

The Pivotal Role of NAAC in Enhancing the Quality of Higher Education

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Abstract: *A high-quality education system is essential for any nation for its overall growth and development. As we navigate the complexities of the modern era, it is imperative to explore innovative avenues for effective education, imparting new life skills to all. The ultimate goal of education is to empower individuals with the ability to navigate reality, think critically, and make informed decisions. Historically, the segregation of conceptual thinking processes has led to numerous groundbreaking discoveries. It is crucial to teach students how to think, rather than what to think, enabling them to identify necessities and develop solutions. Despite India's progress in various sectors, its education system still grapples with several challenges, ranging from a lack of vision to ineffective execution of plans that have been in place for decades. Although technology has brought about positive changes, it is premature to assume that digital education alone can resolve the issues plaguing India's education landscape. In a country where technology adoption is still limited, a seamless integration of technological and traditional pedagogical tools is necessary to create a meaningful impact on education. This paper aims to analyze the objectives, role, and impact of the National Assessment and Accreditation Council (NAAC) on higher education in the context of the modern era*

Keywords: education system

I. INTRODUCTION

The National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution under the University Grants Commission (UGC). NAAC's commitment to a holistic quality perspective has profoundly impacted institutional perceptions of quality in higher education. Over the past decade, colleges and universities have adopted innovative methodologies, with quality sustenance and enhancement emerging as paramount concerns in institutions of higher learning. NAAC has been instrumental in evaluating institutional performance and implementing quality sustenance procedures in universities and colleges. NAAC's vision and mission statements clearly articulate its objectives, emphasizing a quality assurance mechanism that integrates self-assessment, external evaluation, and promotional activities. The primary objective of NAAC is to assess and accredit higher education institutions, enabling them to continually enhance the quality of education. Assessment entails a performance evaluation of an institution and/or its units, conducted through a process of self-study and peer review, utilizing predefined criteria. Accreditation refers to the certification awarded by NAAC, valid for a period of five years. NAAC's assessment process aligns with internationally accepted practices, adapted to accommodate the Indian context. The quality assessment framework comprises seven criteria, each encompassing key aspects and sub-aspects. Additionally, NAAC emphasizes core values as assessment indicators for accreditation.

II. PARADIGM SHIFT IN EDUCATION

In Present Indian system, which is the third largest after China and USA, one question consistently popped out from everyone's mind that whether the current educational scenario is compatible to fulfill the aspiration of students and parents and will it be capable of confronting an unknown future What should be the purpose of education Just to have an exemplary job and earn a 7 figure salary gathering wealth upon it or it should be the novel way to impart knowledge and character to students in such a negative world so that they can be deciphered into a responsible citizens and sphere their share in the development of the country. Every educational institution claiming to serve the required qualities

needed to excel in their corresponding fields but inefficiency of educational scenario is clearly visible. India is the country where some parents spend lives saving take loans putting their properties mortgaged, inspite of that not getting a standard quality education is a matter of shame. The education our teachers are imparting is purely scheduled and syllabus based where teachers and students do not get enough space for experimentation. They have to stick to what board or universities have told them to do. Both the entities i.e. teacher and student roam around under stress to finish the syllabus or curriculum in given time period. Every student is tirelessly running to acquire a Degree anyhow jump into a neck-to-neck competition of getting a job. The education they are absorbing only telling them to go for higher percentage putting quality at stake. Only revolving around numbers they are forgetting that education is to show the path of success in life. The time has come to look for new avenues for effective education with respect to all, imparting new life skills. The unsatisfactory and absurd way of education need to revamp and make it more fulfilled experience. We need to regard educational system which has the capability to execute the task and work with the potential to excel in the common effort of common people. What, how and why must strike every student's brain initiating thought process emphasizing to think deeper about every aspect not to just earn good CGPA but to understand thoroughly. The utmost aim of education is to impart the way to live life by developing high rank of intelligence which can deal with reality and be ready for consequences. They need to teach a segregated conceptual thinking process which had led many discoveries in past and think upon necessities and draw their way, a way how to think rather what to think.

III. TIME TO CHECK QUALITY IN EDUCATION

QUALITY in Higher education provides human beings with essential learning tools and basic learning content which enables them to be able to survive live a life of dignity. It is seen as a force of change in which an individual is expected to transform a material consciousness towards superior planes of intellectual and spiritual consciousness. India's value and culture are very old and of utmost important, similarly the Indian higher education system is centuries old having the universities of as old as of 5th/6th century i.e Nalanda and Takshashila (the world's first universities). A Gurukul system was followed in these universities, which resulted into a powerful Bharat. It is because of this value in our system we have survived with an economic global system of 2008. All over the world during 2008 recession GDP (Gross domestic product) of developed countries were in negative expect of India and China, they sustained because of their values. If we compare the GDP's (2015-16) of various country, India's GDP was well above 7.6 as compared to China 6.6, US 2.2, Japan 0.1 and the world GDP around 3.1%.

Thus we are best because of our values Our quality issues in education system are basically focused on the parameters likes:

- Ethics
- Value system
- Self-improvement
- Research and innovation
- Improvement of the society
- Education for all
- Education that is affordable
- Education system i.e accountable with an equivalent respect to teachers

High-quality education can only be achieved through the harmonious blend of globalization and localization. To attain excellence in higher education, a paradigm shift is necessary, transitioning from an information-based education system to a value-based one. This entails imparting life skills that foster holistic development, contributing to the betterment of individuals and society. Quality higher education should equip students with essential life skills and professional competencies, enabling them to adapt to the evolving needs of society. Moreover, it should cultivate prepared minds for the future, focusing on skill development and sustainable growth. To enhance the quality of higher education, it is crucial to recruit personnel based on two essential criteria: Competency and Commitment. Furthermore, faculties play a vital role in bringing excellence to higher education institutions. To promote excellence and efficiency, performance-linked funding should be implemented. Incentivizing funding should be categorized based on at least two key areas: Teaching and Research. By doing so, institutions can prioritize quality education, innovation, and academic excellence

IV. CONCLUSION

The formulation of India's new national education policy, initiated with great enthusiasm four years ago, remains a work in progress. Meanwhile, the education sector has undergone a significant paradigm shift. The accreditation of universities and colleges, once voluntary, has become mandatory, with a drastically revamped framework that relies heavily on third-party data validation and student feedback. This novel approach, untested by reputable quality assurance agencies worldwide, has left the higher education community perplexed. Equally puzzling is the exemption of premier higher educational institutions from the accreditation process. The National Institutional Ranking Framework (NIRF) has become a reality, influencing higher educational institutions and their stakeholders in diverse ways. Despite a rise in participation over the past three years, only 9% of India's higher educational institutions have joined the ranking process. Notably, colleges, which cater to the majority of higher education enrollments, have largely abstained from the ranking process. Moreover, as the top 100 institutions account for less than 1% of the student population, 99% of students remain unaware of how to benefit from the rankings, particularly in making informed choices about their education. To achieve excellence in higher education, the assessment and accreditation process must adhere to stringent international standards. Quality in higher education can only be attained when students are empowered to pursue careers aligned with their passions, interests, and innate abilities. We firmly believe that the quality aspect of higher education is inextricably linked to the psychology of students. Before embarking on higher education, students should undergo mandatory psychological testing to discover their areas of interest. This would enable them to make informed decisions about their academic pursuits.

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