2020

Impact of NAAC Assessment on the development of college libraries: A Study

Naveen C L
naveendeluxeshetty@gmail.com

Impact of NAAC Assessment on the development of college libraries: A Study

Dr. Naveen C L
Librarian (Sr. Scale)
Department of Library and Information Center
Government First Grade College, Gandasi – 573 164
E-mail: naveendeluxeshetty@gmail.com

Dr. B U Kannappannavar
Librarian
Sahyadri Arts College
Shivamogga
E-mail: kannappanavar@gmail.com

Abstract:

Libraries have been the integral & vital part of the Higher Education system which extends support in teaching-learning & fulfillment of objectives and mission of the educational institutions they are part of. NAAC- the National Assessment and Accreditation Council is an autonomous body established by UGC-University Grants Commission of India to assess and accredit institutions of higher education in the country. The positions of libraries are good but after the NAAC assessment there is a development in libraries facilities and infrastructure in libraries. The findings of the study shows that, the highest percentage of first-grade colleges (47.22%) have both 2(f) and 12(B) status by UGC followed by only 2(f) status (31.35%). Further, 64.29% of colleges have NAAC accreditation whereas 35.71% of colleges have no NAAC accreditation yet. The study also reveals that there has been an increase in the library facility after the NAAC accreditation and the number of library facilities before and after accreditation, increased by 14.84% in the library. In this context, the study recommends that Government first grade colleges need to get 12(f) & 12(B) recognition by the UGC and should undergo NAAC accreditation. College libraries need to develop a model library to satisfy the NAAC assessment process and prove their importance in the colleges.

Keywords: College Libraries, NAAC, Impact, Accreditation, Library Facilities.

1.0. Introduction:

In recent time, India has witnessed tremendous growth in the count and types of institutions that provides higher education. The demand for education and training has become more critical than before as organizations and individuals are now willing to meet the competition and the rapidly changing environment. The goal of higher education not only one of helping a student to identify his/her abilities but also to create a mind-set as to how one can be creatively improve further (Verma, 2016). Excellence in higher education can be achieved when the acquisition of knowledge and skills are linked to both personal transformation and transformation of the world around us. There are many issues that reflect the quality of higher education like accreditation, student intake, qualifications of teaching faculty, basic infrastructure etc. Quality assurance and accreditation in higher education is defined as systematic management and assessment of procedures adopted by higher education institution or system to monitor performance and to ensure achievement of quality improvement.

The system of higher education in India had always achieved success in meeting the targets set in the current competitive scenario. Couple of decades ago, when the Indian higher education system was severely criticized as it had allowed the mushrooming growth in the number of institutes which resulted in compromising the quality of education they offer. Number of initiatives was taken by the Ministry of Human Resource Development (MHRD) and the University Grants Commission (UGC) to restore the standards of higher education. As a result, the National Policy on Education (1986) rigorously put emphasis on upholding the quality of higher education in India. In 1994, UGC established the National Assessment and Accreditation Council (NAAC) as an autonomous body to assess and accredit institutions of higher education and its units thereof, with its headquarters at Bangalore (Prasad & Stella, 2004).

The performance of higher education institutions is a growing concern now days. The pressure for quality assurance positions a major challenge for higher education as in case of many developing countries including India.

2.0. Higher Education Accreditation in India:

Higher education accreditation is compulsory for all higher educational institutions except those created under the special act of the parliament as without it no institution has right

to award degrees or call themselves Universities. Following accreditation agencies involved in grading.

2.1.Ministry of Human Resource Development (MHRD)

The Ministry of Human Resource Development (MHRD) is the chief regulatory body and is responsible for supervising and smooth functioning of universities in India. It operates through its chief regulatory body UGC. Other major organizations that contribute to the educational scenarios are AICTE and NAAC. These Statutory bodies have been constituted by the Government of India which plays an active role in assuring and maintaining the quality of higher education in India.

2.2.University Grant Commission (UGC)

The UGC is the statutory body that came into being by the special act of parliament. in 1956. It is the apex body that provides recognition to universities in India and is also responsible for determination and maintenance of quality of teaching, examination and research within the universities. It further keeps a track of the financial needs of the universities and disburses grants to various universities as per allocation done by it. It serves as a vital link between state govt. and other institutes of higher learning by advising them regarding various measures to be taken to improve the quality of university education. In order to monitor the standards of higher education an autonomous body under sec 12 c of the Universities Act in September 1994.

2.3.National Assessment and Accreditation Council (NAAC)

The UGC established NAAC in September 1994, in Bangalore to elaborate the performance of universities and colleges in the country. Its purpose is to evaluate, assess and accredit universities and colleges in the country. The assessment process designed by NAAC is based on the self-study along with peer review using various criteria's. the Certification given by NAAC is valid for 7/5 years and it has identified 7 criteria's for assessment that includes Curricular aspects, Teaching-learning and evaluation, Research, Consultancy and extension, Infrastructure and learning resources, Student support and progression, Governance and leadership and Innovative practices (Alisha, 2018). The Government has made it mandatory for

all the college and universities for accreditation. Institutes failing to do so cannot avail the scholarship and free ship facilities.

3.0.   Review of Literature:

A limited literature available in the area of Impact of NAAC process on college libraries. Gumre and Veer (2013), conducted a survey on College Library Services in Marathwada Region: A Study on Impact of NAAC Accreditation and found that there has been an outstanding increase in the library facility after the NAAC accreditation; it is found that there is an altogether 17% increase in the library facility after NAAC accreditation. It comes out as fact that the services provided by the library have been double and increase of them is more than 40 percent after the NAAC accreditation.

Jisha, (2015) conducted a survey on NAAC accredited and Arts & Science Colleges affiliated to Kannur University. The study focused a on the NAAC in quality assurance in higher education, with respect to quality. One objective was set for study 1. To understand the role of NAAC for quality assurance in higher education and major findings are colleges' academic environment and campuses changed drastically since accreditation.

Shivakumar (2017), examined a study on Roll of NAAC Policy in College Libraries for Maintaining Quality and found that NAAC policy helps in developing the college libraries to make modernize and to provide good standard service to users. This is the best methodology for measuring themselves to find deficiency to enhance the library services, which support get maximum score based on certain criteria's, this paper clearly explains importance in maintaining the library to full fill the quality for the NAAC policy.

4.0.   Scope and Limitations of the Study:

The scope of the study focuses only on the accreditation status of Government first grade colleges in Karnataka State. However, professional colleges i.e. Law, B.Ed., Engineering, Management, Information Technology etc. are excluded from the study.

5.0. Methodology:

Study Area

The study is confined to the Government First Grade College in Karnataka State, India. There are 407 Government First Grade College Libraries in Karnataka State. Out of 407 colleges only 301 librarians are working in the college libraries rest of college libraries running without librarians and the library charge given to the senior teachers or Physical Education Instructor or in some college's office staff has taken the library charge.

Study population

There are various formulas for calculating the required sample size based upon whether the data collected are to be of a categorical or quantitative nature. For this study, we followed the formula given by Krejcie and Morgan (1970):

$$S = \frac{x^2 NP(1-P)}{d^2(N-1)+x^2 P(1-P)}$$

Where:

S - Required sample size;

x^2 - the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841);

N - The population size;

P - The population proportion (assumed to be 0.50 because this would provide the maximum sample size); and

d - The degree of accuracy expressed as a p (i.e. margin of error = 5.0 per cent).

$$S = \frac{3.841 \times 407 \times 0.50(1-0.50)}{(0.05)^2(407-1)+(3.841)(0.50)(1-0.50)}$$

The target populations of this study were all the 407 Government First Grade college libraries of Karnataka State. The sample size has been calculated using the above-mentioned formula. The required sample size was 252 (degree of accuracy/margin error =0.05 and confidence =99 per cent). A structured questionnaire form was used as the tool for the survey. The questionnaire has been developed by consulting a number of previous surveys. The questionnaires were sent to the colleges through post and mail. Some questionnaires filled through direct observation and face to face interview methods.

6.0. Objectives of the Study:

Major objective of the study are

1. To find out the 2(f) and 12(B) status of government first grade colleges.
2. To find out the NAAC status of government first grade colleges.
3. To find out the NAAC grading's of government first grade colleges.
4. To know the major areas of development after NAAC's Assessment in college libraries.
5. To find out impact of NAAC on library management.

7.0. Data Analysis:

Data collected from the respondents through questionnaires and interviews and observations was evaluated and analyzed to find the results. The data was processed using Microsoft Excel and Statistical Package for Social Sciences (SPSS). In this research the raw figures were converted to percentages and tabulated. The responses were analyzed according to their relevance to the research questions.

7.1. Location of the First Grade Colleges:

Table-1: Location of the First-Grade Colleges

Location	No. of Colleges	Percentage
Urban	91	36.11
Semi-urban	53	21.03
Rural	108	42.86
Total	**252**	**100.00**

Table-1 indicates the location of the college in which they exist. It is clear from the above table that the highest percentages of colleges (42.86%) are in rural areas. Whereas 36.11% of colleges are in urban areas and it is followed by semi-urban areas (21.03%). Hence, it can be clearly stated that the study has covered the highest number of Government First-Grade Colleges having a rural background.

7.2. Status of the First-Grade Colleges

The First-Grade Colleges need to obtain 2(f) status as well as 12(B) status to become eligible to get benefits sponsored by UGC. These statuses aid the First-Grade colleges to participate in resource sharing activities through which the online databases can be subscribed at

a lower cost. The various statuses obtained by 252 first-Grade colleges have been projected in table-2 and table-3.

Table-2: Status of the First-Grade Colleges

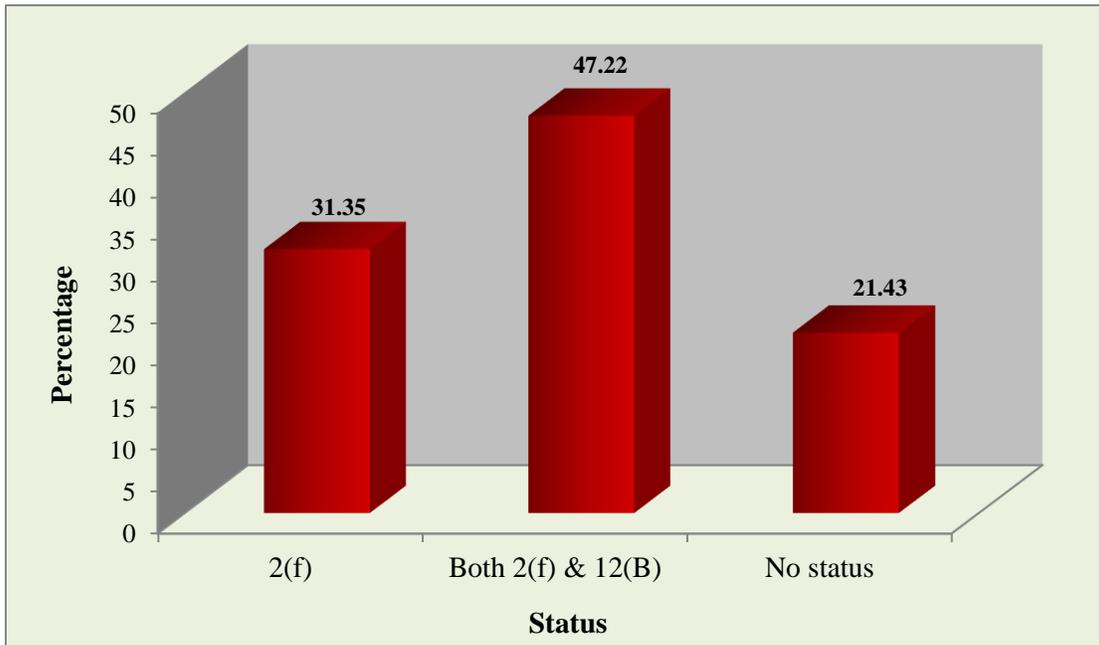| Location	No. of Colleges	%
2(f)	79	31.35
Both 2(f) & 12(B)	119	47.22
No status	54	21.43
Total	**252**	**100.00**

Figure-1: Status of the First-Grade Colleges

An attempt has been made to know the status of Government First-Grade Colleges. Table-2 reveals that of the 252 colleges, the majority of them have both 2(f) and 12(B) status (47.22%) followed by only 2(f) status (31.35%). Interestingly, 54 colleges have no 2(f) and 12(B) status which accounted for 21.43% of the total colleges.

It is significant to have 2(f) and 12(B) status to obtain the benefits offered by the University Grants Commission (UGC). However, less than 50% of the colleges covered under the study have both 2(f) & 12(B) statuses.

7.3.NAAC accreditation

The National Assessment and Accreditation Council (NAAC) evaluate and assess the performance of higher educational institutions such as Universities, first-grade colleges once in five years. This evaluation brings a quality status to the institution which undergoes the assessment process. The quality status obtained from the NAAC is useful to colleges in attaining the financial support from UGC and Government agencies. Table-3 and Table-4 are clearly revealed the accreditation status as well as the grade obtained by 252 first-Grade colleges covered under the study.

Table-3: NAAC accreditation

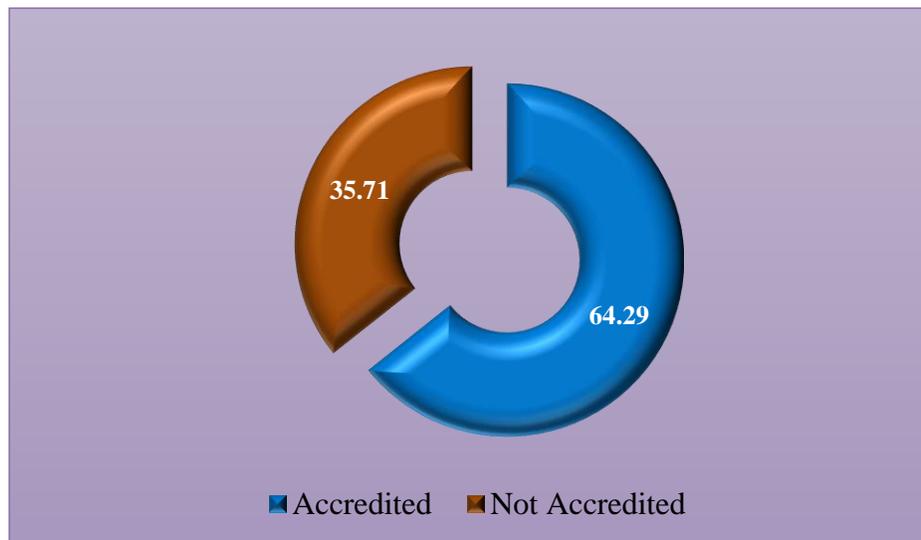| Particulars	No. of Colleges	%
Accredited	162	64.29
Not Accredited	90	35.71
Total	**252**	**100.00**

Figure-2: NAAC accreditation

It is clear from Table-3 that of the 252 first-Grade colleges, 162 colleges (64.29%) have undergone accreditation process from the NAAC, whereas 90 colleges (35.71%) have not

accreditation yet. Hence, it is arguable that the 90 colleges that have not accreditation have faced financial scarcity due to lack of grants from UGC and other funding bodies.

Table-4: Distribution by NAAC grade cross-tabulated by location of the library

Grade	Location of the college					
	Rural	%	Urban	%	Semi-Urban	%
A+	-	0.00	1	1.10	-	0.00
A	-	0.00	6	6.59	-	0.00
B+	14	12.96	19	20.88	12	22.64
B	38	35.19	26	28.57	24	45.28
C	16	14.81	2	2.20	4	7.55
No accreditation	40	37.04	37	40.66	13	24.53
Total	**108**	**100.00**	**91**	**100.00**	**53**	**100.00**

The analysis of table-4 reveals the number of First-Grade College obtained various grade ranging from A+ to C. Of the 108 colleges with rural background, 38 colleges (35.19%) have obtained 'B' grade in the NAAC accreditation followed by 16 colleges (14.81%) with 'C' grade, and 14 colleges (12.96%) with 'B+' grade.

Further, of the 91 First-Grade Colleges belonged to urban areas, 26 colleges (28.57%) have obtained 'B' grade followed by 19 colleges (20.88%) with 'B+' grade. The analysis of the above table also shows that very less number of urban colleges obtained 'A' grade (6.59%) or 'A+' grade (1.10%)

Meanwhile, among 53 first-Grade colleges existed in semi-urban areas, 24 colleges (45.28%) have 'B' grade in the NAAC accreditation followed by 12 colleges (22.64%) with 'B+' grade.

The analysis of the table has made it clear that majority of colleges belonged to rural, urban, or semi-urban areas have the grades those range from 'B' to 'B+' in the NAAC accreditation. At the same time, the table also reveals that none of the colleges belonged to rural as well as semi-urban areas have obtained 'A' or 'A+' grade.

7.4.Development after NAAC's Assessment in libraries

Table-5 Major areas of development after NAAC's Assessment (N= 162)

Sl. No.	Area of developments	Yes	%	No	%	Partial	%
1	Computerization	99	61.11	24	14.81	39	24.08
2	Internet facility	151	93.2	11	6.8	-	-
3	N-List facility	124	76.54	38	23.46	-	-
4	Infrastructural development	82	50.61	48	29.62	32	19.77
5	Collection development	97	59.87	52	32.09	13	8.04
6	Increase no. of journals	147	90.74	15	9.26	-	-
7	Separate Library Building	40	24.69	110	67.9	12	7.41
8	Digital Library	29	17.9	118	72.83	15	9.27

Table-5 indicates the major areas development after NAAC assessment in college libraries. Majority of the college libraries (93.2%) got the internet connection after NAAC assessment followed by number of journals subscription increased (90.74%), 124 college libraries subscribed to N-list and majority of the college libraries (61.11%) got computerized. The table also reveals that majority of the college libraries (59.87%) improved their collection development, followed by 82 college libraries improved its infrastructure development and only 40 (24.69%) college libraries got the separate library building after NAAC assessment.

7.5. Impact of NAAC Accreditation on College Library Facilities

Table-6: Impact of NAAC Accreditation on Library Facilities (N=162)

Sl. No.	Name of facility	College Libraries in %		Growth in percentage
		Before NAAC accreditation	**After NAAC accreditation**	
1	Library Committee	93.4	98.0	4.6
2	Book selection committee	86.0	94.5	8.5
3	Computers for library operations	47.4	89.5	42.1
4	Water & Electricity supply	66.6	73.4	6.8
5	Separate Periodicals section	51.7	63.9	12.2
	Mean	**69.02**	**83.86**	**14.84**

The table 6 indicates that there has been an increase in the library facility after the NAAC accreditation, to mention specifically library committee, book selection committee, availability of computers in the library etc. Having tried to get result on the basis of the mean, the number of library facilities before and after accreditation, increased by 14.84% in the library.

8.0.   Discussion and Conclusion:

The result of the study has come out with various interesting findings. Of the 252 college libraries, the highest percentage of colleges (42.86%) are belonged to rural areas followed by 36.11% of colleges belonged to urban areas and semi-urban areas (21.03%). The study found that the highest percentage of first-grade colleges (47.22%) have both 2(f) and 12(B) status by UGC followed by only 2(f) status (31.35%). It is also found that 54(21.42%) colleges have no status of 2(f) and 12(B). It is evident from the study that more number of rural colleges has only 2(f) status whereas more number of urban & semi-urban colleges has both 2(f) and 12(B) status. Of the 252 first-Grade colleges, 64.29% of colleges have NAAC accreditation whereas 35.71% of colleges have no NAAC accreditation yet. Further, it is also evident from the study that majority of colleges belonged to rural, urban, or semi-urban areas have the grades those range from 'B' to 'B+' and none of the colleges belonged to rural as well as semi-urban areas have obtained 'A' or 'A+' grade. The study also reveals that very less number of urban colleges obtained 'A' grade (6.59%) or 'A+' grade (1.10%). The study also reveals that majority of the college libraries (93.2%) got the internet connection, 124 college libraries subscribed to N-list and majority of the college libraries (61.11%) got computerized after NAAC assessment. The study also reveals that there has been an increase in the library facility after the NAAC accreditation and the number of library facilities before and after accreditation, increased by 14.84% in the library.

First priority for the Government first grade colleges need to get 12(f) & 12(B) recognition by the UGC. Government first grade colleges should undergo NAAC accreditation. Government first grade colleges need to take initiatives to obtain higher grades in NAAC assessment. Higher grades like 'A', 'A+', or 'A++' facilitate the colleges to receive massive grants for infrastructure development. College libraries need to develop a model library to satisfy the NAAC assessment process and prove their importance in the colleges.

Higher education accreditation is a type of quality assurance process under which services and operations of post-secondary educational institutions or programs are evaluated by an external body to determine if applicable standards are met. If standards are met, accredited status is granted by the agency". Libraries are the heart of the institutions. The success of any library depends on quality services to the users. The user's satisfactions should be prime goal of the any libraries. After the analysis of the questionnaire it can be concluded that there is good impact of NAAC's assessment and accreditation on library management. The position of libraries are good but after the NAAC assessment there is a developments in libraries facilities, services, collections in libraries, so researcher concluded that there is an impact of Accreditation and Assessment of NAAC on library management.

References:

Gholap, Pooja, and Pooja Kushare. "A Comparative study of Accreditation Grades of NAAC vis-a-vis NBA for Quality Improvement of Higher Education in India." *International Journal of 360 Management Review*, Vol. 07, Issue 02, pp. 72-84, 2019

Patil, Jagannath, and Latha Pillai. "Quality assurance in Indian higher education: role of NAAC and future directions." In *India Higher Education Report 2015*, pp. 163-188. Routledge India, 2015.

Stella, Antony, and A. Gnanam. "NAAC, a Decade of Dedication to Quality Assurance." *The Director, NAAC Bangalore* (2004).

Stella, A., and A. Gnanam. "Institutional Accreditation by NAAC: Scores and Stars." *University News* 39, no. 36 (2001): 50-59.

Pal, Asharam, and Pradeep Kumar Gupta. "NAAC Quality Indicator for College Libraries." *Circulation in more than 85 countries* (2012): 50.

Rani, Syamalamba. "Minority degree college libraries in Andhra Pradesh: a study with special reference to NAAC standards." *Library Philosophy and Practice* (2008).

Ahemad, M., and Birender Pal. "Best Practices with NAAC in College Libraries of Nalbari District, Assam." In *8th Convention PLANNER-2012*. 2012.

Veer, D. K., and Shivshankar Ghumre. "College Library Services in Marathwada Region: A Study on Impact of NAAC Accreditation." (2013).

Ghumre, Shivshankar. "NAAC Accreditation and College Libraries in Maharashtra, India." *Asia Pacific Journal of Library and Information Science* 3, no. 2 (2015).

Verma, Anju. "A review of quality assurance in higher education institutions." *IMPACT Journals, International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL), ISSN (P)* (2016): 2347-4564.

Prasad, V. S., and Antony Stella. "Accreditation of Higher Education Institutions: Indian Experience." In *National Assessment and Accreditation Council Commonwealth of Learning Round Table Conference on Innovations in Teacher Education, International Practices on Quality Assurance. Bangalore*, pp. 17-19. 2004.