

## **Preparation for Re-Accreditation by NAAC**

During the past ten years, the NAAC has made its mark in the higher education sector; a large number of institutions are coming forward for assessment and accreditation by the NAAC. Since the assessment outcome is valid for a period of five years institutions that have completed the five year accredited period are now volunteering for re-accreditation.

Re-accreditation process has critical strategic importance for the institutions of higher learning in the quest for continuous quality improvement. It is a reaffirmation of the ongoing initiatives and strategies for quality sustenance in higher education. To us at Osmania University, Re-Accreditation is a unique opportunity to chart the course of our future as we navigate into the new millennium.

Osmania University being accredited with five stars in the year 2000 for a period of five years a minimum of two years is given as a period of institutional preparation. The institutions that record their intent to opt for re-accreditation before the expiry of accredited status will continue to use the outcome of the first accreditation till the end of two year institutional preparation period. Our University has submitted a letter of intent for re-accreditation for which the Re-Accreditation Report is to be submitted before the end of January 2007.

### **Why Accreditation**

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education.

Like in any other domain, the method to improve quality remains the same. Finding and recognizing new needs and satisfying them with products and services of international standards.

The NAAC has been set up to help all participating institutions assess their performance vis-à-vis set parameters. A rating agency for academic excellence across India, and the country's first such effort.

### **Benefits of Accreditation**

- Helps the institution to know its strengths, weaknesses and opportunities through an informed review process.
- To identify internal areas of planning and resource allocation. Enhances collegiality on the campus.
- Outcome provides funding agencies objective data for performance funding. Initiates institutions into innovative and modern methods of pedagogy.
- Gives institutions a new sense of direction and identity.
- Provides society with reliable information on quality of education offered.
- Employers have access to information on the quality of education offered to potential recruits.
- Promotes intra and inter-institutional interactions.

### **Criteria for Assessment**

The NAAC has identified the following seven criteria to serve as the basis for its assessment procedures:

**1. Curricular Aspects:** This criterion deals with how the curriculum - either assigned by a university or marginally supplemented or enriched by an institution or totally remade, depending on the freedom allowed in curricular design - is compatible with the mission statement of the institution. It also considers the practices of an institution in initiating a wide range of programme options and courses that are relevant to regional and national needs in line with emerging trends. Along with flexibility and diversity to suit different levels of learners, career orientation, multi-skill development and involvement of stakeholders in curricular updating are also gauged by this criterion. The focus of this criterion is captured in the following core indicators

#### CORE INDICATORS

- Goal Orientation
- Curriculum Development
- Programme Options
- Academic Flexibility
- Feedback Mechanism

**2. Teaching-Learning and Evaluation:** This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order 'thinking' and investigation through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practical sessions, internship and e-resources are important considerations. It also probes into the adequacy and competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The following are core indicators:

#### CORE INDICATORS

- Admission Process
- Catering to Diverse Needs
- Teaching-Learning Process
- Teacher Quality
- Evaluation of Teaching
- Evaluation of Learning
- Evaluation Reforms

**3. Research, Consultancy and Extension:** This criterion seeks information on the policies, practices and outcomes of the institution with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a research culture and their outcome. Serving the community through research and extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major concern of this criterion. The focus of this criterion is captured in the following core indicators:

#### CORE INDICATORS

- Promotion of Research
- Research Output

- Publication Output
- Consultancy
- Extension Activities
- Participation in Extension
- Linkages

**4. Infrastructure and Learning Resources:** This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution—students, teachers and staff—benefits from them. Expansion of facilities to meet future development is included among other concerns.

#### CORE INDICATORS

- Physical Facilities
- Maintenance of Infrastructure
- Library as a Learning Resource
- Computers as Learning Resources
- Other Facilities

**5. Student Support and Progression:** The highlights of this criterion are the efforts of an institution to provide necessary assistance to students to acquire healthy and helpful experiences in the campus and to facilitate their holistic progression. It also seeks information on student and alumni profiles.

#### CORE INDICATORS

- Student Profile
- Student Progression
- Student Support
- Student Activities

**6. Organization and Management:** This criterion helps to gather data on the policies and practices of an institution in the matter of planning human power requirement, recruitment, training, performance appraisal and finance management. Participatory management procedures and creative governance of human and material resources are relevant here.

#### CORE INDICATORS

- Leadership, Goal Orientation and Decision-Making
- Organization Structure
- Powers and Functions of the Functionaries
- Perspective Planning
- Man power Planning and Recruitment
- Performance Appraisal
- Staff Development Programmes
- Resource Mobilization
- Finance Management

**7. Healthy Practices:** This criterion focuses on the innovative efforts of an institution that help in its academic growth. An innovative practice need not necessarily be unique in nature across the board, but could be a pathway created to further the interest of the student and the institution

amidst constraints. In other words healthy practices are contextual in nature and a practice recognized as healthy in one institution may not necessarily be so in another institution

#### CORE INDICATORS

- Total Quality Management
- Innovations
- Value-Based Education
- Social Responsibilities and Citizenship Roles
- Overall Development
- Institutional Ambience and Initiatives

<b>Grading System</b>	
<b>Grade</b>	<b>Institutional score (upper limit exclusive)</b>
A++	95-100
A+	90-95
A	85-90
B++	80-85
B+	75-80
B	70-75
C++	65-70
C+	60-65
C	55-60

Institutions, which do not attain the minimum 55% points for accreditation, would also be intimated and notified indicating that the institution is “Assessed and Found Not Qualified for Accreditation”.

With the assessment framework given above, institutions that would like to get themselves re-accredited have to fulfil certain requirements and submit a Re-Accreditation Report (RAR) to the NAAC along the guidelines given in this manual. The institutional preparations to fulfil the minimum requirements and to prepare the RAR will be an intensive but self-rewarding exercise for the institutions.

**As a part of quality sustenance and furtherance the following activities are to be undertaken by all the colleges/departments with the active participation of all the faculty members:**

- I. Vision and Mission statements of the university and of the college to be displayed.
- II. Creation of websites for all the colleges and departments. The websites may contain the following information:
  - a. Goals and objectives
  - b. Program options
  - c. Eligibility criteria
  - d. Admission policy and process
  - e. Academic calendar
  - f. Examination and other assessment schedules and procedures

- g. Infrastructure facilities available for teaching, learning, sports, residence, research and recreation
  - h. Scholarships given by the state and institution (if any)
    - i. Fee structure
    - j. Alumni association
- III. Data banks, Event registers, Hand books
    - a. Data banks to consist of all academic activities of teachers
    - b. Event registers to maintain all the activities of the Departments/Colleges
    - c. Hand books containing information about faculty, courses, almanac, research and other facilities available in the Departments/Colleges.
  - IV. Provide internet facility to all departments in the colleges and provide access to all students, teachers and research students.
  - V. Constitute a college level Research Advisory Committee to encourage and guide teacher applying for research projects and monitor research work done.
  - VI. Creation of student councils, appointment of teacher counselors and a lady counselor for all Departments/Colleges.
  - VII. Creation of placement and guidance cells in all departments/colleges.
  - VIII. Organizing one day seminar in all colleges for students through students councils to get feedback from the students regarding the academic activities of the departments/colleges and any other students problems and suggestions to be invited for enhancement of quality.
  - IX. Provision of basic facilities like telephone, safe drinking water, toilet facilities in all departments/colleges.
  - X. Introduction of teacher-ward system in the departments/colleges.
  - XI. Undertaking of community activities –each college to adopt 2 or 3 villages under NSS activity.
  - XII. Conduct of bridge courses and remedial classes for needy students out side working hours.
  - XIII. Creation of academic audit units in all colleges.
  - XIV. Collection and analysis of feedback for students and employees.
  - XV. Arranging parent teacher meets.
  - XVI. Undertaking programmes for soft skills and personality development.