

ROLE OF “NAAC” (NATIONAL ASSESSMENT ACCREDITATION COUNCIL) IN SHAPING HIGHER EDUCATION

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ABSTRACT

For any nation, a quality & sound education system is inevitable & indispensable for its overall growth and development. The time has come to look for new avenues for effective education with respect to all, imparting new life skills. The utmost aim of education is to impart the way to live life by developing high rank of intelligence which can deal with reality and be ready for consequences. The need to teach a segregated conceptual thinking process which had led many discoveries in past and think upon necessities and draw their way, a way how to think rather what to think. And while India might have made many a stride in several other sectors, education still reels under many problems, from a solid vision to effective execution of plans whose foundation have been laid for decades. With the advent of technology though, things are slowly changing for the better and the wheels of progress seem to be moving in the right direction. Yet, it would be pre- mature to think that digital education can solve the problems that plague the Indian education landscape. In a country where parents and even students have still not embraced technology to the fullest, only a seamless blend of technological and traditional pedagogical tools cannot create a palpable impact on the way education is consumed. The present paper is a modest attempt to analyses the aim, objective, role & impact of NAAC regarding the higher education in the context of the modern era.

1. INTRODUCTION

The National assessment and accreditation council (NAAC) was established in the year 1994 as an autonomous institution under the UGC.NAAC’s agenda of total quality view point has made a profound effect on the institutional perception of quality.The past decade has witnessed Colleges and Universities adopting innovative methodologies so much so that the quality sustenance and quality enhancement are the two keywords reverberating in most colleges of higher learning in the country. NAAC has been actively engaged in the performance evaluation and implementation of quality sustenance procedures in universities and colleges. NAAC vision and mission statements clearly specify its functioning highlighting quality assurance mechanism in higher education institutions with the combination of self and external quality evaluation, promotion sustenance activities and initiative. The prime agenda of NAAC is to assess and accredit institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. Assessment is a performance evaluation of an institution and/or its units and is accomplished through a process based on self-study and peer review using defined criteria. Accreditation refers to the certification given by NAAC which is valid for a period of five years. The process of Assessment followed by NAAC is in accordance with internationally accepted practice but, with certain modification to suit the Indian context.

Quality Assessment

NAAC points at seven criteria, criteria wise key aspects and sub key aspects. Besides seven criteria NAAC emphasizes upon core values as assessment indicators for accreditation. The purpose of the exploration is to analyse assessment indicators for quality culture in the context of Indian Higher Education.

CRITERIA: -

- 1 Curricular aspect
- 2 Teaching learning &evaluation
- 3 Research, consultancy &extension
- 4 Infrastructure &learning resources
- 5 Student support &progression
- 6 Governance & Leadership
- 7 Institutional value & best practices

Paradigm Shift in Education: -

In Present Indian system, which is the third largest after China and USA, one question consistently popped out from everyone’s mind that whether the current educational scenario is compatible to fulfill the aspiration of students and parents and will it be capable of confronting an unknown future? What should be the purpose of education? Just to have an exemplary job and earn a 7 figure salary gathering wealth upon it or it should be the novel way to impart knowledge and character to students in such a negative world so that they can be deciphered into a responsible citizens

and sphere their share in the development of the country. Every educational institution claiming to serve the required qualities needed to excel in their corresponding fields but inefficiency of educational scenario is clearly visible. India is the country where some parents spend lives saving take loans putting their properties mortgaged, in spite of that not getting a standard quality education is a matter of shame. The education our teachers are imparting is purely scheduled and syllabus based where teachers and students do not get enough space for experimentation. They have to stick to what board or universities have told them to do. Both the entities i.e. teacher and student roam around under stress to finish the syllabus or curriculum in given time period. Every student is tirelessly running to acquire a Degree anyhow jump into a neck-to-neck competition of getting a job. The education they are absorbing only telling them to go for higher percentage putting

quality at stake. Only revolving around numbers they are forgetting that education is to show the path of success in life. The time has come to look for new avenues for effective education with respect to all, imparting new life skills. The unsatisfactory and absurd way of education need to revamp and make it more fulfilled experience. We need to regard educational system which has the capability to execute the task and work with the potential to excel in the common effort of common people. What, how and why must strike every student's brain initiating thought process emphasizing to think deeper about every aspect not to just earn good CGPA but to understand thoroughly.

Time to Check Quality in Education

QUALITY in Higher education provides human beings with essential learning tools And basic learning content which enables them to be able to survive live a life of dignity. It is seen as a force of change in which an individual is expected to transform a material consciousness towards superior planes of intellectual and spiritual consciousness. India's value and culture are very old and of utmost important, similarly the Indian higher education system is centuries old having the universities of as old as of 5th/6th century i.e Nalanda and Taxshashila (the world's first universities). A Gurukul system was followed in these universities, which resulted into powerful Bharat It is because of this value in our system we have survived with an economic global system of 2008. All over the world during 2008 recession GDP (Gross domestic product) of developed countries were in negative expected of India and China, they sustained because of their values. If we compare the GDP's (2015-16) of various countries, India's GDP was well above 7.6 as compared to China 6.6, US 2.2, Japan 0.1 and the world GDP around 3.1%. Thus we are best because of our values. Our quality issues in education system are basically focused on the parameters likes:

- 1 Ethics
- 2 Value system
- 3 Self- improvement
- 4 Research and innovation
- 5 Improvement of the society
- 6 Education for all
- 7 Education that is affordable
- 8 Education system i.e accountable with an equivalent respect to teachers

Basically higher education has the power to change the overall scenario of the world.

The necessity is to implement its qualitative things thoroughly, which can give its inclusive impact on total population of globe. Quality in higher education is basically related to the change in the thinking process, as people pursuing higher education are going to bring change in futuristic world. Thus if the power of their thinking changes positively and qualitatively, while pursuing higher education, they can change the path and growth of the world drastically and dramatically. In order to inculcate such quality, it is necessary to eliminate the deficiency in the areas of inappropriate curriculum, lack of trained educators/faculties, ineffective pedagogy, poor infrastructure etc. Good quality of education can only be implemented when there is an amalgamation of globalization with localization.

In order to achieve the quality in higher education there is a need to shift from the information based education system to a value based education system. Imparting life skills which can contribute to man making and nation building. It means generating concern

relating to sustainable development. The quality of higher education should be equipped with life skill and professional skills ;it should be subordinate to adjust the society. In addition, it should be able to produce prepared minds for future i.e.it should be skill oriented. For improving quality in higher education system it is essential that the people recruited for the same shall be based on 2c's i.e. Competency and commitment. To bring quality in higher education, the faculties its respective institution plays a very important role. In respect of improvement in the faculty and in the institution or in order to encourage the excellence and

efficiency in them the performance linked funding should be implemented. Thus in order to achieve the quality in higher education, incentive in funding should be categorized on at least two basics.

- 1) Teaching
- 2) Research

Many of the time it is found that the teachers who are good in teaching are poor in research and vice versa. The differentiation can be understood in terms of theoretical and practical of any course, here the theory means teaching and practical means research. We are doing a mistake of clubbing both. Policies all over the world in higher education system have to be framed in order to implement both in different ways, as both the concepts does have its tremendous importance in achieving the quality of higher education. There is a need that institution in majority should be given autonomy with an equally and effective accountability as per their outlook and output. We can change the world positively through our qualitative higher education system. By imparting understanding and implementing a theory that every individual has an inherent energy which if channelized and managed properly can lead to an improved life because 'energy only changes forms' and we have to change that form.

2. CONCLUSION

The formulation of the new national policy in education that had begun with great fervor four years ago is still in the making. In the meantime, the sector has been subjected to a paradigm shift. Accreditation of universities and colleges had been made mandatory some time ago, but its framework has now been made drastically different by making it nearly dependent on third party data validation and feedback from students, for which universities applying for accreditation are required to furnish digitally the names and contact details of each student on their roll. A uniquely distinct model, hardly tried and tested by any reputed quality assurance agency in the world, has made the highest education community utterly confused, as no one knows how the model will unfold. Equally bewildering is the fact that the premier higher educational institutions of the country are not required to undergo accreditation. The NIRF is now in the realm of reality and is impacting higher educational institutions and their stakeholders in a variety of ways. Despite the rise in the number of higher educational institutions participating in the ranking over the last three years, they account for no more than 9 percent of the total higher educational institutions in the country. Given the fact that the participation of universities and university level institutions are quite high, it is predominantly the colleges, which cater to a predominant portion of higher education enrolment, that have kept away from the ranking process. Besides as the top100 institutions do not account for even one percent of the students,99 percent of these students do not know how to benefit from the ranking, particularly if the purpose was to enable them to make informed choices. To achieve the quality in higher education the concept of KASH should be implemented among the stakeholders of higher education i.e. Knowledge, Attitude, Skill and Habits which one change the overall scenario of the higher education system globally. The output of the qualitative higher education should be in the form of real power, here the real power means the ability to make an impact on the quality on the life of people. This power needs to be measured by an impact of an individual's contribution to the movement of history. Thus we must make overall higher education research oriented, which will help in promoting inquisitiveness, knowledge, skill and value system. The only possible way for prospective nation development is by improving the quality of its human resource through well-defined lifelong quality oriented higher education, policies, programs with appropriate values. Accreditation and rankings are potent tools to improve the overall quality of higher education; after all, we not only need a few best, but must also mitigate the gap between the best and the rest.

3. REFERENCES

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