



## Study of Quality Boost through NAAC Accreditation Process

DR. DEVENDRA AMETA  
Associate Professor,  
LMIT College,(CTE) Dabok  
Rajasthan (India)

DR. RAJESHKUMAR G. CHAUDHARI  
Assistant Professor,  
College of Education, Daramli Dist. Sabarkantha  
Gujarat (India)

### Abstract:

*The IQAC coordinators need to be trained in the process of monitoring quality at their institution along with the heads of the institutions, a committee of IQAC coordinators can be made and a pool of resource persons can be built to discuss problems related to quality and to motivate the teams to work towards excellence, NAAC peer team visit must be recorded and some ways to monitor the authenticity of the reports need to be arrived at, Soft copy of the report may be submitted. This will reduce the cost of NAAC accreditation process, NACC must build a pool of resources and mechanisms to guide the colleges towards excellence not just accredit them, IQAC reports of the colleges are submitted to NACC the same may be forwarded to UGC, NCTE so as to track the progress of the colleges and enable colleges to get funds for research and so on. This should be made a policy decision and will support transparency in the system.*

---

**Keywords:** IQAC, NAAC, NCTE, UGC

---

### 1. Introduction

The structure of sophisticated edification in India has prolonged promptly throughout the preceding fifty years. In spitefulness of the built-in regulatory appliances that indorse adequate stratum of excellence in the operational of developed education foundations, there have been criticisms that the country has permitted the mushrooming of organizations of advanced education with extravagant programme and deficient conveniences and consequential attenuation of standards. To discourse the concerns of deteriorating in quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) that spelt out the strategic plans for the policies, advocated the establishment of an independent national accreditation body. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 with its headquarters at Bangalore.

It is a National level body that works towards excellence enhancement. It is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the endorsements of the National Policy in Education (1986) that laid special emphasis on upholding the quality of higher education in India. The NAAC functions through its General Council (GC) and Executive Committee (EC) where educational superintendents, policy makers and senior academicians from a cross-section of the system of higher education are represented. The vision of the NAAC is to make quality the defining element of higher education in India. NAAC accredits colleges and universities – higher education bodies on a standard scale. This process of accreditation enables the Universities and Colleges to do a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis via the Self Appraisal Report and Peer Visit. The Internal Assurance Quality Cell is formed by the academic institution – university as well as colleges to ensure Total Quality Management vis-à-vis the criteria of NAAC. The present study is a

survey that aims at studying the experiences of the IQAC Coordinators during the process of accreditation.

## 2. Objectives of the study

1. To study the NAAC Self-Appraisal Reports were very descriptive in nature and reflected errors in grammar and spelling in most cases. Most of the Colleges reflected their activities as healthy practices.
2. To study IQAC coordinators lacked understanding of the term 'healthy practice or best practices or progressive practices'.
3. To study the NAAC considered being an expensive process in terms of time and finance.
4. To study the NAAC involving subjectivity in evaluation even though attempts are made to arrive at certain criteria for evaluation.

## 3. Overview of the Study and Research Design

In India the process of Assessment of higher education institutions is mostly in public domain. From 1990s, a number of autonomous assessment agencies were established by different national bodies at national level. The UGC has established, in 1994, National Assessment and Accreditation Council (NAAC) for assessment and accreditation of universities and colleges. All these agencies broadly follow the integrated criteria based assessment systems. The criteria for assessment include teaching-learning, research, extension, student support services, admissions, student evaluation and governance aspects. The institutional grades are given based on criteria weightings. The assessment is mainly designed to promote quality improvement and institutional accountability (Rao, K. 2011). Moreover, the National Knowledge Commission (NKC) recommended to 1500 Universities nationwide for massive expansion of opportunities of student in higher education, so that it would enable India to attain a gross enrolment ratio of at least 15 percent by 2015. It can be summarized that expansion of educational institutions and its quality enhancement are two major concerns in India. A number of steps are taken towards quality enhancement and one of them is establishment of NAAC. Numerous colleges of education are getting themselves accredited and the UGC and NCTE have also made it compulsory. This poses major questions in the minds of academics and policy makers.

## 4. Population and sampling of the study

In this present research all the NAAC accredited colleges of the Gujarat state were considered as the population of the study. In this present study total 12 NAAC accredited colleges were selected by using purposive random sampling techniques.

## 5. Findings of the Study

The data analysis and interpretation revealed the following major findings.

- The NAAC Self Appraisal Reports were very descriptive in nature and reflected errors in grammar and spelling in most cases. Most of the Colleges reflected their activities as healthy practices.
- IQAC coordinators lacked understanding of the term 'healthy practice or best practices or progressive practices'.
- NAAC was considered to be an expensive process in terms of time and finance.
- NAAC involves subjectivity in evaluation even though attempts are made to arrive at certain criteria for evaluation.

In addition, 27.32% IQAC coordinators said that it was a great learning experience and they learned to balance academic activities and co curricular activities. They also expressed that NAAC accreditation demanded good team work. The coordinators mentioned that they realized the importance of documenting files and also realized the increased importance of computers and

technology in communication and building the intuitional links. 16.33% coordinators said that colleges developed and upgraded its infrastructure. The process also aided in implementing new ideas and programmes at the institution. The process of accreditation also provided insights into the work culture of the colleges and for further development of the colleges. The coordinators expressed that the NAAC process was stressful and demanded conscious and deliberate work. It was a time consuming process and demanded lot of paper work. It also enhanced their understanding the essence of quality education and set performance levels cum evaluators for the institutions.

#### **6. The major areas the IQAC worked**

The coordinator expressed the areas of IQAC as follows.

31.24% focused on teaching learning process, placement cell and research activities, 44.56% focused on faculty development, extension activities, co curricular activities & social work, 26.97% stressed on publication, Alumni association, feedback mechanisms, maximum utilization of computers, laboratory, theory teaching, workshop, M.Ed course, Ph.D works, consultancy, collaboration with NGO, governance, evaluation programme, quality improvement in present lectures, knowledge by seminars study, library enrichment, lectures of experts, institution links, student support, continuous professional development.

The IQAC coordinators mentioned a range of healthy practices of colleges of education. 36.13% colleges stressed on home room activity(guidance and counseling sessions), society institution links, Ph.D. Guide association, student welfare funds, adopt primary & secondary school, upgrade evaluation processes, criticism lesson, old students' association, continuous staff development, providing facilities to mother (student teacher), subject corners, guidance & counseling, training programme for students & staff, community feedback, feedback through email, feedback from school principals & mentors of schools, highlight computer portfolio for B.Ed students, use of blocks for virtual interaction, using internet & poetry submission, Cambridge International Diploma for teachers & trainees in Gujarat state, self assess centre, institute negotiating with Landon chamber of commerce & industry. Thus, above data analysis reveals that a range of activities were listed by the NAAC coordinators as healthy practices. All these activities were related to teaching learning and evaluation process, faculty development, feedback mechanisms within and outside the institutions. From the data analysis it can be concluded that all the selected colleges had B grade ranging from 2.15 to 2.82. Therefore all the colleges have scope to plan and upgrade their practices at the college.

#### **Reference**

1. Benjamin, J. (2011). NAAC: Quality Regulator of Higher Learning, University News, 49(07)
2. Bhattacharya, G. (2011). Some parameters for ensuring quality control in teacher Education, HORIZON: The Journal of Education 1 (1)
3. Rao, K.P. (2011). Need for Quality Assessment of Higher Education Institutions, University News, 49(27)