

between college establishment and NAAC grading.

viii. Daily Visitors of the Library:



Above graph is scattered and it is difficult to draw the exact conclusion from the graph. Despite of the fact, it is clearly visible that 'B' grade college are having low per day footfall count. The daily footfall counts in the couple of 'A' grade colleges is quite impressive.

Conclusion: -

The revised framework of NAAC emphasized more on technical aspect of data collection, uploading data online and space for virtual learning. In this regard, future space of learning will be occupied virtual library and cloud data. Our study shows conflating trends among both A & B grade colleges with regard to financial allocation to libraries, daily foot fall in libraries and rate of automation.

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07

Role of College Librarian in NAAC Accreditation Process

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Abstract :

In the contemporary era librarianship is growing and multidisciplinary in nature with its rich information sources both physical print and digital sources to support teaching, learning, research, and co-curricular activities of the users in the networked environment. National Assessment and Accreditation Council has strengthen and motivated to the librarians. Now librarians are playing an important role in colleges as they are working as a co-ordinators of Internal Quality Assurance Cell and IT cell, programme officers of NSS,. In this perspective an attempt has been made to discover an important role of librarians in NAAC process. This article also deals with the vital role of librarians in not only the key indicator 4.2-librarias a learning resource but also play an important role in other criterions.

Keywords : NAAC, college librarian, library and information services, criterion, internal quality assurance cell

Introduction :

National Education Policy 1986 and the Programme of Action 1992 made recommendation to establish the NAAC as an autonomous institution of University Grant Commission and accordingly it was established in 16th September 1994. The main objective to establishment of NAAC is to make sure the quality based activities in higher educational institutions in day to day functioning. The NAAC framework encourage to the higher educational institutions to make maximum use of information and communication technology which helps in global competences among all the stakeholders of the higher educational institutions.

In 2017 NAAC has launched revised assessment and accreditation framework for the higher educational institutions. From 2017 the process of accreditation has become ICT based and online mode for institutions as well as assessors. NAAC frequently revise its manual for universities, autonomous colleges, Affiliated/ Constituent (UG/PG) Colleges, Health Science Universities, Sanskrit Universities, Open Universities, Dual Mode Universities, and Teacher Education Institutions.

Objectives of the study

- To discuss on the role of college libraries in the assessment and accreditation process.
- To discuss on the revised assessment and accreditation process of NAAC.
- To focus on Quality Indicator Framework.
- To discuss on library as a learning resource

Revised Accreditation Framework

National Assessment and Accreditation Council, Bangalore is continuously considering feedback from stakeholders about revised accreditation framework.

- Due to qualitative peer judgment to data based quantitative indicator evaluation increased the objectivity and transparency.
- Application of ICT confirming scalability and robustness.

- To make A&A process easy and simple, radical reduction in number of questions, size of the report, and visit days.
- Introduced System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgment (about 30%).
- Introduced the third party data validation process.
- Due to revised process participation of all stakeholders such as Students, Alumni, Parents, and Employers has been increased.

Quality Indicator Framework

The criteria based evaluation is the main pillar of Assessment and Accreditation process of NAAC. There are seven criteria which represents the activities of the higher educational institutions. In the revised accreditation process NAAC has included emerging issues along with academic and administrative aspects.

Eligibilities for Assessment and Accreditation

All the higher educational institutions those who have completed two batches of students graduated or existence for six years whichever is earlier are eligible to apply for the assessment and accreditation process of NAAC.

The Assessment Process

The NAAC assessment process is carried out in three stages. The assessment process consists of three components such as Self Study Report, Students Satisfaction Survey and Peer Team visit Report. The higher educational institutional required to submit qualitative and quantitative data to the NAAC.

The following table presents the details of weightage given to the various criterions.

Types of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges	
			UG	PG
Criteria	7	7	7	7
Key Indicators	34	34	31	32
Qualitative Metrics (QM)	36	35	35	36
Quantitative Metrics (QnM)	79	72	58	60
Total Metrics (QM+QnM)	115	107	93	96

(Source: (NAAC Manual, 2022))

The following table presents the details

of weightage given to the various indicators

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated/Constituent Colleges	
				UG	PG
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA	NA
	1.1 *(A)Curricular Planning and Implementation	NA	NA	20	20
	1.2 Academic Flexibility	50	40	30	30
	1.3 Curriculum Enrichment	30	40	30	30
	1.4 Feedback System	20	20	20	20
	Total	150	150	100	100
2. Teaching Learning and Evaluations	2.1 Student Enrolment and Profile	10	20	40	40
	2.2 Catering to Student Diversity	20	30	50	50
	2.3 Teaching-Learning Process	20	50	50	50
	2.4 Teacher Profile and Quality	50	50	60	60
	2.5 Evaluation Process and Reforms	40	50	30	30
	2.6 Student Performance and Learning Outcomes	30	50	60	60
	2.7 Student satisfaction Survey	30	50	60	60
		Total	200	300	350
3. Research Innovations and Extensions	3.1 Promotion of Research and Facilities	20	20	NA	NA
	3.2 Resource Mobilization for Research	20	10	15	15
	3.3 Innovation Ecosystem	30	10	NA	10
	3.4 Research Publications and Awards	100	30	15	25
	3.5 Consultancy	20	10	NA	NA
	3.6 Extension Activities	40	50	60	50
	3.7 Collaboration	20	20	20	20
	Total	250	150	110	120
4. Infrastructure as a	4.1 Physical Facilities	30	30	30	30
	4.2 Library as a Learning Resource	20	20	20	20
	4.4 Maintenance of Campus Infrastructure	20	20	20	20
	Total	100	100	100	100
5. Student Support and Progression	5.1 Student Support	30	30	50	50
	5.2 Student Progression	40	30	30	25
	5.3 Student Participation and Activities	20	30	50	45
	5.4 Alumni Engagement	10	10	10	10
	Total	100	100	140	130
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10	10
	6.2 Strategy Development and Deployment	10	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20	20
	6.5 Internal Quality Assurance System	30	30	30	30
	Total	100	100	100	100
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50	50
	7.2 Best Practices	30	30	30	30
	7.3 Institutional Distinctiveness	20	20	20	20
	Total	100	100	100	100

(Source: (NAAC Manual, 2022)

The seven criteria are as following:

- Curricular Aspects
- Teaching-Learning and Evaluation.
- Research, Innovations and Extension
- Infrastructure and Learning Resources

- Students Support and Progression
 - Governance, Leadership and Management
 - Institutional Values and Best Practices
- Among all these criteria Infrastructure and Learning Resources is the services offered by the institution's library to support the curricular, co-curricular activities conducted by the institution. University Grant Commission and National Assessment and Accreditation Council has recognized the importance and role of library and information service centre in the higher educational institutions, therefore the NAAC evaluate the quality of services provided by library and information centres. NAAC had issued guidelines on quality indicators in library and information services to provide better library and information services. A recent development in the field due to availability of digital means, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become essential. Providing these services other developments as well as utilizing them well are important indicators of the quality of an academic institution. This indicates that NAAC is serious about the quality based library and information services provided to the students, faculty members, researchers and all the stakeholders.

Role of the library and librarian in the NAAC accreditation process

Basically librarian has to play two roles, first as a member of the college team and second one as a leader of the library and information centre. The areas where he can actively participates are, Higher Education Institution (HEI) Registration, Information for quality Assessment (IIQA) Submission, Self-Study Report (SSR) Submission, Quantitative Metrics (QnM) Assessment For Pre-Qualification, Peer Team Visit (PTV) Management Process, SSR Qualitative Metrics (QIM) and actual Assessment Process by Peer Team. Librarian supports many activities and these activities may vary according to institutions and the persons. Librarian can be a part of the College Development Committee, Principal, Vice Principal, Coordinator of NAAC,

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लक्ष्मीबाई सीताराम हळबे कला वाणिज्य व विज्ञान
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IQAC coordinator and other such committees. Thus librarian can add value of the institution. Librarian can support to the students in preparing their research project, field projects, writing research proposals. Librarian may support faculty members by providing them e-resources for making the teaching process effective.

College libraries are organizing various activities such as celebrating birth anniversary of Dr. S. R. Ranganathan, Dr. A. P. J. Abdul Kalam. Best practices of library may be the best practices of the institutions.

Conclusion :

The librarian and libraries play a vital role in catering to the information needs of students, researchers and faculty members, significant role for libraries to lead the parent institutions in pursuing new modes of academic research and productivity, libraries and librarians are base of academic productivity, with a potential to expand both the range and depth of creative work carried out by the faculty and students in corresponding disciplines. Hence library and librarian can play an important role and contribute a lot in the assessment and accreditation process beyond 4.2 i.e. Library learning resource.

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प्रस्तावना :

निसर्गातील मानव प्राणी वनस्पती हवामान पीक जैवविविधता शेती पाऊस पाणी उत्पादन आहार-विहारमासाच जगणं पोशाख कला-संस्कृती या सर्वांचा पर्यावरणाशी अतिशय जवळचा संबंध आहे. एखाद्या प्रदेशातील हवामानावरून तेथील मानवी रंग पोशाख श्रम करण्याची क्षमता, तेथील आहार, आणि मानवी व्यवसाय ठरतात. त्यामुळेच एखाद्या महाविद्यालयातील NAAC करतांना तेथील पर्यावरणाचाही अभ्यास केला जातो. NAAC ही एखाद्या शिक्षण संस्थेचे मूल्यमापन करणारी वरिष्ठ संस्था आहे. ती कॉलेजमधील किंवा शिक्षण संस्थेमधील मूल्यमापन करताना तेथील विद्यार्थी, शिक्षक, त्यांची गुणवत्ता, शिक्षण देण्याच्या पद्धती, विद्यार्थ्यांची प्रवेश क्षमता, त्यांचा निकाल, ते पासआऊट झाल्यानंतर कोणत्या क्षेत्रात काम करतात, सद्यस्थितीत शिक्षण घेत असलेले विद्यार्थी, त्यांना महाविद्यालया तर्फे उपलब्ध करून दिल्या जाणाऱ्या सेवा सुविधा, शिक्षकांनी आपल्या अध्ययना बरोबरच इतर क्षेत्रात केलेले उल्लेखनीय काम. चाकोरीबद्ध शिक्षणापेक्षा स्वतंत्र विचार करून वेगळा मार्ग अनुसरून विद्यार्थ्यांच्या हितासाठी केलेले प्रयत्न. त्यातून विद्यार्थ्यांचे झालेले कल्याण. प्राध्यापक कर्मचाऱ्यांनी आपल्या महाविद्यालय परिसरामध्ये विद्यार्थ्यां बरोबरच लोककल्याणासाठी राबविलेले उपक्रम, त्यांनी केलेले संशोधन, या सर्वांचा अभ्यास केला जातो. एखाद्या महाविद्यालयाने इमारत उभारून काही सेवासुविधा उपलब्ध करून देणे एवढेच NAAC ला अपेक्षित नाही. तर विद्यार्थी, प्राध्यापक, समाज, व शिक्षण संस्थेने