



Epitome Journals

International Journal of Multidisciplinary Research

ISSN : 2395-6968 | Impact Factor = 3.656

NAAC Reaccreditation : Challenges in Higher Education



Dr. PRAMOD AMBADASRAO PAWAR

ASSISTANT PROFESSOR & HEAD

DEPT.OF ENGLISH

SANT DNYANESHWAR MAHAVIDYALAYA,

SOEGAON, MS, INDIA

Quality is the crux of all academic pursuits and excellence. No quality can be had without continual evaluation internally and externally. It is not an accident but a planned activity to get desired goals. Internal evaluation sounds more significant rather than the external one as it is the product of self-study, self-analysis and self-interpretation. Just making a quality is not enough, but it needs to be maintained without fail throughout the academic and administrative performances of an institution.

The accreditation of institutions of Higher Education is crucial in India to make quality. It is conspicuous to create academic ambience in Higher Education institutions to promote research culture and enhance quality in teaching and learning processes. The NAAC makes the institutions undergo the process of self-evaluation, liability, autonomy and innovation in Higher Education. Therefore, the scholars undertake quality-related studies, consultancy and training programmes at large. It aims at the revival of quality evaluation, promotion and sustenance. It makes efforts to promote core values among the Higher Education Institutions of the country including our input to national development, inculcation of global competencies and a value system among students, motivation to use technology and excel in the domain of knowledge.

It is mandatory for Higher Education Institutions to undergo the process of the assessment and accreditation. This is a world of globalization and liberalization creating influence upon the Indian Higher educations. Indian Higher Education Institutions have deep national and societal concerns. The Assessment and Accreditation process provides the quality focusing on the holistic institutional developments in terms of quality initiative, quality sustenance and quality enhancement. The Higher Educational Institutions focus on quality assurance, that is, internal and external assessment for continuous improvement. In this context, the Institution is considered as the whole. The Assessment and Accreditation process of NAAC involves both self-evaluation and external peer evaluation.

Self-evaluation encompasses objectivity, self-analysis, reflection and professionalism on the part of Higher Education Institutions. It is a process of self-study, which facilitates Higher Education Institutions to evaluate their own SWOT analysis i. e. strengths, weaknesses, opportunities and threats or challenges. There is always a room for improvement in every institution. Having had the self-evaluation process and the preparation of the Self-Study Report (SSR), an institution submits the same to NAAC for an external evaluation. All the stakeholders' including management, faculty members, administrative staff, students, parents, employers, community and alumni should participate in this process aiming at quality enhancement in Higher Education Institutions.

Thus, the development process of the institution and educational services are evaluated internally and externally. In other words, NAAC acts as a catalyst for the institutional self-study, self-improvement, innovation and best practices and assists to excel the Higher Education Institutions.

NAAC takes the post-accreditation activities of the Higher Education Institutions into serious considerations. It checks out the facts how an institution ensures continuous improvement through the establishment of quality management systems i.e. IQAC. Therefore, Internal Quality Assurance Cell (IQAC) must be established in an institution to build a quality culture. The IQAC facilitates an institution to proceed with the internalization and institutionalization of quality. It activates the system and raises the institutional capabilities to higher levels to her vision, mission and objectives. It always ensures continuous quality improvement and innovative best practices.

The crux of the Assessment and Accreditation is the criteria-based assessment of NAAC. The seven criteria show the main functions and activities of an institution. It focuses on teaching-learning, research, community development and the holistic development of the students. Truly, seven criteria serve as the basis for assessment of HEIs. They are Curricular Aspects

(CA), Teaching-Learning and Evaluation (TLE), Research, Consultancy and Extension (RCE), Infrastructure and Learning Resources (ILR), Student Support and Progression (SSP), Governance, Leadership and Management (GLM) and Innovations and Best Practices (IBP). Every institution should make these Seven Criteria-wise committees and work accordingly. The Key Aspects for the seven criteria mirror the values of the Higher Education Institutions and the assessment is made upon the same. The questions on Key Aspects focus on the institutional provisions contributing to student learning and development.

Criterion I - Curricular Aspects :

This aspect deals with curriculum development and implementation processes at large. A University designs the curriculum and the affiliated institutions of the University implement it accordingly. It acts as supplementation or enrichment of the curriculum already designed by the University. However, it is an additional knowledge designed, remade by an institution for the academic betterment and excellence of the students. There is flexibility in curricular design, which aligns with the institutional mission. The institution initiates courses of national and global concern fulfilling local needs. It includes issues of diversity, academic flexibility, and aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum updation.

The Key Aspects of Curricular Aspects include Curriculum Planning and Implementation, Academic flexibility, Curriculum Enrichment, Feedback System. The hundred marks are allotted for the assessment of these key aspects under this Criterion.

Criterion II - Teaching-Learning and Evaluation :

Every institution serves students of different backgrounds and abilities through teaching-learning processes. Interactive instructional techniques are effectively used in such processes that engage students in higher order thinking and investigation through interviews, group discussions, debates, projects, presentations, experiments, practicum, internship and ICT resources. The focus is on the continuous professional development of the faculty. The most important concern of this criterion is to evaluate the performance of teachers and students constantly.

The Key Aspects of Teaching-Learning and Evaluation are Student Enrolment and Profile, Catering to Student Diversity, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reforms, Student Performance and Learning Outcomes

Criterion III : Research, Consultancy and Extension

It is important to design the policies, practices and outcomes of the institution in this regard. It aims at promoting a research culture in the institution along with the facilities provided to

the researchers. The institution makes constant efforts to enable faculty to undertake research projects useful to the society. The most important aspect of this criterion is to serve the community through extension being a social responsibility.

The Key Aspects of Research, Consultancy and Extension are Promotion of Research, Resource Mobilization for Research, Research Facilities, Research Publications and Awards, Consultancy, Extension Activities and Institutional Social Responsibility, Collaborations

Criterion IV : Infrastructure and Learning Resources

The focus is on the best use of the facilities available in an institution, which leads to maintain the quality of academic programmes on the campus. The students, teachers and staff can reap benefits from such facilities. These facilities need to be expanded for further development. The key aspects are Physical Facilities, Library as a Learning Resource, IT Infrastructure and Maintenance of Campus Facilities.

Criterion V : Student Support and Progression

An institution should make sincere efforts to provide essential assistance to students. The learning atmosphere should be maintained for visible changes at the campus. Most importantly, the emphasis should be laid upon their holistic development and progression. In addition, student performance and alumni profiles are to be maintained properly and the attention needs to be given for the progression of students to Higher Education and fruitful employment. The key aspects are Student Mentoring and Support, Student Progression, Student Participation and Activities.

Criterion VI : Governance, Leadership and Management

This criterion makes the policies and practices for the institutional building. It focuses on planning human resources, recruitment, training, performance appraisal, financial management and leadership. The key aspects are Institutional Vision and Leadership, Strategy Development and Deployment, Faculty Empowerment Strategies, Financial Management and Resource Mobilization, Internal Quality Assurance System (IQAS).

Criterion VII : Innovations and Best Practices

The principal focus is on the innovative efforts of an institution for its academic excellence and betterment. The innovative practice generates the interest of the student and the institution for internal quality assurance, inclusive practices and stakeholder relationships. The key aspects are Environment Consciousness, Innovations and Best Practices.

NAAC, Bangalore proposed that an Internal Quality Assurance Cell (IQAC) should be established in every accredited institution as a post-accreditation quality sustenance measure. Its prime concern is to maintain quality up-gradation of institutions of Higher Education

through action plan designed by the institutions themselves for the performance evaluation, assessment and accreditation processes.

As quality enhancement is a continuous process, the IQAC has become an integral part of the institution's system. It works towards realization of the goals of quality enhancement and sustenance. The key assignment of the IQAC is 'to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions'. Therefore, during the post-accreditation period, it does promote the holistic academic excellence of an institution.

Reference :

<http://www.naac.gov.in/>