizenship, good taste, vocational skills and ability to properly use leisure time. Ruskin was of view that we do not educate a man by telling him what he knew not but by making him what he was not.

With reference to the above educationist, it can be rightly stated that education should make the learners competent with essential knowledge, professional skills, good character who will strive for personal, social and national development. To achieve this objective, quality education must be imparted in qualitative environment. In this mission the role of teacher, education institution, learner and other stake holders' role is very crucial. In India majority of the population is situated in rural area. Therefore, the education in rural sector need to be enhanced.

NAAC and Higher Education: Scope to Develop Quality

NAAC continues with its focus on quality culture of the institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement. It promotes educational institutes to contribute to National Development, to foster global competencies, to inculcate a value system among students, to widen the use of technology and to quest for excellence. NAAC assesses educational institution to evaluate the quality of education provided in that particular institution. The questions which gives educational institutions an opportunity to develop quality in teaching, learning and evaluation.

Criterion I: Curricular Aspects

1.1 (A) Curricular Planning and Implementation

The Affiliating/Constituent Colleges have rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalize the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

Scope: The institutions can use innovative and creative path to implement the curriculum prescribed by the University. Here the institution can carried out activities related to the curriculum.

1.2 Academic Flexibility

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment program introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of program, curricular transactions and time-frame options are also considered in this key indicator.

Scope: The institutions can take initiative to start credit based course or can become coordinator or provide mentors for

online courses like NPTEL by IIT and SWAYAM by UGC, so that students can avail the facility.

1.3 Curriculum Enrichment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the Higher Education Institute is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current, pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive university would provide a wide range of such "value-added" courses for students to choose from according to their interests and inclinations.

Scope: The institutions can think of the various courses which can enrich the students' knowledge. With academic knowledge, moral and spiritual development is essential. The colleges can prepare and start such courses which can develop peace, emotional balance, mental health and feelings for others.

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs. A Higher Education Institution with the feedback system in place will have an active process of not only collecting feedback from all

stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Scope: Continuous feedback is an effective tool to improve the quality. The institute can design and implement various direct and indirect feedback system which can ensure the trust on the quality.

Criterion III: Research, Innovations and Extension

3.6 Extension Activities

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community. Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

Scope: The institutions can arrange activities to give a real experience to the students. These activities should be well planned with proper objectives. Such social activities can give

exposure to the talents in learners. The society will be benefitted by such types of contribution. Learners will become aware of various issues in the society.

3.7 Collaboration

Through collaboration the Higher Education Institutes can maintain a closer contact with the work field. It helps keep the academic activities in the Higher Education Institute in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary there is a formal agreement or understanding between the institution and other HEIs or agencies for such activities.

Scope: The institutions can take initiative to have collaboration with good agencies or professional. This will definitely enhance the learners' knowledge and will help to bridge the gap between academic and industry.

Criterion IV: Infrastructure and Learning Resources

4.2 Library as a Learning Resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programs. A recent development in the field due to availability of digital means, the functioning of

the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become a matter of necessity. Providing for these and such other developments as well as utilizing them well are important indicators of the quality of an academic institution.

Scope: The institution should emphasize the library and the resources available there. It should be digitalized with proper web resources. It should conduct training and orientation programs for the effective use of e-resources.

4.3 Information Technology Infrastructure

The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities.

Scope: Revolutions in information and technology has made web services easily available. The institutions infrastructure should be ICT based. Which can develop the confidence in learners.

Criterion VI: - Governance, Leadership and Management

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programs and seeking appropriate feedback, analysis of responses and ensure that they form the basis for

planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

Scope: Faculty plays an important role in imparting knowledge to the learner. The institute should promote the faculty to participate in various conferences and seminars. The faculty empowerment programs, appreciation for achievement should be regularly done.

Conclusion

Thus, quality assessment in NAAC leads to quality improvement in the higher education institute. NAAC has selected the proper points for the assessment of quality. The education institute take it as an opportunity to develop their quality. There is large scope for the improvisation. The quality and quantity can be increased if proper planning implementation is done.

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