THE ROLE OF NAAC FOR QUALITY ASSURANCE IN HIGHER EDUCATION

Jisha K. V.
Assistant Professor, School of Pedagogical Sciences, Kannur University, India
Email: jisha2785@yahoo.com

ABSTRACT

Quality in higher education has become the prime agenda of countries worldwide. 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 present study highlights a survey report of NAAC accredited Arts and Science colleges affiliated to Kannur University. The main focus of the study is the role NAAC in quality assurance in higher education. With respect to quality, it is the buzz word in today’s world of education. It has become an important ideology of education. There are some genuine apprehensions among academics and social critics on the negative impact of adoption of managerial and market approaches of quality process to education. Quality makes education more relevant of its social transformative and individual development role.

Keywords: Higher Education Institution; NAAC; IQAC; Quality Assurance

INTRODUCTION

Knowledge is at the core of all developmental efforts in advancing economic and social wellbeing in an emerging nation like India. Education is the key to creating, adapting and spreading knowledge in all disciplines and subjects. Higher education is a powerful tool to build knowledge for an information based society. Universities thus in twenty first century have to serve a multiple role; produce new knowledge; acquire capability to decipher; adapt knowledge produced elsewhere; and create an intelligent human power; at all levels through challenging teaching and research activities which would balance both need (quality) and demand (quantity).Higher education is the backbone of any society.

There has been a dramatic progress in establishment of Higher Education Institutes (HEIs) both under the public and private sectors. Higher Education Institutes offers variety of programmes through on and off campuses, adopt different strategies of teaching and learning, enroll heterogeneous groups of learners in diverse discipline and engage themselves in multifarious activities of teaching, research and extension services. The concern for quality assurance has therefore acquired paramount significance. The National Policy on Education (1986) and the plan of Action (1992) responded to this concern by initiating action. Accordingly, the colleges and universities were encouraged to make a self-assessment of their performance primarily on the
basis of the self-assessment. This led to the establishment of NAAC in 1994, with its headquarters at Bangalore and its major function includes

- To acts as a catalytic agent to motivate Higher Education Institutes to achieve excellence in all spheres of academic activity
- To promote the idea of accountability among the academies.

Since its establishment, the Council has made significant headway in evolving the procedures and criteria for assessment and accreditation of universities and colleges. It is mandatory for such institutions to undergo the process of accreditation.

NAAC has identified the following seven criteria to serve as the basis of its assessment procedures:

- Curricular aspect
- Teaching-learning and evaluation
- Research consultancy and extension
- Infrastructure and learning resources
- Student support and progression
- Governance, leadership and management
- Innovations and best practices

Role of Internal Quality Assurance Cell (IQAC)

For performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution’s system and work towards the realization of the goals of quality enhancement and sustenance. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

The work of IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution

NEED AND SIGNIFICANCE OF THE STUDY

Accreditation has become a powerful weapon in the battle for talent. Competition among higher education institute is reflected in the rising significance and popularity of accreditation that attempt to measure the talent catching capacity.

Now a day’s every institution is very much conscious about the dimension and quality of education which keeps on changing with time, also quality cannot be assessed by a single yardstick. In this context NAAC has developed certain measures for continuous improvement of their quality of higher education. For better visibility social reorganization, market acceptability and for better competence, accreditation becomes a better option.

It is a terrible fact that some colleges ever try to sustain the quality enhancement strategies with respect to co-curricular activities, utilization of infrastructural and learning resources etc after getting the NAAC accreditation and they may think about it only on the 11th hour which
was really the high time to do. This is the reason which led me to conduct the study. The present study was intended to find out the role of NAAC for quality assurance in Arts and science colleges affiliated to Kannur University

- The study will help the institution to know its strength, weaknesses and opportunities if any
- The study will help to provide the society with reliable information on the quality of education offered by the institution
- The study will enhance collegiality on the campus
- The study throws the light to the functions of UGC in improving the quality of higher education

OBJECTIVES OF THE STUDY
To understand the role of NAAC for quality assurance in higher education

HYPOTHESIS OF THE STUDY
NAAC play a significant role in improving quality in higher education institutions affiliated to Kannur University

METHODOLOGY
To carry out the investigation the investigator employed the survey method for the study.

Tools Used For The Study
The following tools were employed by the investigator for the present study
- Questionnaire on the support of IQAC co coordinator of the college
- Interview schedule for the coordinator and principal of the college

Sample Used for the Study
The investigator selected the aided and government Arts and Science colleges under Kannur University

Statistical Technique Used for the Study
The important statistical technique employed for the study is percentage analysis. Percentage analysis of various measures obtained is calculated.

LITERATURE REVIEW
Wolf et.al., (2007) in the article “Evaluating and Enhancing Outcomes Assessment Quality in Higher Education Programs” points out that accreditation is a mark of distinction indicating that an institution has met high standards set by the profession, and an increasingly important feature of the accreditation process in higher education is “outcomes assessment”. This articles presents two rubrics for evaluating the quality of an institution’s outcomes assessment system, and the other is for evaluating its student assessment component in particular.

Doley(2014) investigated the “Role of Assessment in Improving Quality in Higher Education”. The finding of the study was that different innovative assessment methods have a strong lever for quality improvement in learning of substantive knowledge and skill and teaching various courses. The educators and instructors should plan the assessment procedure systematically for the development of quality and standard of higher education.

Yadava (2011) studied about the “Reforming Higher Education: Addressing Quality Concern”. The study examined the review of activities of higher educational institutions as well as their budget needs
to be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based, one is now necessary to arrest the erosion in quality in spite of the research crunch.

**DISCUSSION**

With respect to quality, it is the buzz word in today’s world of education. It has become an important ideology of education. There are some genuine apprehensions among academics and social critics on the negative impact of adoption of managerial and market approaches of quality process to education. But this study has some limitations also.

Limitations of this study

The procedure adopted is adequate for the problem under study. Though several efforts were made to make the study as precise as possible, some limitations were crept in to the study. They are:

- the study was confined to colleges affiliated to Kannur university only
- the sample was limited to Arts and science colleges affiliated to Kannur university
- the study utilizes questionnaire and structured interview schedule for data collection

**FUTURE STUDY**

The obtained data were classified and analyzed to yield meaningful interpretation of results which may eventually bear the significant findings of the study. The investigator selected suitable statistical technique as percentage analysis for analyzing the available data.

- Analysis of data collected from NAAC coordinators of Arts and Science colleges affiliated to Kannur University
- Analysis of data based on the interview with NAAC coordinators and the principals of the Arts and Science colleges affiliated to Kannur University

An attempt is made in this section to analyze the question based on the role of NAAC for the quality assurance in Higher education. Percentage analysis was used to analyze the data. The analysis of data is presented below under the following heads:

- Curricular aspect
- Teaching Learning and Evaluation
- Research Consultancy and Evaluation
- Infrastructure
- Student Support and Progression
- Professional Development
- Governance and Leadership
- Innovative Practices

**Table 1. Curricular Aspect**

<table>
<thead>
<tr>
<th>Sl No:</th>
<th>Que No:</th>
<th>Questions</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Does the college have any improvement in the academic area after NAAC accreditation?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>Does the college commence new courses after accreditation?</td>
<td>09 (75)</td>
<td>03(25)</td>
</tr>
</tbody>
</table>
Does the college offer any add-on course for the students? 07(58.3) 05(41.7)

Does the college face any challenge in completing the curriculum within the stipulated time frame and calendar? 10(83.3) 02(16.7)

The above table shows that all the colleges have greater improvement in the academic area after the accreditation. As a result, around 75% of the colleges managed to commence new courses. Also, around 58.3% of the colleges offer add-ons courses for the students, while 41.7% of the colleges do not offer such course. And with respect to the completion of the curriculum within the time frame, around 83.3% of the colleges face challenge in completing the syllabus, while 16.7% of the colleges do not face any challenge for the same.

Table 2. Teaching Learning and Evaluation

<table>
<thead>
<tr>
<th>Sl No:</th>
<th>Que No:</th>
<th>Questions</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>Does the teacher utilize the technological resources effectively in the teaching learning process?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>Does the college offer remedial coaching for the students?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>Does the college have the mechanism for the evaluation of teachers by the students?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>Do you assure that the students use advanced technology for increasing the quality of education in colleges?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>Does the college assure the students feedback on the courses offered?</td>
<td>10 (83.3) 02(16.7)</td>
<td></td>
</tr>
</tbody>
</table>

The above mentioned table shows that cent percent of the colleges succeeded in the utilization of the technological resources by both the teachers and the students. Similarly, for the betterment of the students, cent percent of the colleges offer remedial coaching classes for the weak students. Also, for quality improvement in teaching, cent percent of the colleges are maintaining a mechanism for the evaluation of teachers by the students. The table also shows that 83.3% of the colleges assure the students feedback on the courses offered, while 16.7% do not make such assurance.

Table 3. Research Consultancy and evaluation

<table>
<thead>
<tr>
<th>Sl No:</th>
<th>Que No:</th>
<th>Questions</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>Does the management of the college encourage research culture?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>Is there any agency engage in research work in collaboration with your college?</td>
<td>04(33.3) 08(66.7)</td>
<td></td>
</tr>
</tbody>
</table>

The table shows that cent percentage of the college management encourages the research culture. However, only 33.3% of the colleges are engaged in research work in support of other agency while 66.7% colleges do not engage in research work.

Table 4. Infrastructure

<table>
<thead>
<tr>
<th>Sl No:</th>
<th>Que No:</th>
<th>Questions</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>Does the college library provide facilities like e-reading, books for providing competitive exams etc</td>
<td>10(83.3) 02(16.7)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>Does the college provide hostel accommodation to the students with all the amenities?</td>
<td>10(83.3) 02(16.7)</td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals the details of the infrastructure facilities of the colleges. It conveys that 83.3% of the colleges offer well advanced library facilities and better hostel accommodations with all
amenities while 16.7% of the college do not provide such facilities with respect to college library and hostel.

Table 5. Student Support and Progression

<table>
<thead>
<tr>
<th>Sl No:</th>
<th>Que No:</th>
<th>Questions</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Does the college have alumni association?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Does the college conduct its association meeting every year?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>Do the teachers encourage students participation in co-curricular activities?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>Do the teachers encourage students participation in programme organized outside the college campus?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>Has the college got any championship in co-curricular activities?</td>
<td>10(83.3)</td>
<td>02(16.7)</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>Does the college encourage the students council for active participation at all levels in academic decision making in appropriate manner?</td>
<td>10(83.3)</td>
<td>02(16.7)</td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>Do you make assurance of student’s participation in IQAC?</td>
<td>10(83.3)</td>
<td>02(16.7)</td>
</tr>
<tr>
<td>8</td>
<td>31</td>
<td>Is the grievance cell of the college working effectively?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>34</td>
<td>Does the college reward the outstanding achievers in sports and co-curricular activities?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
</tbody>
</table>

The above table highlighted the student support activities and progression programme. The table provides the details that 100% of the colleges succeeded in conducting its alumni association and its meeting every year. Also cent percent of the college teachers encourage students participation in programme organized within and outside the college campus. And cent percent of the college too reward the outstanding achievers in sports and co-curricular activities. The table further shows that 83.3% of the colleges got championship in co-curricular activities while 16.7% of the colleges didn’t hold any championship. Also 83.3% of the colleges encourage student council for active participation at all levels in academic decision making while 16.7% do not encourage such participation. Similarly 83.3% of the colleges make assurance of students participation in IQAC (Internal Quality Assurance Cell) while 16.7% do not make such assurance. The table also shows that cent percent of the grievance cell of the colleges works effectively.

Table 6. Professional Development

<table>
<thead>
<tr>
<th>Sl No:</th>
<th>Que No:</th>
<th>Questions</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>Do the teachers participate in the orientation courses / refreshers courses</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>Is there any teacher who got the post doctoral fellowship?</td>
<td>10(83.3)</td>
<td>02(16.7)</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>Do the teachers get the opportunity as visiting professors in other colleges/ university?</td>
<td>06(50)</td>
<td>06(50)</td>
</tr>
</tbody>
</table>

The above table shows the professional development of the teachers. That is cent percent of the teachers participate in the orientation courses and refresher courses. We can notice that 83.3% of the college has at least one teacher who got post doctoral fellowship. Further 50% of the colleges have the teacher who often makes use the opportunity as visiting professors in other university / colleges.
Table 7. Governance and Leadership

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Que No</th>
<th>Questions</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>Does the college assure the involvement of parents in PTA meeting?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>Does the college conduct the staff meeting regularly?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>Do the administrators provide sufficient fund for the overall development of the college campus?</td>
<td>11(91.7)</td>
<td>01(8.3)</td>
</tr>
<tr>
<td>4</td>
<td>22</td>
<td>Does the college utilizes the funds granted by UGC effectively?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>33</td>
<td>Is a provision for the service of counsellor/advisor for the students?</td>
<td>09 (75)</td>
<td>03(25)</td>
</tr>
</tbody>
</table>

The table shows that cent percent of the colleges assure the involvement of the parents in PTA meeting. Similarly cent percent of the college conducts the staff meeting regularly. The table further reveals that 91.7% of the college administrators provide sufficient fund for the development of the college campus where as 8.3% of the college administrators do not provide the fund. However cent percent of the colleges utilizes the fund granted by UGC effectively. The table also conveys that 75% of the colleges make use the service of the counselor while 25% of the colleges do not depend on counselor.

Table 8. Innovative Practices

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Que No</th>
<th>Questions</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Does your college have NAAC accreditation?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Does the college try to maintain the criteria of NAAC after its accreditation also?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>Is there any increase in the application received from the candidate after accreditation?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>Is there any improvement in NSS and NCC programmes after being visited by NAAC?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>Does any of the department has got patent right?</td>
<td>02(16.7)</td>
<td>10(83.3)</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>Does the college organize national and international seminar in collaboration with UGC?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>37</td>
<td>Is there any participation from your college in the national or international seminar organized outside the college campus in collaboration with UGC?</td>
<td>11(91.7)</td>
<td>01(8.3)</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>Does the university provide guidance/conduct coaching classes for students appearing for NET/SET/any other competitive exams?</td>
<td>12 (100)</td>
<td>-</td>
</tr>
</tbody>
</table>

After the accreditation cent percent of the colleges have tremendous increase in the application for the admission of the students. Further cent percent of the NCC and NSS programmes of the colleges have better improvement. Similarly cent percent of the college succeed in hosting national seminars in collaboration with UGC. And 91.7% of the colleges encourages the students to participate in seminar organized outside the college campus where as 8.3% of the college do not promote such participation. The table further conveys that cent percent of the college provide either NET/SET coaching or coaching for other competitive exams.

Analysis of data based on the interview with NAAC coordinators

The major objective of the study was to investigate the role of NAAC for quality assurance in higher education. The investigator conducted a structured interview with the co coordinators
of arts and science colleges affiliated to Kannur University. Although the principals of the colleges were scheduled for the interview, the investigator could not meet all the principals of the respective arts and science colleges.

For the structured interview, the investigator included certain areas such as infrastructure, student support schemes, learning resources, specialized services, extensional activities etc

- Usually IQAC’s are set up after the NAAC accreditation, in order to maintain the achieved quality for the accreditation. All co coordinators are of the view that the IQAC’s in the colleges organize yearly improvement programme.

- With respect to the infrastructure and learning resources almost all the colleges make use of the technological resources effectively. Technology oriented classroom teachings are promoted.

- The investigator noticed that, majority of the aided colleges were able to commence new courses after accreditation than government colleges. Almost all colleges have actively undertaken different activities for the improvement of academic standard of the students. Most colleges offers add-on course such as human rights education, export trade etc

- The colleges conducts its alumni association yearly. Some colleges have strong alumni. Most alumni offers financial support in the form of scholarships.

- All colleges follow the university’s norms and rules for the admission of students. Only 16% of the colleges offer self financing courses. Some colleges are the centres for distance education classes. And the faculties dealing the classes were sometimes from other college.

- The investigator further found that 58% of the colleges offer bank as well as NET coaching classes for both the home students and externals, during Saturdays and Sundays in collaboration with UGC

- All the colleges have the provision for the career guidance cell. However 66% of the colleges’ career guidance cell are working actively. Banks such as Catholic Syrian bank, Federal bank, South Indian bank etc have been recruiting the outgoing graduate students for the past three years. BPO’s also recruit certain percentage of these category students. Apart from these coaching classes, ASAP has also been conducting several programmes time to time.

- The colleges too have the provision for counseling. But most of the colleges lacks trained and full time counselor. All the colleges have grievance cell which works effectively to the extent. Along with these, women cell, anti-ragging cell etc are also functioning in various colleges.

- The colleges conducts the study tour programme for the students regularly. For the government colleges, funds are granted for the science departments while aided colleges, self financing tour have been organized for both arts and science departments

- Cent percent of the colleges are encountered with the problem of curriculum within the time frame. Since the adoption of credit and semester system, the allotted time and working days are not sufficient to cover up the whole portion. Thus they engage classes during Saturdays and Sundays.

- Yearly PTAs are conducted regularly as well as departmental wise parents meetings are conducted after the internal exams. Thus there establishes good rapport between parents and teachers.
Each college, 70% of the faculties are PhD holders. Few among them works as research guide too. 83% of the colleges are research centres for various discipline such as English, Malayalam, Sanskrit, Kannada, Hindi, Physics, Chemistry, Statistics, Zoology, Botany etc. also noticed that the faculties of each college have numerous publications. The management of the college is promoting the research culture.

83% of the college have separate hostel facilities for boys and girls with all the amenities. However students accommodated in the hostel are more than allotted.

Each college library provide specialized services to the students such as e-reading facilities, inflibnet for the research scholars and staffs, access to internet etc.

The NCC, NSS units of the colleges are working effectively to the extent. Due to the insistence of NAAC, all colleges are actively engage in the extensional activities. Some colleges adopt tribal area comprising economically weaker section of the society. Students provide financial support to them, also they give tuition to their children. Some colleges engage in the construction of work such as building houses for the endosulfan victims, giving classes to prisoners, broom making, soap making, orphanage visit, blood donation. Different clubs are also organized such as red ribbon club, mythri club etc to engage such external help to the society.

16% of the campuses are fully Wi-Fi and the remaining colleges are on the way to achieve this target.

The outstanding practices of the colleges differ from college to college. That is some colleges best practices include the maintenance of herbal garden, rubber tapping, promotion of craft work, run completely with solar electrification, maintenance of effective bio waste control. Some colleges have fruit garden with 500 saplings, butterfly garden. Also have biogas plant, rainwater harvester. While some colleges best practice include the construction of windmill, smart class, indoor grounds for swimming, table tennis, basket ball court.

The quality benchmarks set by the colleges were achieved in time except a few. The benchmarks include construction of classroom, auditorium, reducing dropout, digitalized classrooms etc. however above all, the whole colleges give prior consideration to the academic background of the students.

**Educational Implications**

In the present study, the investigator found that NAAC plays a significant role in quality assurance in higher education affiliated to Kannur University.

The following major benefits may be identified from the process of quality assessment and accreditation.

- Initiates institution in to innovation and modern methods of pedagogy
- Assessment motivate the institute to provide world class education to students with the help of latest technology
- It helps in modifying the behaviour of the students, as they come closer to the communities, through extensional activities
- It will help students and parents make right decision regarding choice of educational institution so that they might receive proper return of the investment incurred on education
- It enhances collegiality on the campus
CONCLUSIONS BASED ON FINDINGS

The present study highlights a survey report of NAAC accredited Arts and Science colleges affiliated to Kannur University. The main focus of the study is the role NAAC in quality assurance in higher education.

While considering the response through interview schedule and questionnaire, it has been founded that the colleges academic environment and campuses changed drastically 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. There are some genuine apprehensions among academics and social critics on the negative impact of adoption of managerial and market approaches of quality process to 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 a transitory characteristics and need to be continuously changing to meet the changing educational goals. The measures / steps taken by these colleges are minimized requirements to move forward in this eternal journey of quality higher education.

REFERENCES


