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“Revised Assessment and Accreditation
Framework of NAAC : An Approach”

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Manjra Charitable Trust's

Smt. Sushiladevi Deshmukh Senior College, Latur (Maharashtra)

Affiliated to Swami Ramanand Teerth Marathwada University, Nanded

Reaccredited with B++ 2.80 CGPA (Second Cycle)

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**THE ASSESSMENT OF QUALITY OF TEACHING-LEARNING
EVALUATION PROCESS OF HIGHER EDUCATION THROUGH
NAAC CRITERIA II: STUDENT CENTRIC FACULTY QUALITY****DR RUPA N. GILDA (JAJOO)**Faculty,
Dayanand College of Commerce,
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affiliated to Swami Ramanand Teerth Marathwada University,
Nanded.**ABSTRACT:**

This study aim's to identify the significance of quality assessment in higher education and how assessment is valuable for the betterment of educational process and student learning. As assessment is ongoing process for setting standards of higher education and measuring the progress toward learning outcomes so this study helps us to determine the new teaching methodologies and which innovations are required in this era of global education competition.

Keywords: Faculty Quality Assessment, Teaching Learning Process, Higher Education**1. Introduction**

According to Dumvile, "Education in its widest sense includes all the influences, which act upon an individual during his passage from cradle to the grave."

Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004). Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000).

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

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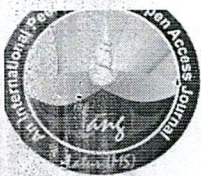
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Assessment plays an important role in the teaching-learning process at all levels of education. Such assessment plays an important and significant part in the future of students; there is no doubt that any assessment system will determine what students learn and the way in which they do this. Assessment is the process of documenting, often times in measurable terms, knowledge, skills, attitudes and beliefs. Hence assessment determines the way in which we teach and what teaching methodologies we use and what innovation we have introduced in the teaching methodologies. But assessment is not just about grading and examinations. It is also about getting to know the students and the quality of their learning and to use this knowledge and understanding for their benefit.

Assessment is without doubt one of the major "drivers" of the teaching-learning process. It is thus important for teaching staff to be familiar not only with the technical aspects of the many different forms of assessment currently in use but also with their advantages and limitations and about assessment issues and concerns.

Assessment is an ongoing process of setting high expectations for student learning, measuring progress toward established learning outcomes, and providing a basis for reflection, discussion and feedback to improve University academic programs. It is a systematic and cyclic process that makes expectations and standards explicit and public.

1.1 Objective of the research study:

The primary objective of this research study is to study the effectiveness of Teaching-Learning Process as per the students and teachers' responses through NAAC criteria in colleges under of Swami Ramanand Teerth Marathwada University, Nanded.

1.2 Hypothesis of research study:

The hypothesis of the present research is as follows

The Teaching-Learning Process is not effective as per the students and teachers responses under the colleges of Swami Ramanand Teerth Marathwada University, Nanded.

2. Review of literature:

Joughin (2009, p.2) on the other hand states that "the concepts of assessment, learning and judgement draw together the three core functions of assessment. While assessment can fulfil many functions, three predominate: supporting the process of learning; judging students' achievement in relation to course requirements; and maintaining the standards of the profession or discipline for which students are being prepared. Each of these is important, with each having particular imperatives and each giving rise to particular issues of conceptualisation and implementation."

As Hedge (2000, p.390) points out portfolios should help students within the following areas:

- Reflect on their strengths and needs



- Set personal goals
- See their progress over time
- Think about ideas presented in their work
- Look at a variety of work
- See effort put forth
- Have a clear understanding of their versatility as a reader and a writer
- Feel ownership for their work
- Feel that their work has personal reference

The assessment of such portfolios is a very demanding task because the teacher must be clear in what s/he is looking for and must acknowledge the process rather than the product in the portfolio content. A portfolio offers a complex assessment of what the student has managed to achieve in the course and the items that are being assessed were produced in similar conditions to those in which the students might function in the future.

Muthuchamy, I. &Thiyagu, K. (2010)² in the article, „Role of ICT in the Governance of Higher Education“ the author explained that the use of information and communication technologies in education makes teaching-learning process effective and interesting. The Information and Communication Technologies (ICT) is an umbrella that includes any communication device or application, encompassing; radio, television, cellular phones, computer, network hardware and software, satellite systems. All these sources help in reaching to distant and remote places also and spread education.

Ramamurthy, K. Naidu & Ahmad, Shakeel (2012)³conducted a study on, „Quality Concerns in Higher Education“ found that changing global scenario, Indian higher educational institutions should realize that pluralism and heterogeneity would always be an advantage and driving force for better quality and innovation. Interaction and cross breeding of ideas is key to quality improvement.

Umesh (2007)⁵in the article entitled, „Assuring Quality of Teacher Education in Present Scenario“ concluded that teacher training institutions determine the level of quality of teacher education in India. If these institutions function at a high-level of the efficiency, the multiplier effect would reach every school in the country. One teacher reshapes the life of thousands of young persons during a career of thirty to forty years. Any lacunal in the preparation of these individuals in training institutions would cost the country very dearly over along period of time.

Bhuin, PijusKanti (2016)⁷ in this article, „Assessment of What? : Evaluating the NAAC Model of Assessment with Respect to Effectiveness and Quality “concluded that Assessment Model adopted by NAAC is complex in nature due to the concurrent consideration of three aspects - contextualization, criteria based assessment and value-based judgment. NAAC has resolved the issue substantially hybridizing two constructs - quality and effectiveness, through a few shortcomings are still there. Impact assessment and sensitizing contextual information are the two important areas necessitating more concern for improvements.

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Hegde, Ganesh (2016)⁸ in this article, „Impact of NAAC Accreditation on Higher Education Institutions“ concluded that accreditation plays a critical role in the institutional overall improvement, enhancing its societal image and status. It helps the institution to know its strengths, weaknesses, opportunities, challenges and identifies internal areas of planning and resource allocations Accreditation gives the institution a new sense of direction and identity with greater sense of accountability and enhanced credibility.

Chacko, Jose P. (2016)⁹ in this article, „Effect of NAAC Accreditation in Improving Quality in Arts and Science Colleges in Kerala“ concluded that higher education institutions function in a dynamic environment. Quality assurance of higher education institutions is mostly done based on accreditation processes. Accreditation plays a vital role in Indian higher education and government use the system to promote and assure quality and protect the public interest. Most of the peer teams recommend that new courses should be started in the college. But in the case of colleges in the government stream where financial commitment is involved, sanctioning of the courses depends on government policy decisions. The NAAC, though is statutory body, it does not have powers to execute its recommendations. The NAAC imposes rules and regulations only on the colleges and not on the universities or governments. The accreditation process can bring in meaningful changes in higher education only if NAAC is given more pervasive powers.

3 Research Methodology:

3.1 Research type: Descriptive Research:

As the researcher has no control over the variables and the researcher is interested in only knowing what has happened and what is happening. Hence this is Ex-Post facto descriptive research in nature.

3.2 Dependent Variable: Quality of Teaching-Learning Evaluation Process of higher education:

The quality of teaching learning process is assessed and evaluated through the NAAC Criteria by using Student Centric Faculty Quality.

3.3 Independent Variable: NAAC Criteria

3.4 Universe: Institutes of Higher Education in India.

3.5 Population: Institutes of Higher Education in Maharashtra.

3.6 Sampling Frame: Teachers and Students.

3.7 Sample size: 50 Teachers & 400 Students in Institutes of Higher Education in Marathwada region.

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3.8 Sources of Data Collection: Primary data is collected through Google form **online survey** and Secondary data is collected from journals, articles, Magazines and Books.

4 Data analysis and Interpretation

The data analysis and interpretation is explained as follows

Table No. 4.1 Teaching Learning Process Elements as per Students' response

Sr. No.	Teaching Learning Process Elements	SD	D	N	A	SA	Total
1	The teacher utilizes previous knowledge of the students.	18	49	25	125	183	400
2	The teacher uses relevant information to deliver his/her lecture.	29	52	12	178	129	400
3	The teacher has good command over the subject matter.	27	77	18	164	114	400
4	The teacher uses reference material such as journals, periodicals etc. in his/her lecture.	12	53	17	175	143	400
5	The teacher presents the subject matter in a suitable way to students.	41	58	12	129	160	400
6	The teacher uses good communication skills while delivering his/her lecture.	30	64	15	148	143	400
7	The teacher changes his/her language style of teaching according to the topic and students.	35	56	19	174	116	400
8	The teacher uses good vocabulary in his/her teaching.	27	66	14	142	151	400
9	The teacher uses different body language according to the respective topics.	15	72	19	164	130	400
10	The teacher comes well prepared for class-teaching.	16	49	25	184	126	400
11	The teacher uses modernized information for teaching.	24	68	21	172	115	400
12	The teacher provides notes or learning material in	12	76	20	162	130	400



	the class-room.						
13	The teacher uses various teaching material professionally appropriate to the topic.	25	46	13	172	144	400
14	The teacher provides time for discussion in the class-room.	24	73	24	164	115	400
15	The teacher completes the course in time.	22	49	27	184	118	400
16	On an average, Teachers are very effective in TLP	24	61	19	162	134	400

Source: Google form and SPSS output

From the above table, it is observed that range of students (12 to 41) strongly disagree that the teaching learning process is effective as far as all elements of teaching learning process for 400 students are concerned, 46 to 77 students disagree that the teaching learning process is effective. The neutral opinion is presented by 12 to 27 students and range of students (124 to 184) agree that the teaching learning process is effective as far as all elements of teaching learning process for 400 students are concerned, 114 to 183 students strongly agree that the teaching learning process is effective.

Table No. 4.2 Teaching Learning Process Elements as per Students' response (%)

Sr.No.	Teaching Learning Process Elements (in percentage %)	SD	D	N	A	SA	Total
1	The teacher utilizes previous knowledge of the students.	4.5	12	6.3	31	46	100
2	The teacher uses relevant information to deliver his/her lecture.	7.3	13	3	45	32	100
3	The teacher has good command over the subject matter.	6.8	19	4.5	41	29	100
4	The teacher uses reference material such as journals, periodicals etc. in his/her lecture.	3	13	4.3	44	36	100
5	The teacher presents the subject matter in a suitable way to students.	10	15	3	32	40	100
6	The teacher uses good communication skills	7.5	16	3.8	37	36	100

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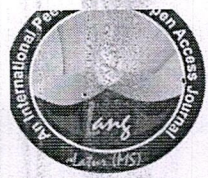
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	while delivering his/her lecture.						
7	The teacher changes his/her language style of teaching according to the topic and students.	8.8	14	4.8	44	29	100
8	The teacher uses good vocabulary in his/her teaching.	6.8	17	3.5	36	38	100
9	The teacher uses different body language according to the respective topics.	3.8	18	4.8	41	33	100
10	The teacher comes well prepared for class-teaching.	4	12	6.3	46	32	100
11	The teacher uses modernized information for teaching.	6	17	5.3	43	29	100
12	The teacher provides notes or learning material in the class-room.	3	19	5	41	33	100
13	The teacher uses various teaching material professionally appropriate to the topic.	6.3	12	3.3	43	36	100
14	The teacher provides time for discussion in the class-room.	6	18	6	41	29	100
15	The teacher completes the course in time.	5.5	12	6.8	46	30	100
16	On an average, Teachers are very effective in TLP	6	15	4.7	41	34	100

Source: Google form and SPSS output

From the above table, it is observed that range of students (3% to 10%) strongly disagree that the teaching learning process is effective as far as all elements of teaching-learning process for 400 students are concerned, 11.5% to 19% students disagree that the teaching learning process is effective. The neutral opinion is presented by 3% to 7% students and range of students (31% to 46%) agree that the teaching learning process is effective as far as all elements of teaching learning process for 400 students are concerned, 29% to 46% students strongly agree that the teaching learning process is effective.

Table No. 4.3 One sample t test

One-Sample t Test							
		Test Value = 0					
		t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Teaching Process response	Learning students'	62.152	399	.000	3.803	3.68	3.92

Source: Google form and SPSS output

From the above table no. 4.3, it is observed that the calculated one sample t test value at 399 degrees of freedom and 5% level of significance is 62.152. The calculated 2 tailed significance value (0.00) is less than the standard significance value (0.05), hence the null hypothesis, 'The Teaching-Learning Process is not effective as per the students' response' is rejected and the alternative hypothesis 'The Teaching-Learning Process is effective as per the students' response' is accepted. Hence it is concluded that the Teaching-Learning Process is effective as per the students' response.

Table No. 4.4 Table No. 4.2 Teaching Learning Process Elements as per teachers' response

Sr.No.	Teaching Learning Process Elements	SD	D	N	A	SA	Total
1	The teacher utilizes previous knowledge of the students.	1	3	4	28	14	50
2	The teacher uses relevant information to deliver his/her lecture.	2	5	3	22	18	50
3	The teacher has good command over the subject matter.	3	7	4	26	10	50
4	The teacher uses reference material such as journals, periodicals etc. in his/her lecture.	4	8	2	32	4	50
5	The teacher presents the subject matter in a suitable way to students.	3	8	3	28	8	50



6	The teacher uses good communication skills while delivering his/her lecture.	5	6	2	26	11	50
7	The teacher changes his/her language style of teaching according to the topic and students.	2	8	1	29	10	50
8	The teacher uses good vocabulary in his/her teaching.	4	6	2	25	13	50
9	The teacher uses different body language according to the respective topics.	6	10	2	12	20	50
10	The teacher comes well prepared for class-teaching.	4	8	3	19	16	50
11	The teacher uses modernized information for teaching.	8	4	2	18	18	50
12	The teacher provides notes or learning material in the class-room.	4	7	3	22	14	50
13	The teacher uses various teaching material professionally appropriate to the topic.	2	5	3	26	14	50
14	The teacher provides time for discussion in the class-room.	1	4	2	24	19	50
15	The teacher completes the course in time.	3	6	2	21	18	50
16	On an average, Teachers are very effective in TLP	2	5	1	26	16	50

Source: Google form and SPSS output

From the above table, it is observed that range of teachers (1 to 8) strongly disagree that the teaching learning process is effective as far as all elements of teaching learning process for 50 teachers are concerned, 3 to 10 teachers disagree that the teaching learning process is effective. The neutral opinion is presented by 1 to 4 teachers and range of teachers (12 to 28) agree that the teaching learning process is effective as far as all elements of teaching learning process for 50 teachers are concerned, 4 to 20 teachers strongly agree that the teaching learning process is effective.

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**Table No. 4.4 Table No. 4.2 Teaching Learning Process Elements as per teachers' response (%)**

Sr.No.	Teaching Learning Process Elements (%)	SD	D	N	A	SA	Total
1	The teacher utilizes previous knowledge of the students.	2	6	8	56	28	100
2	The teacher uses relevant information to deliver his/her lecture.	4	10	6	44	36	100
3	The teacher has good command over the subject matter.	6	14	8	52	20	100
4	The teacher uses reference material such as journals, periodicals etc. in his/her lecture.	8	16	4	64	8	100
5	The teacher presents the subject matter in a suitable way to students.	6	16	6	56	16	100
6	The teacher uses good communication skills while delivering his/her lecture.	10	12	4	52	22	100
7	The teacher changes his/her language style of teaching according to the topic and students.	4	16	2	58	20	100
8	The teacher uses good vocabulary in his/her teaching.	8	12	4	50	26	100
9	The teacher uses different body language according to the respective topics.	12	20	4	24	40	100
10	The teacher comes well prepared for class-teaching.	8	16	6	38	32	100
11	The teacher uses modernized information for teaching.	16	8	4	36	36	100
12	The teacher provides notes or learning material in the class-room.	8	14	6	44	28	100
13	The teacher uses various teaching material professionally appropriate to the topic.	4	10	6	52	28	100
14	The teacher provides time for discussion in the class-room.	2	8	4	48	38	100



15	The teacher completes the course in time.	6	12	4	42	36	100
16	On an average, Teachers are very effective in TLP	4	10	2	52	32	100

Source: Google form and SPSS output

From the above table, it is observed that range of teachers (2% to 16%) strongly disagree that the teaching learning process is effective as far as all elements of teaching learning process for 50 teachers are concerned, 6% to 20% teachers disagree that the teaching learning process is effective. The neutral opinion is presented by 2% to 8% teachers and range of teachers (24% to 56%) agree that the teaching learning process is effective as far as all elements of teaching learning process for 50 teachers are concerned, 8% to 40% teachers strongly agree that the teaching learning process is effective.

Table No. 4.6 One Sample t Test

One-Sample t Test							
		Test Value = 0					
		t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Teaching Process response	Learning teachers'	26.568	49	.000	3.980	3.68	4.28

Source: Google form and SPSS output

From the above table no. 4.6, it is observed that the calculated one sample t test value at 49 degrees of freedom and 5% level of significance is 26.568. The calculated 2 tailed significance value (0.00) is less than the standard significance value (0.05), hence the null hypothesis, 'The Teaching-Learning Process is effective as per the teachers' response' is rejected and the alternative hypothesis 'The Teaching-Learning Process is effective as per the teachers' response' is accepted. Hence it is concluded that the Teaching-Learning Process is effective .

5 Findings, Conclusions and Suggestions

It is found that the Teaching-Learning Process is effective as per the teachers' response and students' response. Assessment is an important part of any learning process. All learners need some kind of a feedback on how successfully they have managed to achieve the aims of the



process or what needs to be done in order to master all requirements. Formal education needs to provide proofs of the outcomes and that is typically organized through exams and continuous assessment of the course.

The key aspects of providing good assessment are to consider the assessment methods together with the learning outcomes already during the planning phase. The syllabus of the course needs to display clearly and explicitly what is expected from the students and how they are going to be assessed. The teacher needs to bear in mind the appropriate balance of the assessment methods chosen for a particular course since one assessment method can hardly demonstrate all student's achievements and thus might consider by students frustrating and not fair. The feeling of fairness is quite important for the effort to eliminate negative connotations students might hold in connection with assessment.

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