

Academic Quality Parameters, Concerns and Output

Quality Parameters

The Manual for Self-Studies for the universities (NAAC, 2008) has provided a detailed list of criteria that may be used for setting quality parameters – statistics, indicators and benchmarks.

NAAC identified the following seven criteria for teacher education institutions as the basis for its assessment and accreditation with an assumption that these seven criteria encompass all the processes of an institution:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance and Leadership
7. Innovative Practices

We follow a holistic view of all the elements of inputs, processes and outputs of an institution.

Quality Concerns for Quality Output

Following concerns need attention for improving quality of output:

- Prepare faculty for learners at all levels of education
- Design and review curriculum keeping in view needs of learners
- Encourage use of interactive instructional techniques like focused group discussion, projects, presentations etc.
- Promote strategies for developing soft skills: learning to learn, communication skills, team building etc.

- Promote use of e-resources
- Promote development of ICT based materials
- Provide facilities for developing ICT based materials
- Equip faculty with skills for using ICT for assessment and evaluation of students
- Use of assessment and evaluation outcomes for improving performance of students
- Encourage faculty for action research
- Undertake research to develop new and innovative approaches for teaching
- Encourage faculty to experiment new teaching strategies
- Disseminate findings of research for wider usage
- Incorporate findings of the research undertaken by faculty
- Collaborate with professionals to improve teaching and learning
- Build better relationship with stakeholder