

A STUDY OF NAAC AS AN EFFECTIVE TOOL FOR APPLICATION OF MANAGEMENT PROCESS FOR QUALITY EDUCATION

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Abstract— As per the outcome of the recommendations of the National Policy in Education, to maintain quality education in universities, affiliated colleges and institutes, Central Government of India established National Assessment and Accreditation Council (NAAC) in 1994 and gave freedom to such body to take necessary steps to improve the quality of Higher education. Without help of Management concepts tasks involved in successful NAAC accreditation will never be successful because Planning, Transparency, Team work, Direction, Financial Management, Coordination are some of the important aspects which have to be applied. The aim of this study is to search that how different factors are involve in the NAAC work and they apply Management tools in long time and achieve objectives of NAAC and improve quality education in Higher Education.

Keywords- NAAC; Higher Education; Management Tools

I. INTRODUCTION

“Plants are shaped by cultivation and men by education. ... We are born weak, we need strength; we are born totally un provided, we need aid; we are born stupid, we need judgment. Everything we do not have at our birth and which we need when we are grown is given us by education.” **Jean Jacques Rousseau**, Emile, On Philosophy of Education.

This famous quote gives an insight of importance of education in human life and when everyone today talks of quality, one cannot forget the relevance of quality in the field of education, be it school level, college level or university level. For enhancing the quality of education the government set up National Assessment and Accreditation Council (NAAC) which provided ranks to the educational institutions on the basis of infrastructure, educational facilities, educational tools used for imparting knowledge, quality of teachers, etc. This paper tries to get an insight into NAAC process in educational institutes and whether it leads to upgrading of quality of education and through what concepts and process is NAAC accreditation undertaken by the educational institutes at college and university level.

II NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL – AN OVERVIEW:

As an outcome of the recommendations of the National Policy in Education (1986), which laid special emphasis on upholding the quality of higher education in India, National Assessment and Accreditation Council (NAAC) was established in 1994 with its headquarters at Bangalore. 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.

VISION AND MISSION OF NAAC

a) Vision

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

b) Mission

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

ACTIVITIES OF NAAC

In addition to many Peer Team Visits which take place every day, the NAAC also facilitates conduct of workshops and seminars in accredited institutions. NAAC also partners with various State Governments and professional bodies to create an advocacy for assessment and accreditation. Assessors Interaction Meetings (AIM), IQAC Meetings and interaction with governmental agencies are an important part of NAAC's activities.

It is our National, State and University Policy and mandatory part of Higher education that all Colleges should face NAAC/NBA in stipulated period. UGC clearly states that without NAAC accreditation no financial grant should be released. AICTE decided that additional divisions, intake should not permitted without NBA.

APPLICATION OF MANAGEMENT CONCEPT IN NAAC

Whenever any college faces NAAC it is very difficult to arrange everything properly. After interviewed some principals their experiences says that NAAC work is very hard, without team work and continues follow up, without proper planning, effective Management, accurate vision and factual positions are important factors. The NAAC work is divided in three stages:

(i) Before NAAC, (ii) During NAAC and (iii) After NAAC
In these stages management concept plays an important role.

ROLE OF GOVERNING BODY

It is basic duty of Governing Body of the college to make financial provision on educational and infrastructure development of the college, like construction, maintenance, provisions for facilities to departments, purchasing, and facilities to students, to provide extra human recourses as per principal requirement. It is also expected of NAAC that institutes update the files of required documents of land, playground, authentic building plans, institutional audit report, governing body members, bank account, and minutes of meetings. All these work is not possible without implementation of Management concept for that purpose governing body appoint experienced and qualified advisor or permanent employees.

ROLE OF PRINCIPAL AND COORDINATOR

The Principal being the head of the organization and Coordinator being the head of the NAAC Committee in the organization have an important role to play, especially application of management principles to get the work done from teaching and non-teaching staff. The Principal and Coordinator direct and coordinate the work done for NAAC by others.

ROLE OF FACULTY MEMBERS

Management concept says that any big task is done through team work, if objective put before team. Faculty members of the College is the team who understand the task and take efforts continuously through different committees created by principal. Faculty members understand the objectives of the NAAC, responsibilities of the committee and prepare plan to achieve objectives. Departmental arrangements, departmental profile, individual profile, annual planning of department, objectives, and progress of department, curriculum development, activities for students, participation of students, guidance of students, contribution of faculty members in research, social work, services to society. This is actually difficult work because every statement made by department must be authenticated with documentary evidence.

ROLE OF NON-TEACHING STAFF

Non-teaching staff, are very much aware of the activities in the college and the respective departments in which they work. They maintain files, cleanliness, obey orders from their superiors, etc. They are a very important source of information. They are also aware of the important files and documents which are required for NAAC. Non-teaching staff plays a very important role in administration of college/departments. Through proper motivation and communication a lot of information can be extracted from them which are useful for NAAC.

ROLE OF STUDENTS

Students are the backbone of educational institutions. It is for their wellbeing that NAAC is undertaken. Students are required to fill up feedback forms which play an important part in the decision of peer team regarding accreditation. The peer team, during their visit, meet students and verify facts provided in the feedback and report of the college submitted to NAAC for accreditation purpose.

III OBJECTIVES OF THE STUDY

1. To study the attitude of teachers regarding NAAC.
2. To assess changed atmosphere after NAAC.
3. To get an insight into the involvement of teachers in the NAAC management.
4. To evaluate the effect of involvement of all levels of management and teaching and non-teaching staff in implementation of NAAC criteria.

IV HYPOTHESES OF THE STUDY

1. Attitude of teachers is satisfactory.
2. Implementation of NAAC leads to improvement in the quality of education.
3. All teachers are seriously involved in NAAC Management.
4. NAAC is successful only with the involvement of every employee.

V SCOPE OF THE STUDY

For the purpose of the study colleges in Bhusawal City is taken as research area. Seven colleges are established in the city are affiliated to North Maharashtra University, Jalgaon. Arts, Commerce, Science, Management, Engineering, and Education faculty is covered through these colleges. Over 15000 students are enrolled and 500 odd teaching and non-teaching staff is appointed in these colleges and all colleges face NAAC/NBA and have also been reaccredited.

**TABLE 1
COLLEGES IN BHUSAWAL CITY**

SN	Name of College	Faculty	Programs	NAAC Grade
1	Bhusawal Arts Science and P.O. Nahata Commerce College	Arts, Commerce, Management and Science	U.G. / P.G.	A
2	P.K. Kotecha Ladies College	Arts, Commerce and Science	U.G. / P.G.	B
3	D.N. Bhole College	Arts, Commerce and Science	U.G. / P.G.	C
4	K. Narkhede Science College	Science	U.G. / P.G.	C
5	D.L. Hindi College	Arts and Commerce	U.G.	C
6	Sant Gadagebaba College of Engineering	Engineering	U.G. / P.G.	A
7	Biyani College of Education	Education	U.G	In Process

**TABLE 2
DETAILS OF QUESTIONNAIRE**

SN	Respondents	Questionnaire Distributed	Questioner Received	% of Respondents
1	Member of Governing Body	50	34	60.00 %
2	Principal	07	06	85.71 %
3	Head of Departments	60	45	75.00 %
4	NAAC Coordinators	10	06	60.00 %
5	Faculty Members	300	231	77.00 %

(Source – Questionnaire)

Researchers approached colleges with questionnaire and received response from 3/4th and above from Principals, Head of the Departments and Faculty members – teaching as well as non-teaching. 60% of the members of Governing Body and NAAC Coordinators responded. Principals showed keen interest in responding with 6 out of 7 of them. The one who did not respond was from college which was for the first time going in for NAAC accreditation.

VI RESEARCH METHODOLOGY OF THE STUDY

The study is based on critical evaluation and analysis of basically Primary Data. The primary sources include Principal, teachers of the colleges, non-teaching staff and management.

A thorough study is undertaken in the sampled regions to see its impact for which a detailed questionnaire is prepared to collect relevant information from the primary source for the guidance of the researchers. With the help of the questionnaire, detailed discussions were made with the certain sources of primary data to understand their attitude, practical experience and difficulties which would help to give the researchers useful recommendations, if any.

The questionnaire is processed with the help of statistical tools like tabulations, grouping, percentages, growth rate, averages, etc. Questionnaire is used mainly to analyze the opinion of the entrepreneurs and to supplement secondary data and the opinions of the officials. By virtue of researchers belonging to education field, the observations made by the researchers during her visit too are considered.

VII DATA ANALYSIS

All the information received through the questionnaire were analysed and are presented in a tabular form. The tables prepared, analysed and interpreted as under:

**TABLE 3
AWARENESS OF AIM OF NAAC**

SN	Respondents	Total	Fully Agreed	Not Agreed	Silent	Test
1	Member of Governing Body	034	21	03	10	61.76 Proved
2	Principal	006	06	00	00	100 Proved
3	Head of Departments	045	38	00	07	84.44 Proved
4	NAAC Coordinators	006	06	00	00	100 Proved
5	Faculty Members	231	191	12	29	82.00 Proved

(Source – Questionnaire)

From the above table it is observed that NAAC is successful in creating awareness among all concerned. All administrative authorities fully agreed and accept the objectives of NAAC. Principals, NAAC Coordinators too fully agreed, around 85% HOD's agreed, and governing body members and faculty members with high majority also agreed.

**TABLE 4
CONTRIBUTION TO WORK ASSIGNED FOR NAAC**

SN	Respondents	Total	Fully Agreed	Not Agreed	Silent	Test
1	Member of Governing Body	034	28	01	05	82.35 Proved ✓
2	Principal	006	06	00	00	100 Proved ✓
3	Head of Departments	045	42	00	03	93.33 Proved ✓
4	NAAC Coordinators	006	06	00	00	100 Proved ✓
5	Faculty Members	231	221	02	08	95.67 Proved ✓

(Source – Questionnaire)

Principals and Coordinators used Management concept and built up a team for various work. Authorities were also successful in creating team objectives and support them with proper guidance. The result is work done by teams assigned by authorities for NAAC. HOD's and faculty members performed their work effectively only because of management concept.

**TABLE 5
WORK DURING NAAC**

SN	Respondents	Total	Fully Agreed	Not Agreed	Silent	Test
1	Member of Governing Body	034	26	03	05	76.47 Proved ✓
2	Principal	006	06	00	00	100 Proved ✓
3	Head of Departments	045	41	02	02	91.11 Proved ✓
4	NAAC Coordinators	006	06	00	00	100 Proved ✓
5	Faculty Members	231	228	02	01	97.43 Proved ✓

(Source – Questionnaire)

It is apparent from the above table that from governing body members to faculty members work hard in pre NAAC, during NAAC and post NAAC. It is proved that work spirit among all is continuously up to the mark. All agreed that everybody works in NAAC Process and takes efforts to achieve targets. Main objective of management concept is actually implemented through NAAC.

**TABLE 6
INVOLVEMENT IN NAAC WORK**

SN	Respondents	Respondents	F.T	P.T.	Silent	% of Respondents
1	Member of Governing Body	034	27	04	03	79.41
2	Principal	006	06	00	00	100.00
3	Head of Departments	045	40	02	03	88.88
4	NAAC Coordinators	006	06	00	00	100.00
5	Faculty Members	231	228	02	01	98.70

(Source – Questionnaire)

Management concept says that from top level (authorities) to bottom (employees) level everybody should understand his responsibilities and wholly involve himself and then any difficult work can be successful. In above table picture is very clear and proves that in NAAC process all are involved in it at various stages. More than 90 % respondents fully agreed.

**TABLE 7
SCOPE FOR CREATIVITY**

SN	Respondents	Total	Fully Agreed	Not Agreed	Silent	Test
1	Member of Governing body	034	16	10	08	47.05 Proved ✓
2	Principal	006	06	00	00	100 Proved ✓
3	Head of Departments	045	39	02	04	86.66 Proved ✓
4	NAAC Coordinators	006	06	00	00	100 Proved ✓
5	Faculty members	231	92	119	20	39.82 Proved ✓

(Source – Questionnaire)

Analysis of the above table clearly indicates that those who are decision makers, responsible, have a right (from sr. no. 1 to 4) use their own ideas in different work but less than 50 % faculty members says they can't use their own ideas in NAAC process. It means may be the top authority is not giving freedom to them. As per management concept it is observed that faculty members are not involved in the decision making. It is important to involve them in decision making as they are the ones in direct contact with students and day to day affairs of the department.

TABLE 8
NATURE OF NAAC WORK

SN	Respondents	Total	Difficult	Easy	OK	Silent	Test
1	Member of Governing Body	034	22	07	03	02	64.70 Proved ✓
2	Principal	006	03	02	01	00	50.00 Proved ✓
3	Head of Departments	045	28	10	05	02	84.44 Proved ✓
4	NAAC Coordinators	006	03	02	01	00	50.00 Proved ✓
5	Faculty Members	231	158	62	05	06	68.39 Proved ✓

(Source – Questionnaire)

As per above analysis common opinion, be it member of Governing Body or NAAC Coordinators, Principal or Head of the various Departments, it only leads to conclude that the work required for NAAC accreditation is difficult. More than 50 % respondents from various categories fully agreed, and some said that it is easy and few opined that it is ok.

TABLE 9
CONNECTION BETWEEN NAAC ACCREDITATION AND IMPROVEMENT IN QUALITY OF EDUCATION

SN	Respondents	Total	Fully Agreed	Not Agreed	Silent	Test
1	Member of Governing Body	034	28	03	03	82.35 Proved ✓
2	Principal	006	06	00	00	100 Proved ✓
3	Head of Departments	045	41	01	03	91.11 Proved ✓
4	NAAC Coordinators	006	06	00	00	100 Proved ✓
5	Faculty Members	231	213	12	06	92.20 Proved ✓

(Source – Questionnaire)

In the analysis it was realized that all the Principals and NAAC Coordinators accepted that NAAC accreditation leads to improvement in quality of education. Other respondents – Heads of the Departments and Faculty Members were above 90% to accept the same.

It is obvious that they feel that without NAAC quality of education is poor. It means objective, mission and vision of NAAC is on right path.

TABLE 10
RANKING SYSTEM OF NAAC

SN	Respondents	Total	Fully Agreed	Not Agreed	Silent	Test
1	Member of Governing Body	034	30	03	01	88.23 Proved ✓
2	Principal	006	05	01	00	83.33 Proved ✓
3	Head of Departments	045	40	02	03	88.33 Proved ✓
4	NAAC Coordinators	006	05	01	00	83.33 Proved ✓
5	Faculty Members	231	176	34	21	76.19 Proved ✓

(Source – Questionnaire)

Those who actually work, involve, take efforts and made fool-proof plan, know the result sheet. As per analysis from different tables result is with us. More than 75 % respondents readily agreed with NAAC ranking awarded by peer team. It means transparent accreditation process. It ensures trust among the academicians and that is the reason we can improve the quality of education.

VIII FINDINGS

1. The average percentage of awareness of NAAC concept is above 75 % .
2. The attitude of majority of teachers is satisfactory and involve themselves and contribute in the NAAC process whole-heartedly.
3. Faculty members are not much involved in decision making. They have creative ideas which remain unutilized.
4. The work involved in NAAC is not easy task.
5. NAAC has led to improvement in quality of education.
6. In every stage of NAAC use of management concepts like team work, follow-up, time management, transparency, lies the heart of successful ranking to be received from NAAC.

IX CONCLUSION

NAAC's main aim was to uphold the quality of higher education in the country. It requires a lot of hard work but with the help of use of management and its principles it becomes easy and effective. For effective implementation of NAAC accreditation process requires automatic improvement in the quality of higher education in India. Pre, During and Post work of NAAC requires use of different Management concepts to achieve the task.

With the findings one can totally agree with Willa A. Foster on Quality in Education:

"Quality is never an accident; it is always the result of high intension, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives."

2. <http://www.ugc.ac.in/>
3. Peter F. Drucker; The Effective Executive: The Definitive Guide to Getting the Right Things Done
4. Ram Charan, Larry Bossidy; Execution: The Discipline of Getting Things Done by

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