

Quality Parameters of the college

Introduction:

Quality higher education is need of the hour to sustain in this competitive era. Higher education is the key to get success at international level. The Quality human resource depends on the quality of higher education. The vision and mission statements are guiding principles to function in the area of higher education. The Internal Quality Assurance Cell (IQAC) is functioning smoothly to develop a system for conscious and consistent improvement in the overall performance of institutions.

What is Quality?

It may be defined in terms of excellence, perfection, standards and competencies for work, consistency and relevance. The quality of the knowledge society depends upon the quality of education it fosters. It is this quality, which makes education socially and individually relevant, but if the quality of education is not assured then the education which is advocated as a solution to social problem, may itself become a problem. Quality products and quality service began with quality thinking. The post-accreditation period is a shift from quality assurance towards quality enhancement. Every stakeholder of higher education – the management of institution, the teachers, the students and IQAC have a role and have to play it well in enhancing the quality of our accredited institution.

Vision and Mission

Vision:

To make quality the quality defining element of education in the college a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission:

- To arrange for periodic assessment and accreditation of the college or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching learning and research;
- To encourage self-evaluation, accountability, autonomy and innovations;
- To undertake quality related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders for quality evaluation, promotion and sustenance.

Value Framework:

The five core values:

1. Contributing to national development
2. Fostering global competencies among students
3. Inculcating a value system in students
4. Promoting the use of technology
5. Quest for excellence

Quality Parameters:

In order to assess the quality of teacher education certain quality control indicators are considered.

Parameters	Criteria of Assessment
Parameter-I. Curriculum Designing and Planning	<ol style="list-style-type: none"> 1. Admission procedure 2. Details of working and teaching days 3. Student ability level 4. Features of current syllabi and mechanisms for its monitoring and mid-course correction 5. Developing new courses; gestation time and running new courses 6. Curriculum design (Institutions. mission and goals, Feedback mechanism, Institution-school communication, Inter/multi-disciplinary components)
Parameter-II. Curriculum Transaction and Evaluation	<ol style="list-style-type: none"> 1. Curriculum transaction, aspects, components and details. 2. Faculty professional development and seminars, conferences, etc. for others. 3. Faculty appraisal techniques 4. Focus on specific aspects: value education, civic responsibilities, personality development, community orientation, learn-to-learn, etc. 5. Evaluation scheme: Theory-assignments and project work, Practice teaching, curricular activities, work experience, SUPW, tutorial, seminar, etc. 6. Other teaching-learning innovations
Parameter-III. Research Development and Extension	<ol style="list-style-type: none"> 1. Research related activities: research by faculty, research by scholars (M.Ed., M.Phil., Ph.D.), financial inputs for research and research projects (completed, in progress and outlay) 2. Extension: Types of extension activities, support to Government Organizations and N.G.O.s, NSS and NCC 3. Development: various material development activities
Parameter-IV. Infrastructure and Learning Resources	<ol style="list-style-type: none"> 1. Infrastructure: existing and projected expansions (Financial inputs for future development especially academic growth, maintenance, utilization, upkeep of campus) 2. Learning resources (Library and its facilities, Library annual budgets: books and periodicals, Reprographic, audiovisual material and internet related facilities, Library stock, Computers. availability and use, Laboratories. availability, maintenance and Utilization)
Parameter-V. Student Support and progression	<ol style="list-style-type: none"> 1. System efficiency: results, NET and SLET related, annual exams 2. Alumni association 3. Feedback mechanism (from trainees) 4. Financial help and types 5. Guide and consultancy services and personal and academic counseling 6. Placement services and its use. 7. Admission related facilities and their publicity 8. Recreational/leisure time facilities especially indoor 9. Activity clubs: cultural and literary

Parameter-VI. Organizational Management	1. Internal coordination and monitoring mechanism 2. Steps for improvement of organization and management 3. Academic calendar 4. Faculty recruitment 5. Professional development of non-teaching staff 6. Fee structure 7. Heads of expenditure and excess/deficit budget 8. Internal audit 9. Welfare programs and grievance redressal system 10. Endowment and Reserve Funds 11. Internal Quality check and TQM 12. Modern managerial concepts and practices 13. Twinning programs, student exchange programs and collaboration with SCERT, NCERT and NIEPA
Parameter-VII. Innovative Practices	Which include total quality management, innovations, value based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.

Quality Initiatives in the college

1. Quality Sustenance and Promotion by sensitizing institution to the concepts such as credit transfer, student mobility and mutual recognition
2. Establishment of State Level Quality Assurance Co-ordination Committees (SLQACCs) in different States
3. Networking among accredited institutions in order to promote exchange of "Best/Innovative Practices"
4. Dissemination of Best/Innovative Practices through seminar/workshops and NAAC publications
5. Financial support to accredited institutions for conducting seminars/conferences/workshop etc. on quality issues in Higher Education
6. Establishment of Internal Quality Assurance Cells
7. State-wise analysis of Accreditation Reports for policy initiatives
8. Promoting the concept of Lead College and Cluster of Colleges for Quality initiatives
9. Research grants for faculty of accredited institutions to execute projects on different themes/case studies
10. Initiation of student involvement for quality enhancement
11. Developing international linkages for mutual recognition through accreditation

IQAC plays very crucial role in quality enhancement of institution. Its functions are:

1. Development and application of quality parameters in various activities of the institution.
2. Dissemination of Information on quality aspects.
3. Organization of workshops, seminars and promotion of quality circles
4. Recording and monitoring quality measures of the institution.
5. Acting as an agency of the institution for quality related activities.
6. Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time

The principles followed by the upper management for quality management are: Customer focus, Leadership, Involvement of people, Process approach, System approach to management, Continual improvement, Factual approach to decision making, Mutually beneficial supplier relationships.

A. Commitment of Management and Governing Body

Management is accountable and committed to the service, have adequate concern of various quality aspects and norms in the field of teacher education and not only profit making approach.

B. Identification of Quality areas

Areas to which quality improvement is required are periodically identified.

C. Appointment of Quality Assurance Cells

College

has its own internal quality assurance cell to monitor various functions of the institution and suggest for the necessary improvements.

D. Establishment of Various Steering Committees

Various committees are formed and the tasks are assigned among them in view of the priority of quality areas.

E. Design of Process and Objectives

Objectives of each steering committee are formulated and operationalized in terms of achievable outcomes. Depending upon this, process of functioning of each committee may be decided.

F. SWOT Analysis

Steering committees identify strength-weakness-opportunity-threat in the related fields and prepare the necessary plan of action in this regard.

G. Awareness of Quality Aspects

Quality is an outcome of teamwork. Therefore, all concerned persons are well informed about the quality criterion and various efforts planned and acted upon by the management to raise the quality standard of institution.