

## Knowledge regarding NAAC among nursing faculty

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### Abstract

**Back Ground:** National Assessment and Accreditation Council was established in 1994 in response to recommendations of National policy in Education (1986). This policy was to address the education of deterioration in quality of education and the plan of action (POA 1992) laid and strategic plans for the policies including the establishment of an independent National Accreditation body. This policy was on organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of government of India had quartered in Bangalore.

**Aim:** To assess the knowledge regarding NAAC among nursing faculty

**Material and Method:** Study conducted by using the quantitative research approach by using descriptive research design was adopted to assess the knowledge regarding NAAC among nursing faculties.

**Statistical Analysis Used:** The collected data was organized, tabulated, analyzed and interpreted by using descriptive and inferential statistics based on the objectives of the study.

**Results and Conclusion:** The study result shows that the frequency and percentage distribution of knowledge regarding NAAC among 30 nursing faculty 4 (13.33%) had A + grade knowledge, 6(20%) had A grade knowledge, 6(20%) had B+ grade, 2(6.67%) had B grade, 4(13.34%) had C grade knowledge, 8(26.66%) had D grade knowledge.

**Keywords:** NAAC, nursing, knowledge

### 1. Introduction

The National policy on education (NPE) formulated by the Government of India to promote education amongst India's people. The policy covers elementary, education to colleges in both rural and urban India. The first National Policy was promulgated in 1968 by the Government of Prime Minister Indira Gandhi in 1986.

National Assessment and Accreditation Council was established in 1994 in response to recommendations of National policy in Education (1986). This policy was to address the education of deterioration in quality of education and the plan of action (POA 1992) laid and strategic plans for the policies including the establishment of an independent National Accreditation body. This policy was on organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of government of India had quartered in Bangalore.

The promotion of idea of quality is one of the important activities within the overall mandate of the national assessment and accreditations council [NAAC]. As more and more higher education institutions [HEIs] are coming forward for assessment and accreditation there is a need for more trained personnel in quality assurance. In order to propagate the concept of quality assurance in higher education and prepare assessors to take up the task of third part assessment and internal quality assurance.

The criteria for the NAAC are the promotion of research, resource mobilization for research, research facilities research publications and awards, consultancy, extension activities and

institutional social responsibility and collaborations.

### 2. Objectives of the Study <sup>[5]</sup>

- To assess the knowledge regarding NAAC among nursing faculty.
- To find out the association between the knowledge regarding NAAC among nursing faculty with their selected socio demographical variables.

### 3. Detailed Research Plan <sup>[6]</sup>

- **Research Approach:** Quantitative Approach.
- **Research Design:** Descriptive research design.
- **Research Setting:** The study was conducted at Narayana College of Nursing, Nellore. It is attached with Narayana Medical College Hospital located in urban area
- **Sampling Technique:** Non probability convenience sampling techniques was adopted for selection of the subjects.

**Sample Size:** The sample size for the present study was 30 nursing faculties in Narayana College of Nursing, Nellore.

### Description of the tool

The tool was developed with the help of extensive review from various text book, journals, website, and discussion. The tool was developed to assess the knowledge regarding NAAC among nursing faculties in Narayana College of Nursing.

The tool was consists of two parts;

### Part-I: Deals with demographic variables

It consists of demographic variables such as age, gender,

education, professional experience, source of information, attending CNE programme.

**Part-II: Deals with structured questionnaire**

Structured questionnaire consist of 30 questions. Each correct answer scored as ‘1’ and wrong answers scored as ‘0’ total score was ‘30’.

**Score Interpretation**

**Table 1**

Grade	Score
A+	More than 85%
A	More than 75%
B+	More than 65%
B	More than 55%
C	More than 50%
D	Less than 50%

**4. Results and Discussion**

**Description of demographic variables of among nursing faculties:**

In relation with age of nursing faculty, 25 (83.34%) were between 25-30 years, 3(10%) were between 30 -35 years, 1(3.33%) were between 35-40 years and 1 (3.33%) were above >40 years.

In association with gender, 30(100%) were female.

In context to educational qualification, 8(26.67%) had the qualification of B.Sc (N), 2 (6.66%) had the qualification of PBBS.c (N) and 20 (66.67%) had the qualification of MS.c

(N).

In view of years of experience of nursing faculty, 10(33.34%) was below 1 year, 12 (40%) was between 1-3 years, 4 (13.3%) was between 3-5 year and 4 (13.3%) was above 5 years of experience.

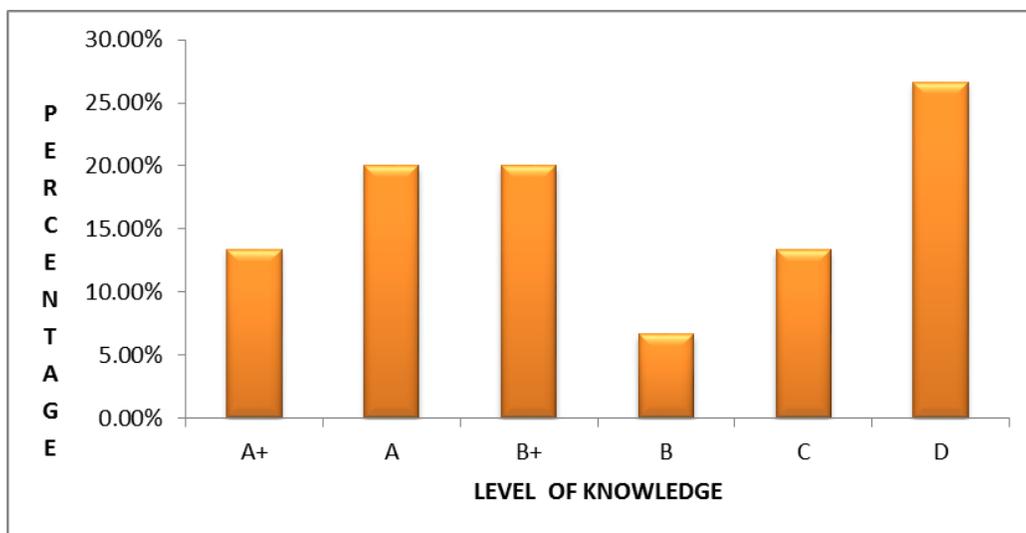
In association with source of information of nursing faculty, 18(60%) received from internet, 6(20%) received from seminar, workshop and conference .6(20%) received from the curriculum.

In context with CNE related to NAAC, 11(36.67%) were attended CNE and 19 (63.33%) were not attended CNE.

**Table 2:** Frequency and percentage distribution of knowledge regarding NAAC among nursing faculty (n=30)

Level of knowledge	Nursing faculty	
	Frequency (F)	Percentage(P)
A+	4	13.33%
A	6	20%
B+	6	20%
B	2	6.67%
C	4	13.34%
D	8	26.66%
Total	30	100%

Table 2 shows that the frequency and percentage distribution of knowledge regarding NAAC among 30 nursing faculty 4 (13.33%) had A + grade knowledge, 6(20%) had A grade knowledge, 6(20%) had B+ grade, 2(6.67%) had B grade, 4(13.34%) had C grade knowledge, 8(26.66%) had D grade knowledge.



**Fig 1:** shows percentage distribution of knowledge regarding NAAC among nursing faculty

**5. Implications of the Study**

The findings of the study had various implications in various area of nursing and nursing practice, nursing administration and nursing research.

**Nursing Education**

- Nursing education helps the nursing faculty to develop more insight into new concepts which will enable to get knowledge regarding NAAC.

- Awareness programme, discussion CNE programme to be conducted for improving the level of knowledge regarding NAAC among nursing faculty.

**Nursing Practice**

- Nursing faculty should involve in various activities of NAAC
- Nursing faculty have the responsibility to attended any CNE programme regarding NAAC.

### **Nursing Administration**

- The nurse administrator should conduct in service education programme regarding NAAC.
- The nursing faculty should involve in workshop, conference about NAAC to update the knowledge.

### **6. Conclusion**

The study findings concluded that majority of the nursing faculty have 'D' Grade knowledge regarding NAAC.

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