



॥ विद्या विनयेन शोभते ॥

Janardan Bhagat Shikshan Prasarak Sanstha's

# Changu Kana Thakur

Arts, Commerce and Science College, New Panvel  
(Accredited 'A' Grade by NAAC and 'Best College Award' by University of Mumbai)



*Organises*

**Two Days National Seminar**  
**on**  
**Re-accreditation - A Process towards**  
**Quality Enhancement : Methods & Procedures**

on

**April 25 – 26, 2009**

**Proceeding**

Sponsored by

**National Assessment and Accreditation Council, Bangalore**

**Venue:**

Hall No.-208, Changu Kana Thakur Arts, Commerce and Science College,  
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## **Introduction**

Today more than ever before in human history, the wealth or poverty of a nation depends on the quality of higher education. Those with a larger repertoire of skills and greater capacity for learning can look forward to lifetimes of unprecedented economic fulfillment. But in the coming decades the poorly educated face little better than the dreary prospects of lives quiet desperation (Radhakanta Gartlaand Dash Jagannath, 2009, p.1).

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education (<http://www.naacindia.org/assessment.asp>). It is an accepted fact that the success and prosperity of an institution largely depends on the quality of its management. "Quality is never an accident; it is always the result of high intention sincere effort, intelligent direction and skilled execution, it represents the wise choice of many alternatives" (Subhedar Iqbal S., 2001, p.10).

"India is likely to turn into an increasingly attractive market for foreign Universities and hence other nations are going to use General Agreement on Trade in Service (GATS) provisions to their advantage" (Arun Nigvekar, 2002, Quoted from Sobhana, N., 2009, p.6).

Like in any other domain, the method to improve quality remains the same. Finding and recognizing new needs and satisfying them with products and services of international standards. The NAAC has been set up to help all participating institutions assess their performance vis-a-vis set parameters. A rating agency for academic excellence across India, and the country's first such effort.

## **Criteria used for Reaccreditations**

THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is an autonomous institution established by the University Grants Commission (UGC) of India, to assess and accredit institutions of higher education in the country. The system of higher education in India has expanded rapidly during the last sixty years. In spite of the built-in regulatory mechanisms that lead to satisfactory functioning of higher education institutions, there has been a significant increase in the number of institutions of higher education, which perhaps has resulted in the dilution of standards. To address the issue of quality, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) that spelt out strategic plans for the policies, advocated the establishment of an independent National Accreditation Body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.



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

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance and Leadership
- Innovative practices

### **Benefits of Accreditation and Reaccreditations**

- Helps the institution to know its strengths, weaknesses and opportunities through an informed review process.
- To identify internal areas of planning and resource allocation. Enhances collegiality on the campus.
- Outcome provides funding agencies objective data for performance funding.
- Initiates institutions into innovative and modern methods of pedagogy.
- Gives institutions a new sense of direction and identity.
- Provides society with reliable information on quality of education offered.
- Employers have access to information on the quality of education offered to potential recruits.

### **Actions to Raise Quality**

India has the second largest network of higher education in the world. In order to welcome the international students, the infrastructure in academic institutions should be strengthened (Sobhana, N., 2009, p.6). When the institution is well equipped, when the teachers are well trained and highly motivated, learners are more likely to be able to achieve learning goals and successful complete schooling. An education of high quality also enables individual to exploit their potential and will make a difference to chances they have in life. In society as a whole, quality education supports positive social change. It will enable people to progress through effective learning outcomes- gaining knowledge competencies, skills and behaviors which are essential for development (Dutta, P.K., 2008, p.6).

The world is passing through the process of globalization, privatization and liberalization requiring economic, political, social and educational change in developing and developed countries (Yadav, S.K. 2008, p.1). To strengthen the quality of higher education following actions should be taken.

1. There should be separate offices for the managing trusts, principal, department heads and administrative heads in the college campus.
2. The college must have assessed every five years by the NAAC.
3. Research projects must be carried out by the faculties. Because research project is a personality development tool. It creates analytical mind, ability of time management, crisis and stress management, patience and discipline, arranging and organizing ability, effectiveness in

communication, flexibility and adjustability, presenting and convincing ability etc.

4. Curriculum ought to be carrier oriented.
5. Teachers have to use modern means of teaching such as LCD, transparencies, internet, & other audio- visual aids.
6. The principal may hold regular administrative staff and teaching staff meetings to encourage them about the quality-and merit oriented work culture in the campus.
7. Good work culture is essential for the quality improvement. That's why "to create a good work culture in the college, teaching and non-teaching staff should be motivated and encouraged by the trustees and the principals through their involvement in policy- making, planning, executing and practicing administration."
8. Any assessment and subsequent accreditation is made with reference to a set of parameters so that the standing of an institution can be compared with that of other similar institutions.
9. Teaching and non-teaching staff members should be practical enough and courageous. They should not remain dependant upon luck, but have to develop their carrier for facing the real competitive situations in the institutions.
10. To manage teaching and non teaching staff issues sincerely and honestly on priority and relate the staff to their needs without any favoritism, discrimination, the success will come in its own way.
11. Every lecturer is expected to learn administrative aspects along with his/her respective subjects to produce results and also to retain the position in coming days.

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