



## Assessment and Accreditation of Higher Educational Institutions

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### **Abstract**

*The vision of Higher Education is to do quality research and thus the memorable fruits to the society by protecting the environments of the natural resources with vibrant young generation, Knowledge creators are now under the demand of need to the entire systems of human living across the planet. Therefore, Quality Education – Quality in Teaching, Learning, Evaluation and Research is the prime motto of every system of Higher Education on this globe. Identification of Quality Parameters, application of Quality Elements, Quality Sustenance, Quality Enrichment and ultimately Quality Benchmarking are the way of the vision for the Excellency of any Higher Education Institution to bring out Young generation of Knowledge Missiles to the global society. This needs the involvement and efforts of all stakeholders in very positive perspectives thinking and proper and right Assessment and Accreditation mechanism to alert and set in the right direction to all the systems of Higher Education Institutions.*

### **Keywords:**

*Quality research, Knowledge, External Assessment, and Accreditation System*

### **Introduction**

To its credit, the Indian Higher Education has a rationalized, positive, encouraging and excellent Assessment and Accreditation organization of NAAC along with a few other such organizations. NAAC assess the performance of volunteered institutions both in Quantity (increased access) and Quality (relevance and excellence of academic programs of the institution). The process of Assessment and Accreditation is primarily needed to know the strengths, weaknesses, opportunities and threats through a collective review with the interaction of experts and all the stakeholders of the institution to direct the institution towards the progressive steps for its excellence in future years. It enables to identify the hidden internal areas of resource allocation and its right

utilization for the perspective and positive planning.

### **Analysis**

The identity of an institution in the global scenario is a significant task for the stakeholders of it to establish its systems to that extent. Identity is not directly connected to the global society. Identity starts from the catering of the needs of the local generations with the establishment of reliability on the quality education offered by the institution with access of all walk of people and then regional level where the quality sustenance, quality enrichment are the parameters to place its position in the best level. After this the quality benchmarking and research outcome confirms the institution position in its home country. The abilities and Excellencies of the young generation of the institution in the global society flip



the fame and name of the instructional identity. All it depends upon the review remarks made by the Assessment and Accreditation team about the Teaching-Learning-Evaluation and Research quality of the institution.

Assessment and Accreditation enable to know how best the system should be molded to use the human resources, to access the prime stakeholder in the processor of “the integrated component of Teaching-Learning-Evaluation and Research” to elevate the abilities the young learners. It gives clarity on the role of the teachers - the creativity in teaching, adapting to new methodologies of teaching and the work culture of the teaching staff, because they are the sculptures of the citizens of modern society to put them at the vantage position of the global knowledge society.

Assessment and Accreditation enable the necessary stresses on the need of value based education. It recollects the responsibilities of the teachers to encompass the areas of value-based education and morals & ethics with the required quantum of Emotional Quotient imparted to the teaching-learning activity. Values and Ethics are inherent components to face the intense competition and also a decisive parameter to achieve excellent position in the workplaces.

Assessment and Accreditation address the contribution of the institution towards the social responsibilities with extension activities and its involvement of resolve environmental issues and practices. This component of education to the students depends upon the vision of the institution

towards social responsibilities and environmental awareness. A proper setting with the dialogues from Assessment and Accreditation reports makes the institution the best of its way to its contribution for this issues and education.

The benefits of Assessment and Accreditation helps to the informal review of integration of systems, gives the clarity on the roles and responsibilities of all stakeholder of the system, helps to identify the operational modes of the decentralization of the governance, guides all the systems of the institution in the identification of areas of improvement through feedback, helps to identify the key areas for internal planning, improves and helps to extend the collective work among the departments, creates the culture of healthy competition, helps in the identification of goals and targets, elevates the partnership of employers for the common purpose of the institution, helps in the involvement of students in all activities with strong relation with the teaching staff, gives the way to enhance knowledge levels and skills update, makes the students and teachers as the responsible ambassadors of the institution, enables to learn about quality parameters, directs the ways of quality substance and quality enrichment and identity of the college with quality benchmarking, helps to integrate the efforts of the students, teachers and parents, leads the progression of efforts of the alumni for the development of the college, guides the various systems of the institution to provide the best support to the student community.

Assessment and Accreditation defines the best ways of the support that can be extended by the students support



systems like Library and Learning Resources, NSS, NCC, Physical Education, Career guidance Cell, e-learning resources, ICT-based learning resources, Women Empowerment cell, Cultural and Literary Associations, Film Clubs, Training and placement cell, Grievance Redressal Cell and it addresses all the issues faced by the prime stakeholder with the above systems and clarifies the role of the Staff members, Office Staff and the Leader of the Institution.

Finally in addition to the External mechanism of Assessment and Accreditation for every 5 years, it needs two things to remember internally. The first one is, there must be a strong internal system of Assessment and Accreditation that has to operate its action periodically to enrich the existing practices and to alert for the rectification of weaknesses of various departments and guides the right way for the development of the pedagogy of teaching-learning activity.

The second one is about the Teacher - the sculpture of the vibrant young generations. He should have his own internal organism of Assessment and Accreditation of his duties and responsibilities since teaching is a holy profession. The teacher has to think differently with changing times to face tech savvy generation by leaving traditional methods of teaching and teach differently to excite students and mentoring towards high standards of learning. All teachers should remember that teaching has to be a passion for a teacher and he should remain a student forever.

**Conclusion:**

Thus, External Assessment and Accreditation System, Internal Assessment and Accreditation System and Inner Assessment and Accreditation System of the Teacher have to integrate together to the raise the stature of the institution with the output of vibrant knowledge creators.

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