

The Role Of Naac For Quality Assurance In Indian Higher Education System

Dr. (Smt) Jyoti S. Kawalekar

Associate Prof., Department of Botany, K. L. E. Society's,
Raja Lakhamagouda Science Institute
(Autonomous and CPE) Belagavi

Abstract: Quality is never an accident it is always the result of high intention, sincere efforts, intelligent direction and skillful execution: It represents the wise choice of many alternatives.

I. INTRODUCTION

Quality in higher education has turned out to be the primary agenda at universal level. Education is the key to creating, adapting and spreading knowledge in all disciplines and subjects. Education plays a vital role in the development of any nation. Higher education is a powerful tool to build knowledge for an information based society. It is a powerful instrument for creating knowledge and information based society. Therefore, the higher education is to be the best on both quantity and quality. The mission and vision of higher education is to educate, train, and undertake research activities and service to the community. Higher education is nothing but production and dissemination of knowledge. Therefore, the higher education is to be the best on both quantity and quality. The past few decades have witnessed a sea change in higher education. The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. The Indian system of higher education has always responded well to the challenges of the time. In the changing context marked by expansion of higher education and globalization of economic activities, education has become a national concern with an international dimension. To cope up with this changing context, countries have been pressurized to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard. Consequently many countries initiated national quality assurance mechanisms and many more are in

the process of evolving a suitable strategy. It is the quality of higher education that decides the quality of human resources in a country. Higher education as we see today is a complex system facilitating teaching, extension and international cooperation and understanding. The most important factor that should be taken care of is to provide higher education without compromising on the quality of education.

Accreditation in India may seem to be just few years old but has played a vital role in higher education because both the higher education community and government use the system to promote and assure quality and protect the public interest. Accreditation is one of the major ways in which the higher education community sets expectations for quality and how government and the public define and communicate the overriding public interest in higher education. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. The primary purpose of accreditation is to ensure that your program fulfills the basic role of providing you with an education. Five core values developed by NAAC also play a very noteworthy role in Higher education. It promotes contribution to National development, Fosters global competencies among the students, helps the students to inculcate value system, promotes use of technology and makes the institutions to thrive for excellence.

II. QUALITY MOVEMENT IN INDIAN HIGHER EDUCATION

Quality is “the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs” (BSI, 1991).

This is because of the following reasons:

- ✓ **COMPETITION:** We are entering a new regime, where competition among educational institutions for students and funds will be highly significant. In order to survive in such a situation, educational institutions need to worry about their quality.
- ✓ **CUSTOMER SATISFACTION:** Students, parents or sponsoring agencies as customers of the educational institutions are now highly conscious of their rights or getting value for their money and time spent.
- ✓ **MAINTAINING STANDARDS:** As educational institutions, we are always concerned about setting our own standard and maintaining it continuously year after year. In order to maintain the standard, we should consciously make efforts to improve quality of the educational transactions as well as the educational provisions and facilities.
- ✓ **ACCOUNTABILITY:** Every institution is accountable to its stakeholders in terms of the funds (public or private) used on it.
- ✓ **IMPROVE EMPLOYEE MORALE AND MOTIVATION:** Your concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities
- ✓ **CREDIBILITY, PRESTIGE AND STATUS:** If you are concerned about quality, continuously and not once in a while, it will bring in credibility to individuals and your institution because of consistency leading to prestige, status and brand value.
- ✓ **IMAGE AND VISIBILITY:** Quality institutions have the capacity to attract better stakeholder support, like getting merited students from far and near, increased donations/ grants from philanthropists/ funding agencies and higher employer interest for easy placement of graduates.

III. EDUCATIONAL REPERCUSSION

NAAC plays a vital role in quality assurance in higher education. The following major benefits may be identified from the process of quality assessment and accreditation. It has encouraged quality improvement initiatives by Institutions. It verifies that an institution or program meets established standards and assisted potential students in identifying acceptable institutions. It has helped in promoting necessary changes, innovations and reforms in all aspects of the institutions working for the above purpose. It has helped to identify institutions and programs for the investment of public and private funds. It has encouraged self-evaluation and accountability in higher education and has helped in creating goals for self-improvement of weaker programs and stimulating a general rising of standards among educational institutions. It has involved the faculty and staff comprehensively in institutional evaluation and planning. It

has built up confidence and assurance on quality to various stakeholders including students. In totality it is monitoring, assessing, and evaluating the standards and quality of the education

NAAC accreditation has benefited almost all the stakeholders and in broader sense to the institutions to know its strengths, weaknesses, and opportunities through an informed review process. It makes the institutions to realize their academic objectives and also in securing necessary funds from funding agencies for releasing grants for research as well as expansion etc. It Improves student enrolment both in terms of quality and quantity. Helps create sound and challenging academic environment in the Institution. It facilitates global recognition of degrees and mobility of graduates and professionals. It monitors continuous improvement so as to ensure heightened level of clarity and focuses on institutional functioning towards quality enhancement, ensure internalization of the quality culture, ensure enhancement and coordination among various activities of the institution and institutionalize all good practices. Provide a sound basis for decision-making to improve institutional functioning. Act as a dynamic system for quality changes in HEIs. Build an organized methodology of documentation and internal communication. Help colleges and universities achieve positive student learning outcomes. Stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions. It encourages self-evaluation, accountability, autonomy and innovations in higher Education. Helps to undertake quality-related research studies, consultancy and training programmes. It promotes collaboration with other stakeholders of higher education for quality evaluation, promotion and sustenance. It motivates higher education institutes to achieve excellence in all spheres of academic activity

IV. CONCLUSION

Quality is the major life giving force in the Institutions of higher education. Without quality higher education is of no use to anyone. NAAC has taken a number of steps to promote the quality of Indian higher education. NAAC's assessment has made great attempts in bringing about quality culture among the Higher Educational Institutions of India. Academic environment has drastically changed since accreditation. With respect to quality; it is the buzz word in today's world of education. It has become an important ideology of education. Quality makes education more relevant of its social transformative and individual development role, It should be noted that we may go on listing any number of steps / measures to ensure the quality of higher education. But we must understand that all these have transitory characteristics and need to be continuously changing to meet the changing educational goals. The measures / steps taken by these colleges are minimal requirements to move forward in this eternal journey of quality higher education. The main aim of Higher education is to contribute to the development and improvement of society as a whole in the sustainable manner. It also aims at meeting the needs of all sectors of human

activity. The overriding public interest of the present century is promoting accountability for moving to world-class quality and performance. In order to survive in the competitive world of globalization, all higher education institutions should pay special attention to quality in higher education. In the recent past there has been a mushroom growth of higher educational institutions with sub-standard quality of education. But after NAAC's inception, there has been a massive change in the total scenario of higher education. NAAC's assessment has brought about quality development in the colleges. There has been major improvement in the academic and non-academic activities of the college. Thus sustaining quality in this crucial sector which will mould the future of our upcoming generations is a prime responsibility of our education system which will be possible only through continuous monitoring with the support of NAAC.

REFERENCES

- [1] Aggarwal, J. C., 2004: Development of Education System in India; Delhi. Shipra Publications, Patparganj.
- [2] Amarlal et.al., (2010). Recent Trends in Quality Assurance, Quality in Higher Education, v16 p59-61. <http://www.tandf.co.uk/journal/EJ881245>
- [3] Best, John. W. 1989: Research in Education; Prentice Hall of India Pvt. Ltd, New Delhi.
- [4] Best, John. W. and Khan, J.V., 1977: Research in Education; Prentice Hall of India Pvt. Ltd. New Delhi.
- [5] Brittingham et.al., (2008). Accreditation and Institutional Research: The Traditional Role and New Dimension, New Direction for Higher Education, p69-76. <http://www3.interscience.wiley.com/EJ791433>
- [6] M.M. (2013). International Initiatives in Assessment of quality and accreditation in higher education, Research India website: <http://www.ripublication.com/iepa.htm>
- [7] BSI. (1991 and 2011). Standards and Standardization.
- [8] Kalam Abdul, A.P.J. (2005). Sharma. S. K. & Usha Sharma. Vol-2.(2005). Encyclopedia of Higher Education. New Delhi. Mittal Publications. P. 102.
- [9] Kiran (2010), Globalization and Indian Higher Education University News, Vol.48 (47).
- [10] M. S. Kurhade; In quest of Quality Education University News, 49(32) August 08-14, 2011.
- [11] Mishra, S.(2008). Quality assurance in higher education – An Introduction, Bangalore: The Director, NAAC and Common wealth of learning Abhinav National Monthly Refereed Journal of Research In Arts & Education VOL. 4, ISSUE 3 (March 2015) 11 Online ISSN 2277-1182
- [12] Prasad, V.S. (2006). Higher Education in India- Quality Perspectives , Hyderabad: The ICFAI university press website : www.icfaipress.org/books
- [13] Pandey. V. C. (2005). Higher Education in a Globalizing World. New Delhi. Isha Books.P.
- [14] Stella and Antony. (2002). External Quality Assurance in Indian Higher Education: A Case Study of (NAAC) website: <http://www.unesco.org/iep>
- [15] Schray, Vickie, Assuring Quality in Higher Education: Recommendations for Improving Accreditation <http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/schray2.pdf> (Accessed on 19 November 2013)
- [16] Stella Dr. Antony, 2004: NAAC—A Decade of Dedication to Quality Assurance; The Director, NAAC Bangalore.
- [17] Venable, Melissa. (2011), Accreditation and Higher Education: What do you need to know?