



NATIONAL ASSESSMENT & ACCREDITATION COUNCIL (NAAC) – A CASE STUDY

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Abstract

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Researcher Robert K. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, p. 23).

Critics of the case study method believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Others feel that the intense exposure to study of the case biases the findings. Some dismiss case study research as useful only as an exploratory tool. Yet researchers continue to use the case study research method with success in carefully planned and crafted studies of real-life situations, issues, and problems. Reports on case studies from many disciplines are widely available in the literature.

Present study explains the methodology of Assessment and Accreditation by NAAC, also the criteria of Assessment and Accreditation by NAAC, Grading system of NAAC.

Introduction

Our higher education system has to poise for facing competition and challenges from within and without. Through (GATT) and (WTO) agreements, foreign institutes are making inroads in India. At this juncture, reengineering of traditional conventional education system through enhancement of its quality with committed assurance in need of the time.

NAAC has completed one phase of quality assessment process and entered in to post Accreditation reviews. The serious discussions, brain storming sessions and think tank are being organized at high level of authorities, consulate policy makers and educationists in the area of higher education system of India.

Objectives

- 1) To study the need of establishment of NAAC
- 2) To study the methodology of Assessment and Accreditation by NAAC.
- 3) To stud the criteria of Assessment and Accreditation by NAAC.



- 4) To study the grading systems by NAAC.
- 5) To find the number of institutions assessed & accredited by NAAC & their grades by 29 Feb 2008.
- 6) To study the implication of Assessment and Accreditation by NAAC
- 7) To study and suggest healthy/innovative practices (practiced in other institutions to follow these innovations).

Assumptions

- 1) UGC has made Assessment and Accreditation by NAAC mandatory to Higher Education Institutions
- 2) Every institution tries to seek best possible accreditation.
- 3) Assessment and Accreditation would enable institutions to follow new innovative/healthy practices.
- 4) The interviews of individuals, who have worked in different capacities in Assessment and Accreditation by NAAC, would provide substantial inputs as regards to innovations and healthy practices practiced in different institutions.

Scope & Limitations

- 1) This study is confined to the only 7 present objectives.
- 2) The information on objective 6 is explored through the 4 interviews of the persons belonging to institution, who have worked in different capacities in the process of Assessment and Accreditation by NAAC.
- 3) Grading system by NAAC by awarding grades on the basis of stars, which prevailed prior to 2002, is not studied in very details in this investigation

Conclusions

1. After study the need of establishment of NAAC, researcher found that every /university must do the SWOT analysis.
2. Every institution should have assessment and accreditation by NAAC, for better quality, in teaching learning etc.
3. After study the methodology of assessment and accreditation by NAAC researcher found that, new methodology is superior than the previous methodology
4. For better accreditation every college must study the process of assessment and accreditation, methodology, criteria, of assessment and accreditation, grading system by NAAC.
5. After assessment and accreditation in every institution there must be Internal Quality Assurance Cell (IQAC).
6. After study the criteria of assessment and accreditation by NAAC researcher found, the institution where minor research project were submitted to the UGC and the corresponding universities, their possibility of getting good accreditation is increased.



7. Well-qualified staff (NET/SET, M. Phil, Ph. D) increases the possibility of better (B++, A, A+) accreditation.
8. The colleges, which have distinguished alumni. They are eminent scientists, industrialists, academicians, corporate heads, doctors, engineers, writers and performing artists, were got better accreditation.
9. After study the grading system NAAC it's found that NAAC changed their grading system for three times. And new grading system superior than the previous.
10. After study the number of institution assessed and accredited by NAAC and their grades by NAAC researcher found that the Maharashtra state in has highest number of accredited colleges than any other state in India.
11. After the study the implications of A&A by NAAC researcher comes on conclusion that:- For excellence college should
 - Start new course
 - Extension services
 - Timesharing
 - Good location
 - Good infrastructure
 - Strong alumni association
 - Health center
12. The institutions where teamwork was nice that institution got Better (B++, A) accreditation.
13. The institutions where the research work by the teacher is satisfactory, that institution also get good accreditation.
14. After study of healthy / innovative practices in well-known and well accredited college's researcher come on conclusion that :-
 - a. Strengths of colleges employing healthy practices and getting well accreditation are :-
 - Highly qualified and dedicated staff
 - Separate work station for office staff
 - Reputed top management with full support
 - Conductive , healthy atmosphere in library and classes
 - Computer center
 - Library with excellent collection of books.
 - b. Weaknesses of colleges which are accredited with lower grades are :-
 - Paucity of adequate funds for developmental activities
 - Space constraints ,especially rooms
 - Absence of an effective management informative system decreases the accreditation grade of the college.



Suggestions

Suggestions for NAAC

- a) Assessment & Accreditation fees are very high. If possible for rural colleges it should be reduced.
- b) In the process of A &A quality of teaching of teacher is not tested. It should be tested.
- c) The traveling allowance of peer team members is usually borne the colleges. It is very costly sometimes. NAAC should help the colleges for this.

Suggestion for colleges

- 1) For better accreditation .Colleges should study the whole process, of assessment & accreditation of NAAC in detail and work an SSR meticulously.
- 2) College may study the S-S-R of other institutions for better accreditation
- 3) College must improve in research, extension alumni association, and quality of teaching for better accreditation.
- 4) After accreditation college must establish IQAC cell in college.
- 5) Every year college must send the AQAR to NAAC.
- 6) Colleges must have highly qualified staff and good infrastructure.
- 7) Colleges must have good and healthy management
- 8) The relations of management, principle, and staff must be healthy and progressive.

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