



Appraisal of IQACs for their contribution towards 7 criteria of assessment and accreditation methodology of NAAC

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ABSTRACT

The National Assessment and Accreditation Council (NAAC), an autonomous institution of U.G.C., New Delhi, having the responsibility of assessment and accreditation of colleges and universities in India has redesigned its methodology of assessment and accreditation on the basis of its own field experience, shared knowledge with international quality assurance agencies and quality imperatives in the changing global scenario in higher education. The new methodology has come into effect from 1st April 2007, with a view to enhance its rigor, reliability and validity. The sample has been taken from 44 institutions of higher education in Haryana. 7 teachers from each institution who were the members of the IQACs were included in the sample. These 44 institutions include 19 urban aided institutions (13 co-ed. And 6 women colleges), 8 urban government institutions (5 co-ed. and 3 women colleges), 11 rural aided institutions (3 co-ed. and 8 women colleges) and 6 rural government institutions (3 co-ed. and 3 women colleges).

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Introduction

The National Assessment and Accreditation Council (NAAC), an autonomous institution of U.G.C., New Delhi, having the responsibility of assessment and accreditation of colleges and universities in India has redesigned its methodology of assessment and accreditation on the basis of its own field experience, shared knowledge with international quality assurance agencies and quality imperatives in the changing global scenario in higher education. The new methodology has come into effect from 1st April 2007, with a view to enhance its rigor, reliability and validity. It has identified seven criteria along with key-aspects under each criterion and specific indicators under each key-aspect. The seven criteria are curricular; teaching-learning and evaluation; research, consultancy and extension; infrastructure and learning resources; student-support and progression; governance and leadership and innovative practices. These all are explained in the coming paragraphs.

The performance of an educational institution of higher learning depends upon the successful execution of academic, financial and administrative activities. The IQACs established or to be established on the recommendation of the NAAC are to be judged for their contribution to the academic, financial and administrative aspects through these criterion. Therefore, respondents were posed a query for the extent of IQAC contribution to the above aspects. Their responses have been summarized in tables 1 to 7 The analysis explains- Contribution of IQAC was found 'to a great extent' by majority of 'all data' respondents for 'teaching-learning and evaluation' aspects. It was found 'to some extent' by same category of respondents in majority for 'governance and leadership' and 'innovative practices' aspects. The extent of IQAC contribution was also found to be non-existent by same category of respondents in varying degrees (2.92 percent to 13.31 percent). Highest

percentage of rural aided colleges found the contribution to a 'great extent' for 'research, consultancy and extension'; 'teaching-learning and evaluation'; 'students-support and progression'; 'governance and leadership' and 'innovative practices'.

Table 1

CONTRIBUTION IN CURRICULAR ASPECTS

RESPONSES	To a great extent		To some extent		Not at all	
	No.	%age	No.	%age	No.	%age
COLLEGES						
RURAL						
AIDED	38	49.35	33	42.86	6	7.79
GOVT.	4	9.52	38	90.48	–	–
URBAN						
AIDED	66	49.62	54	40.6	13	9.77
GOVT.	25	44.64	31	55.36	–	–
TOTAL	133	43.18	156	50.65	19	6.17
Chi ² =39.15**(df:6) C=0.34;						Source: Sample Survey

Table 2

CONTRIBUTION IN TEACHING, LEARNING AND EVALUATION

RESPONSES	To a great extent		To some extent		Not at all	
	No.	%age	No.	%age	No.	%age
COLLEGES						
RURAL						
AIDED	47	61.04		36.36	2	2.6
GOVT.	15	35.71	27	64.29	–	–
URBAN					28	
AIDED	68	51.13	58	43.61	7	5.26
GOVT.	31	55.36	25	44.64	–	–
TOTAL	161	52.27	138	44.81	9	2.92
Chi ² =13.68*(df:6) C=0.21;						Source: Sample Survey

Table 3

IQAC CONTRIBUTION IN RESEARCH, CONSULTANCY AND EXTENSION						
RESPONSES	To a great extent		To some extent		Not at all	
	No.	%age	No.	%age	No.	%age
COLLEGES						
RURAL						
AIDED	32	41.56	35	45.45	10	12.99
GOVT.	7	16.67	25	59.52	10	23.81
URBAN						
AIDED	51	38.35	65	48.87	17	12.78
GOVT.	19	33.93	33	58.93	4	7.14
TOTAL	109	35.39	158	51.3	41	13.31
Chi ² =12.32(df:6) C=0.20;					Source: Sample Survey	

Table 4

IQAC CONTRIBUTION IN INFRASTRUCTURE AND LEARNING RESOURCES						
RESPONSES	To a great extent		To some extent		Not at all	
	No.	%age	No.	%age	No.	%age
COLLEGES						
RURAL						
AIDED	30	38.96	40	51.95	7	9.09
GOVT.	14	33.33	25	59.52	3	7.14
URBAN						
AIDED	68	51.13	55	41.35	10	7.52
GOVT.	26	46.43	30	53.57	–	–
TOTAL	138	44.81	150	48.7	20	6.49
Chi ² =10.64(df:6) C=0.18;					Source: Sample Survey	

Table 5

IQAC CONTRIBUTION IN STUDENT SUPPORT AND PROGRESSION						
RESPONSES	To a great extent		To some extent		Not at all	
	No.	%age	No.	%age	No.	%age
COLLEGES						
RURAL						
AIDED	53	68.83	20	25.97	4	5.19
GOVT.	8	19.05	34	80.95	–	–
URBAN						
AIDED	61	45.86	58	43.61	14	10.53
GOVT.	29	51.79	27	48.21	–	–
TOTAL	151	49.03	139	45.13	18	5.84
Chi ² =43.38**(df:6) C=0.35;					Source: Sample Survey	

Table 6

IQAC CONTRIBUTION IN GOVERNANCE AND LEADERSHIP						
RESPONSES	To a great extent		To some extent		Not at all	
	No.	%age	No.	%age	No.	%age
COLLEGES						
RURAL						
AIDED	43	55.84	26	33.77	8	10.39
GOVT.	4	9.52	34	80.95	4	9.52
URBAN						
AIDED	44	33.08	74	55.64	15	11.28
GOVT.	14	25	42	75	–	–
TOTAL	105	34.09	176	57.14	27	8.77
Chi ² =40.35**(df:6) C=0.34;					Source: Sample Survey	

The majority of the rural government colleges observed the IQAC contribution to 'some extent' for all the aspects of the new methodology of NAAC. The statistical testing notes

'curricular aspects'; 'student-support and progression'; 'governance and leadership' and 'innovative practices' dependant on the type of educational institutions of higher learning in Haryana as hypothesis stands rejected at 1 percent level of significance. Same is true in case of 'teaching-learning and evaluation' aspect but at 5 percent level of significance. The statistical finding also reveals that 'research, consultancy and extension' and 'infrastructure and learning resources' were not dependant on the nature of the educational institutions as null hypothesis was accepted in their cases.

Table 7

IQAC CONTRIBUTION IN INNOVATIVE PRACTICES						
RESPONSES	To a great extent		To some extent		Not at all	
	No.	%age	No.	%age	No.	%age
COLLEGES						
RURAL						
AIDED	35	45.45	34	44.16	8	10.39
GOVT.	11	26.19	31	73.81	–	–
URBAN						
AIDED	54	40.6	62	46.62	17	12.78
GOVT.	23	41.07	33	58.93	–	–
TOTAL	123	39.94	160	51.95	25	8.12
Chi ² =20.63**(df:6) C=0.25;					Source: Sample Survey	

The above investigation help inferring that the success of the NAAC devised criteria will depend on the abilities of the institution concerned. The 'research, consultancy and extension' is not regarded as the subject matter of the colleges in Haryana. Universities are mainly concerned with such activities. The inclusion of the rural aided and government colleges in the sample may have found the 'infrastructure and learning resources' independent of each other.

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