



Seven Days Workshop (Online)

NAAC Revised Accreditation Framework- Resolving the Practical Snags

Aug 17-24, 2020

Organised by IQAC, (Under UGC PARAMARSH Scheme)

GHG Khalsa College of Education, Gurur Sadhar

Affiliated to Panjab University, Chandigarh

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About the College

G.H.G. Khalsa College of Education, Gurur Sadhar, Ludhiana is located 28 kms from Ludhiana on Ludhiana-Raikot-Barnala road. This prestigious institution came into existence with the beginning of B.Ed course in 1955 and M.Ed course in 1982. The college is awarded Grade A with a CGPA 3.30 (Second cycle) by NAAC. It is a Grant in Aid college, affiliated to Panjab University, Chandigarh and is recognized by UGC under 2(f) and 12 (B). The college is permanently recognized by NCTE

The college motto *Simple Living High Thinking* reflects its goals, vision and mission.

The college has contributed a lot to the society by producing well informed, skilled and professionally qualified teachers for secondary schools and teacher educators for Colleges of Education.



Rationale of the Workshop

The college has been awarded the status of 'Mentor College' under UGC Paramarsh Scheme and has undertaken the task of mentoring five Mentee institutions for preparing themselves for NAAC Accreditation. The Mentor College has already carried out the first phase of Institutional Visits and Intensive Orientation of the Mentee institutions. In the light of the visits and interactions in the first phase, some practical snags and challenges have been observed.

The aim of the workshop is to comprehend all the parameters of Quality Assurance and Sustenance as per the revised guidelines of NAAC. The Workshop will help the Mentor College in assisting the Mentee institutions in SSR Preparation, enhancement and improvement of quality of research, teaching learning methodologies and recognising the key indicators of all criteria and queries related to documentation and data validation.

Learning Points:

- To identify the practical difficulties faced during preparation and documentation for NAAC's RAF.
- Criteria wise data validation and verification.
- Analysis of the feedback of Student Satisfaction Survey.
- Discussion on Human Values and Professional Ethics into the Curriculum.
- Innovations in Teaching Learning Process.
- Discussion of Startups, Incubation Centers and Green Practices.
- Best Practices of Higher Education Institutions.



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Keynote Address :
Aug 17, 2020



Prof. (Dr) E. Ramganesha

Aug 17, 2020
Criterion I -Curricular Aspects



Dr. Jyoti Patil,
Principal,
Renuka College Besa, Nagpur &
NAAC Assessor

Aug 20, 2020
**Criterion IV – Infrastructure
and Learning Resources**



Dr. Shirish Chindhade
Retd Principal &
NAAC Assessor

Aug 18, 2020
**Criterion II-Teaching-Learning
& Evaluation**



Prof. Amiya Kumar Rath,
Advisor NAAC
Bangalore

Aug 21, 2020
Criterion V – Student Support & Progression



Dr. Khushvinder Kumar
Principal,
MM Modi College, Patiala &
NAAC Assessor

Aug 19, 2020
**Criterion III -Research, Innovations
&Extension**



Prof. (Dr) E. Ramganesha
Prof. Dept of Educational Technology,
Bharathidasan University, Tamil Nadu
& NAAC Assessor

Aug 22, 2020
**Criterion VI-Governance,
Leadership & Management & Role of IQAC**



Dr. Jyoti Patil,
Principal,
Renuka College Besa, Nagpur &
NAAC Assessor

Aug 24, 2020
**Criterion VII- Institutional
Values and Best Practices**



Dr. Pratibha Jolly
Retd Principal,
Mirinda House, New Delhi &
NAAC Assessor

Keynote Speaker

Dr. E.Ramganes,sh,
Professor and NAAC Assessor
Department of Educational Technology,
Bharathidasan University, Tamil Nadu



Dr. E. Ramganes,sh, a visionary educationist delivered the keynote address for this 7-days workshop. He congratulated the team for organizing the workshop on a much needed theme on the Revised Accreditation framework of NAAC which has been totally revamped. The new framework is more technology enabled, more transparent hence more quality oriented. Quality awareness is imperative for progress of the institution and for inculcating quality culture.

Referring to the rich historical past of India where we inherited a sound, quality based educational system from our ancestors, higher education saw its inception in India with the setting up of Nalanda University, the first of its kind in the world. India has always been Atam Nirbhar in every sphere. The contemporary India can go back to its original quality based education, if education is twined with technology and the educational institutions stick to the yardsticks of NAAC and other education reforms suggested by the expert agencies.

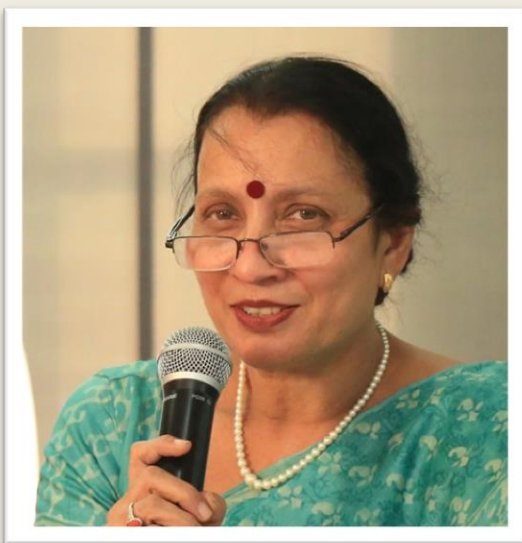
It is only the emphasis on quality, zero error strategy and embracing technology that higher educational institutions earn distinctiveness and be graded as “A” grade institutions in the new accreditation framework.

Criterion I

Curricular Aspects

Resource Person

Dr. Jyoti Patil (Principal, Renuka College, Besa, Nagpur)



Dr. Jyoti Patil discussed the differences in the RAF and the old version of accreditation by NAAC. She remarked that there has been a Paradigm shift in Assessment and Accreditation in the revised accreditation frame work.

1. It is more ICT enabled hence:

- Objective
- Transparent
- Scalable & robust
- Student centric
- Outcome based

2. Shift to increase objectivity and transparency

- Two types of Metrics - Qualitative, Quantitative
- Applied Metrics- Non applicable metrics, Essential metrics, Optional metrics

3. Third Party Evaluation –Involving multiple agencies in assessment

- DVV (Data Validation & Verification)
- SGS (System Generated Score)
- SSS (Student Satisfaction Survey)

4. Shift towards Scalability and Robustness

- Extensive use of ICT (Online process)
- 100% off site evaluation of HEI .
- On site visits in exceptional cases.

5. Shift towards simplification of the process

- Drastic reduction in number of questions in SSR
- Reduced size of SSR
- Reduced Peer Team visit days (2/3 days only)

- Criterion III / From Research, Consultancy & Extension to Research, Innovations & Extension.
- Criterion VII / From Healthy Practices, Innovations& Best practices to Institutional values and Best Practices.

6. Shift in Students Participation in all areas of assessment

- Increased participation of students in committees like IQAC, CDC etc.
- Active alumni in assessment process.

7. Boosting Benchmarks

- Benchmarks should focus on quality improvement tool, keeping pace with globalization.

8. Pre-qualifier for Peer Team Visit

- 25% of System Generated Score (SGS)
- 70% online evaluation and 30%peer judgement
- 10% response of student satisfaction survey is mandatory

CRITERIA I – CURRICULAR ASPECTS

Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged. Dr. Jyoti Patil deliberated on Criterion I and highlighted her inputs across 4 key indicators

• KEY INDICATORS

- 1.1*(U) -Curriculum Design and Development
- 1.1*(A) - Curriculum Planning and Implementation
- 1.2 Academic Flexibility
- 1.3 Curriculum Enrichment
- 1.4 Feedback System

➤ **Metrics in criteria I:** 3QlMs (25 Marks) + 8 QnMs (75) = 11Metrics (100)

Quality Enhancement Tips for a HEI

1. Outcome based curriculum (To be uploaded on institutional website)

- Learning Outcomes
- Course Outcomes
- Programme Specific Outcomes
- Programme Outcomes
- Graduate Attributes – Expertise attained by a Graduate after the degree

2. Effective curriculum delivery model – Blended Learning

Key Indicator – 1.1 Curricular Planning and Implementation (20)

1.1.1 The Institution ensures effective curriculum delivery through a well-planned and documented process

- Blended Learning
- Learner Centered Curriculum Model

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

- Making Academic Calendar
- Mandatory in the beginning of the session
- At par with university calendar
- It should include academic plan, date wise academic activities, co-curricular activities

Examples of other academic calendar include sports annual calendar, NSS Annual Calendar, department wise calendar.

- Continuous Internal Evaluation
- Regular Examination-unit tests, online tests assignments, projects, surprise test, practical examinations
- Other innovative methods in evaluation that can be employed includes re-examinations
- Open book, MCQS etc.

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

Teachers Participation in Curriculum Development

- Board of Studies
- Academic Council
- Assessment/ Evaluation process
- Curriculum Developers

Key Indicator- 1.2 Academic Flexibility (30)

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

- Supplement any enrichment programs
 - Choice in curriculum transaction programs
 - Choice based credit system
 - To provide flexibility to students
 - To choose inter and intra disciplinary courses
 - To obtain credits by obtain combining unique subject areas
- Ability Enhancement courses
 - Evaluation – SGPA, CGPA
 - Academic Credit Bank,
 - Multiple entry and exit

1.2.2 Number of Add on /Certificate programs offered during the last five years

- 3-4 year degree course
- Add on / certificate programs
- 30 or more contact hours
- To be offered a number of times in a year
- Value added courses to be related to your programme department

Examples –Radiation Biology, Refrigeration Communication and BusinessOrientedEnglish, Computer Hardware Cooperative Banking, Artificial Intelligence, Biomarker Technique, Drug Discovery, Molecule Modeling.

Key Indicator -1.3 Curriculum Enrichment (30)

Holistic development of students is the main purpose of curriculum. The HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies.

Key Indicator- 1.4 Feedback System (20)

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2) Teachers

3) Employers

4) Alumni

- To collect feedback to be put up on the college website
- Action taken for further improvement

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analysing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Conclusion: The Curricular Aspects are the mainstay of any educational institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated College is essentially a teaching unit which depends on a larger body namely university for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing, assessment procedures as well as certification is peripheral and these are “givens”. Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged.

Criterion II

Teaching -Learning and Evaluation

Resource Person

Prof. Amiya Kumar Rath,

Advisor NAAC, Bangalore



The second Criterion of NAAC-RAF is regarding the teaching learning process and evaluation being carried out in a Teacher Education Institute. It is spread over 41 metrics and has a weightage of 350. It is a very elaborative criterion and is quite reflective of the working of any TEI.

As stated in the Manual for self-study report for Teacher Education Institutions, NAAC:

Criterion II pertains to the efforts of an institution to engage students, from different backgrounds and abilities, in relevant and effective learning experiences. Interactive instructional techniques and multi-mode learning engagements of students enable them to develop higher order „thinking”, ‘reasoning’ and investigation, through the use of focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources- both online and offline, are important considerations. It also probes into the adequacy, 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.

Key Indicators

- 2.1 Student Enrollment and Profile (40)
- 2.2 Catering to Student Diversity (50)
- 2.3 Teaching-Learning Process (50)
- 2.4 Teacher Profile and Quality (60)
- 2.5 Evaluation Process and Reforms (30)
- 2.6 Student Performance and Learning Outcomes (60)
- 2.7 Student Satisfaction Survey(60)

Prof. Amiya Kumar Raath deliberated on this criterion across its 7 key indicators other than that he discussed upon the concepts of Traditional Teaching and Modern Teaching, how a change in teaching learning could be brought about, outcome based education, Bloom's taxonomy, Innovative Teaching Techniques, theory of Multiple Intelligence and need of quality improvement in technical education.

The twenty first century is the "Age of Information" marked by rapid adoption of new technologies. This information age is being fueled by Knowledge Economy that values problem solving and critical thinking over the rote skills of the Industrial Era.

Inputs required in different aspects of Teaching – Learning and Evaluation are as follows:

- Seats filled against seats reserved for various categories as per applicable reservation policies has to be worked out according to the metrics given in TEI manual.
- The institution assesses the learning levels of the students and organizes special programmes- Identify the advanced and slow learners, organize coaching or remedial classes for the slow learners. Motivate the advance learners to participate in various seminars, conferences, skill development programmes.
- What is the ratio of student –Teacher(full time) ratio
- Is the traditional teaching dominated by teacher role being replaced by more student centric methods such as experiential learning, participative learning and problem solving methodologies?
- Use of ICT tools for effective teaching learning process:

- Multimedia and Animation
 - Games: snakes and ladders
 - Demonstration
 - Seminars
 - Role plays
 - Group discussion
 - Case study
 - Brainstorming
 - Quiz
 - Word puzzle
- Does the TEI have Mentor –Mentee system, what is the ratio of Mentor: student? The mentor system should ensure that the teaching learning process should be output oriented. Output here means employability. Mentor also has to provide educational, vocational and psychological guidance to the students.
 - Full time teachers with Ph.D.
 - Programme and Course outcomes for all programmes. The institution should not merely define these outcomes but also focus on the attainment level based on the predecided targets.
 - Average pass percentage of students.
 - Online student satisfaction survey will be conducted with regard to teaching learning process.

Prof Amiya Rath explained that Qualitative metrics should be explained in the word limit prescribed in the manual and if the word limit increases it should be uploaded on the institutional website. The qualitative metrics will be evaluated by the peer team. The quantitative metrics should be prepared according to the data template on excel sheets. The quantitative metrics will be subjected to Data Validation and Verification (DVV) process and will be evaluated by the third party intervention.

EXAMPLE -1: Prof. Rath took the example of Key indicator 2.3 to explain how calculation is done. This indicator has 50 marks and has three metrics or questions:

| Metric no. | Qualitative or Quantitative | Marks distribution | How calculation is done | Minimum score calculation | Maximum score calculation |
|------------|-----------------------------|--------------------|-------------------------|---------------------------|---------------------------|
| 2.3.1 | QIM | 20 | $20 \times 2 = 40$ | $20 \times 0 = 0$ | $20 \times 4 = 80$ |
| 2.3.1 | QIM | 15 | $15 \times 3 = 45$ | $15 \times 0 = 0$ | $15 \times 4 = 60$ |

| | | | | | |
|---|-----|----|--------------------|-------------------|--------------------|
| 2.3.1 | QnM | 15 | $15 \times 2 = 30$ | $15 \times 0 = 0$ | $15 \times 4 = 60$ |
| Total | | 50 | 115 | 0 | 200 |
| It is hypothesized that the TEI has got 2, 3 and 2 benchmark values in the above metrics respectively so score obtained is 115 | | | | | |

For quantitative metrics the scores are generated by the system called SYSTEM GENERATED SCORES calculated as under:

| Quantitative metric | Question | Benchmark values | | | | |
|---------------------|---|-----------------------|-------|-------|-------|--------------|
| | | 4 | 3 | 2 | 1 | 0 |
| 2.3.3 | Ratio of mentor to students for academic and other related issues. (Data for the latest completed academic year) (15) | More than equal to AA | AA-BB | BB-CC | CC-DD | Less than DD |

- Here the score is system generated if e.g the TEI gets AA that means benchmark value is 4 and score would be:- Benchmark value attained x Weightage of the QnM
- In the above example it would be $4 \times 15 = 60$

EXAMPLE – 2

2.4.2: Average percentage of full time teachers with Ph. D. during the last 5 years (20)

| Year | 2013-14 | 2014-15 | 2015-2016 | 2016-2017 | 2017-18 |
|--|---------------|---------------|---------------|---------------|---------------|
| No. full time teachers | 122 | 121 | 122 | 123 | 125 |
| No. full time teachers with Ph.D. | 52 | 53 | 56 | 59 | 66 |
| Percentage per year | 42.62% | 43.80% | 45.90% | 47.96% | 52.08% |
| Average percentage of full time teachers with Ph. D. during the last 5 years | | | | | 46.47 |

All team members Should prepare a course diary organised systematically which includes the following entries:

1. Lesson plan
2. The innovative methods used, whether they were student centric or not, what were the outcomes of using those methods.

3. question papers of last 5 years
4. assignment question papers
5. course materials
6. PowerPoint presentations and other instruction material to be used
7. program outcomes, course outcomes
8. attainment of the students

| | | |
|-------|--|----|
| 2.6.1 | Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the Institution: QLM: Describe course outcomes(COs) for all courses and mechanism of communication within a minimum of 500 characters and maximum of 500 words. File description: <ul style="list-style-type: none"> • Upload any additional information • paste link for additional information • upload COs for all courses (exemplars from glossary) | 15 |
| 2.6.2 | Attainment of program outcomes and course outcomes are evaluated by the Institution. Describe the method of measuring the level of attainment of Ps, PSOs and COs in not more than 500 words. File description <ul style="list-style-type: none"> • Upload any additional information • Paste link for any additional information | 15 |

The above metric calls upon making education outcome-based, in fact the revised accreditation framework emphasizes on outcome based education, which would start by making a clear picture of what is important for the students to be able to do. Once this is clear then the curriculum should be organised the delivery mechanism should be designed and assessment should be planned accordingly to ensure that learning happens.

Thus explaining the outcome based education would include 4 steps

1. What the students should be able to do? (Outcome based education)
2. How to make the student achieve the outcomes? (Outcome based curriculum)
3. How to measure what students have achieved? (Outcome based learning and teaching)

Explanation of relevant items

1. Programme educational outcomes:
 - They are the statements that describe expected achievements of graduates after completing a degree program
 - They also explain for example what the graduates are expected to perform and achieve during the first few years after graduation.
2. Programme outcomes: Here programme refers to a degree program or a Master's programme for example BSC Computer Science, bachelors in commerce, Masters in economics etc.
 - The consists of abilities to be attained by the students before they graduate, which are formulated based on the the program educational outcomes.
 - Therefore it includes all the skills, knowledge and behaviour/ attitude which the graduates should attain by the time of graduation.
 - Theprogramme outcomes are achieved through curriculum that offers a number of mandatory courses as well as elective courses.
3. Programme specific outcomes: Programme specific outcomes are the abilities skills and knowledge students will attain from a specific program.they are beyond program outcomes and you are 2 to 4 in number.
4. Course outcomes: each course has defined course outcomes that are mapped to the program outcome.
 - To complete any programme, the student has to complete many courses for example to complete a program of BSC Computer Science a student has to study 20 courses which can also be called as subjects. The objectives of each subject/ course are called course outcomes.
 - They are statements clearly describing the meaningful, observable and measurable knowledge, skills and/ or dispositions students will learn in a particular course.

Innovative methods of teaching

Teaching must include two major components that are sending and receiving the information. Any communication methods that serve this purpose without destroying the learning objectives could be considered as innovative methods of teaching.

Principles on which Innovative methodology should be based:

- Learning by doing
- Learning through observation
- Learning through experience
- Learning through adding and guiding method

Benefits:

- Improved learning process
- Connect new ideas to what they already know
- Construct their own new knowledge
- Apply the new knowledge in ways that are different from the situations in which it was learnt
- Shift focus from teaching to learning
- Shift focus from intentions to results
- Shift focus from isolation to collaboration
- Strengthens governance

Key Challenges to be addressed by adopting innovative teaching learning methods are:

- i) Global knowledge based economies
- ii) Population
- iii) Broaden access
- iv) Increased Flexibility
- v) Widen student engagement
- vi) Motivation for staff and students
- vii) Cutting Cost
- viii) Remaining innovative and relevant
- ix) Redesigning traditional courses
- x) Ensuring quality in: Pedagogical approach, research and teaching, assessment based learning

Different teaching styles should be adopted, teacher should analyse five aspects of their teaching styles:

1. The first aspect is what type of information is being presented for example Concrete or abstract.
2. What is the mode of presentation Visual or Verbal?
3. The organization of the material whether Inductive or deductive.
4. Mode of student participation whether active or passive.
5. Type of perspective provided in the information sequential or global.

The learning paradigm and the instructional paradigm

The learning paradigm is inclusive of the instructional paradigm, teacher should try to emphasize more upon the learning paradigm which focuses on

1. Production of learning and not on delivery of instruction.
2. Why and how learners learn not on what and how faculty teaches.
3. Less teaching and making learners do active learning.
4. Focus on providing powerful learning environment and cooperative, collaborative and supportive situation.
5. The students should be involved in the teaching learning process.

Hence learning paradigm makes learning learner centric.

The teachers and the teacher education institutions should make the teaching learning process skill oriented leading to employability of the learner. The curriculum should be evaluated and the teaching learning process should be revamped to suit the expectations off the job market. On the basis of a survey conducted by Professor Rath and his students on 300 academicians following employability skills were identified:

1. Develop oral communication skills.
2. Enhance oral communication skills.
3. Build teamwork culture for better problem solving.
4. Promote a positive attitude.
5. Develop mastery of subject matter.
6. Provide and acquaint learners to real life employment situation.
7. Inculcate strong sense of integrity and individual accountability.

The blueprint on which the faculty should work includes the following points :

1. Motivation
2. Industrial exposure
3. Enhanced teaching learning process
4. consistency in performance
5. better content delivery
6. involvement in research

The blueprint for the students includes

1. Competency based curriculum
2. Awareness about the course outcomes and program outcome
3. Awareness about the attainment levels expected
4. State of art laboratory
5. The type of faculty
6. The ambience of the learning environment
7. Academic footing
8. Soft skills
9. Professional approach
10. Diversified competencies

The blueprint of teaching learning process expected from the institution:

1. Modern teaching aids
2. Need based curriculum
3. Improved and independent evaluation
4. Higher acceptability
5. Concept clarity
6. Learning to learn skill
7. Diversified competencies

Key Teaching techniques which the teacher can adopt for better teaching learning process are:

1. **Engage:** by giving real life situation, problems and examples
2. **Variety:** Introduce variety by adopting role play, assignments, field work, hands-on experiments, group discussion and PowerPoint presentations.
3. **Active learning:** student should be engaged in the learning process, learning by doing should be ensured with methods like seminar, discussions, experimental approach, role playing etc.
4. **Students teaching or Peer teaching:** students can teach each other techniques like think pair share, collaborative learning, Cooperative teaching, Jigsaw can be used
5. **Review:** the information shared in the class can be reviewed both by the students and the Teachers
6. **Evaluation:** Thorough valuation of student learning, classroom teaching should be done
7. **Feedback:** Feedback from different sources like the students, administrator and teachers self-reflection can be useful in improving teaching learning process.

Conclusion: Quality has become the key factor in determining long-term success and survival of all higher education institutions. Teaching learning process remains the key indicator about the quality of any higher education institution. Therefore the teachers will have to make the teaching learning process more interactive, participatory, engaging and involving.

NAAC aims to make all higher education Institutions attain high ranking through the accreditation process so that the country has prestigious, quality institutions with high public reputation Such institutions would attract students and other stakeholders in the process of education. Only such high ranking institutions can attract and retain quality faculty and students. They can become centres of Excellence by providing excellent physical infrastructure, competent teaching, satisfactory feedback from the students, good industrial consultancy, get sponsored Research and patents.

Criteria III
Research Innovation and Extension

Resource Person

DrE.Ramganes
Professor and NAAC Assessor
Department of Educational Technology,
Bharathidasan University, Tamil Nadu



“Education and researcher has no boundary for it is seamless as problems are unlimited. They do not remain same”

The focus of Criterion III is captured in the following Key Indicators:

KEY INDICATORS

- 3.1 *Promotion of Research and Facilities
- 3.2 Resource Mobilization for Research
- 3.3 Innovation Ecosystem
- 3.4 Research Publications and Awards
- 3.5 *Consultancy
- 3.6 Extension Activities
- 3.7 Collaboration

***Not Applicable to Affiliated Colleges**

Dr. E. Ramganesha deliberated on Criterion III in detail and facilitated the participants with the key features of Revised Assessment and Accreditation Framework. He dealt with policies, practices, facilities required to promote research culture in HEI.

Keypoints put forth during the session were:

- Our research must address sustainable development goals. Do not research for the sake of doing it. (Relevant to NAAC Accreditation)
- NAAC Team would like to see social impact created by institution in terms of research initiatives. (idea to impact Golden spiral). Visit people. Tell story. Try idea project. Solution check
- Research initiatives would be meaningful only if we must visit the place where you would like to conduct research.
- Initiatives must be meticulous.
- Good research interaction is needed in research development education society.

There must be a shift from

- Impact factor to social impact.
- Gap between academia and industrial clusters needed to be addressed through research initiatives.
- Improve current scenario of standardizing efforts.

Revised Accreditation

- More objective quantitative /qualitative assessment
- Institution must be able to win the confidence of stakeholders. Understand stakeholders focus while conducting research.
- Contribution at local/state/national level by an institution in terms of research.

Key Indicator 3.1- Resource Mobilization for Research (15)

Promotion of Research and Facilities

Promotion of research and facilities well defined policy for promotion of research.

How do you promote research in your campus? (Money/leave/certification)

- Monetary reward for publishing article in reputed journals.
- Awards as best researcher.
- Need of hour to have well defined policy of research at your institution.
- Learn to appreciate other institution in terms of ideas must be there.
- Share best practices with other institution.

Research policy must be result oriented

Seed money

- Institution can give seed money to research scholars and faculty members for solving the problem faced by the institution itself.
- Number of teachers awarded international fellowships.
- Number of JRF's, SRF's, Post-Doctoral fellows, research associates etc.
- Create awareness among students regarding these fellowships. Give the students and faculty members exposures regarding fellowships.

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years.

Resource Mobilization for Research

- Grants for research projects sponsored by Govt/Non Govt sources.
- Public/private funding must also be tapped for funding in research. eg. CSR fellowship, Mirindagate foundation, Tata Foundation.

Main focus of NAAC

- Number of research projects per teacher funded by Govt/Non-Govt agencies.
- Teachers need to penetrate the society in terms of research initiatives.
- Every teacher must undertake one or more research projects.

Key Indicator 3.2- Innovation Ecosystem (10)

3.2.1. Institution has created an ecosystem for innovations including incubation centers and other initiatives for creation and transfer of knowledge.

Ecosystem for innovations through setting up of incubation centres of research will help in innovation of new ideas, develop those ideas through proper support, marketing these ideas through proper economic mode.

- **Good interaction is needed between academia-industry.**
- **Incubation center** help in placements of students.
- Helpful in inculcating self-reliance.
- Students must create prototypes out of their research.

3.2.2 Number of workshops/seminars conducted on intellectual property rights (IPR) and industry academia innovative practices.

- For example-copyright material (content should be produced by the institution)
- For Example- (a Scale published with copy right)

Key Indicator 3.3- Research Publication and Awards (25)

- Number of awards for innovation won by institution /teachers/research scholars/students.
- Number of startups incubated on campus during last 5 years.
- Atleast one startup for one institution.

Key Indicators 3.4 – Extension Activities (50)

- Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development.
- Number of awards recognition received for extension activities from recognised bodies.
- Especially science faculty. Attract one company to house in your institution.
- Stated code of ethics to check malpractices and plagiarism in research (authenticate/URKUND)
- Provision of incentives to teachers who receive state/national and international recognition/awards
- Number of patents.
- Number of research papers per teacher.

- Number of books and chapters in edited volume/books/international proceedings.
- Bibliometrics of the publications on average citation index in SCOPUS/Web of Science of Pubmed/Indian Citation Index.
- Publish their ideas of publish and perish.

Key Indicator - 3.5 Collaboration (20)

Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary there is a formal agreement or understanding between the institution and other HEIs or agencies for such activities

Consultancy

- Policy of consultancy including revenue sharing.
- Revenue generated from consultancy teachers or faculty members are corporate trainers.

Conclusion- This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a ‘research culture’. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.

Criteria IV
Infrastructure and Learning Resources

Resource Person

Dr. Shirish Chindhade

Retired Principal and NAAC Assessor



Dr. Shirish Chindhade deliberated on the Criterion IV of NAAC related to Infrastructure and Learning Resources. His informative discourse can be summarized as under:

Main aim of NAAC is to make quality the defining feature of higher education

- **How is quality created:**
 - Customer focus and satisfaction
 - Leadership that can foresee
 - Total participation and working together
 - Education and training
 - Sustainability
 - Systematic and factual approach
 - Honesty, sincerity and care as integral to institutional life

- **Challenge of change:** IQAC role shift from Quality Custodian to Executive Quality Custodian and Service Improvement Team (SIT)

- **Essential preliminaries**
 - ❖ Make multiple copies of the current manual
 - ❖ Every IQAC member to have a personal copy of the manual
 - ❖ List of QnMs and QLMs in your criterion
 - ❖ Always consult the glossary at the end of the manual

- **IQAC : Some Dont's**
 - Never outsource any activity as it
 - Kills creativity and innovations
 - Repulses others from active participation
 - Deprives others of learning experiences
 - Encourages dependence on others
 - Renders others slothful
 - Never try to be a 'lone eagle' as it
 - Damages team spirit
 - Shows distrust in others
 - Denies credit to others
 - Fails to form an integral support system

- **IQAC : Some Do's**
 - Nurture "System Thinking"
 - Structure feedback mechanism: Analysis outcomes
 - Organise staff training (as Post COVID-19 requirement)
 - Prepare a perspective plan
 - Identify learning outcomes (LOs): Programme outcomes, programme specific outcomes and course outcomes
 - Add enrichment and value additions
 - Rope in everyone and all the departments
 - Involve Alumni and external experts
 - Evolve/Strengthen best practices and identify their tangible outcomes

What is expected in criterion IV?

- ❖ Adequacy and optimal use of facilities to maintain quality of academic and other programmes
- ❖ Inclusive approach: All constituents of the institution benefit
- ❖ Scope for future development

Apart from that, suggestions were made related to some metrics, which are as follows:

4.1.1. – The Institution has adequate infrastructure and physical facilities for teaching learning. viz., classrooms, laboratories, computing equipment etc.

Possible data (Not Exhaustive)

- IQAC role: Monitoring, maintenance/ House keeping
- Total no. of classrooms; capacity equipment (LCD; Smart board etc)
- Administrative rooms and equipment
- Library, labs, equipment, auditorium
- Common rooms, restrooms: staff, students, girls
- Online: MOOCs, SWAYAM, Backup

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Possible data (Not Exhaustive)

- Sports/Gymkhana committee
- Gym equipment, playfield size facilities
- Indoor, outdoor facilities
- Auditorium with facilities
- External expertise
- State, national, international highlights
- Utility register

Difficulties in conducting NSS, Sports and Cultural activities in the post-Covid19 situation. A note to the following effect may be added:

In view of the unprecedented and abnormal state of affairs due to Covid19 pandemic, severe constraints and curbs are unavoidable and desirable with reference to the routine teaching-learning, evaluation, NSS, Sports and Cultural events and activities. The duration of the said situation is unpredictable. Therefore, most of these activities have to be managed digitally. Singing, dance, mono-acting, mimicry, essay writing etc. can be held online. A resolution to this effect may be taken by the IQAC.

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Problem: Reducing college enrolment, footfall in the library; the library has adequate print form learning material; less need to buy books. How to tackle this issue?

Possible inputs in the answer:

The librarian makes the following status report to the Principal: Sir, in view of the following status report on the library resources the following details need to be considered. Considering the growing need and emphasis on e-learning, the dependence on print material is reducing fast.

- Reference Books
- Text Books
- General reading material
- Journals, periodicals (subject specific & general)
- E-Sources, Equipment: INFLIBNET, Internet facility, WiFi, number of computers, etc.

There is adequate print form learning material available in the library. Over the last few years the average footfall and borrowing in the library have reduced considerably. Stakeholders are fast turning to e-sources of which we have adequate.

In view of this situation the IQAC may be asked to take a resolution to the effect that annual funds budgeted for print form books and journals be diverted to developing e-learning resources and facilities. The Principal forwards the report to the IQAC with due recommendations.

The Real Challenge - 4.4.2

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Possible inputs (Not Exhaustive)

- Various committees: IQAC, sports, cultural, maintenance, library advisory etc.
- Budget/s
- Safety audits
- Registers, manuals, quality policy
- Documentation, Geo tagged pictures
- Dissemination, News coverage

Bottomline

- Naming and counting spaces, equipment, furniture is not merely an exercise in building meticulous inventory for embellishment
- All equipment has to be justified with evidence of tangible quality outcomes

Thus, What is important?

- ❖ Draft SOPs for all activities – SOP is a stated methodology for conducting an activity in individual/ organisational context for desired zero error results
- ❖ Inclusive approach; Group activity for the staff: Select one activity and develop SOPs for it
- ❖ SOPs for tangible outcomes
 - If tangible outcomes are not achieved all activity is futile
 - It's a waste of time, energy, man power, resources

Thus, Criterion IV expert colleges to develop systems of work and activities.

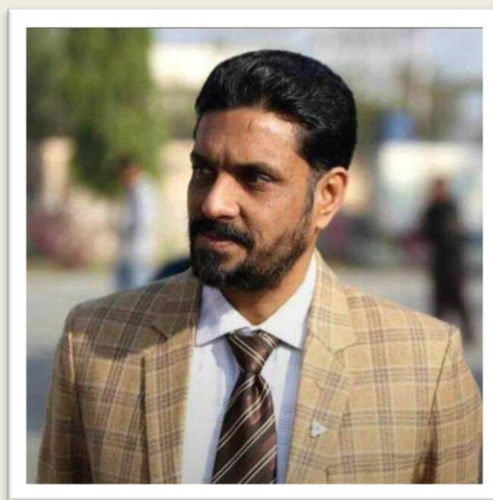
Criteria V

Student Support and Progression

Resource Person : Dr Khushvinder Kumar

Principal , M.M. College, Patiala

&NAAC Assessor



KEY INDICATORS

5.1 Student Support (50)

5.2 Student Progression (30UG/25PG)

5.3 Student Participation and Activities (50UG/45PG)

5.4 Alumni Engagement (10)

Dr. Khusvinder Kumar started his deliberations by saying that the crux of higher education is to circulate the universal ideals and thoughts. Higher education performs multiple roles of presentation, creation and dissemination of knowledge.

While introducing the concept of Quality in Criterion 5, he said that there are diverse theories and approaches prevalent all over the world to define Quality. He further added that Quality is a dynamic process it is not absolute. The parameters of quality keep on changing with time. Quality is a conscious and continuous process. It is considered as a journey rather than a finished line. Dr. Kumar opined that Quality in education means Excellence in Education and educational outcomes and experiences are indicators of quality.

Functional definitions of Quality

As beauty lies in the eyes of beholder, quality lies in the eyes of customer. Institutional effectiveness is the indicator of institutional quality. Institutions ought to have social accountability in order to impart quality education.

5.1 Student support

While giving inputs on the student support system in an institution, Dr. Khushvinder Kumar suggested that in order to support students, an institution must have facilitating mechanism like guidance cell, grievance redressal cell and other welfare measures.

Institutions must have well- structured and organized **Guidance and Counseling System**. Specially designed inputs must be provided to the needy students with learning difficulties and provision must be made for bridge and value added courses in relevant areas. Many practical suggestions were cited to support students in monetarily.

Suggestions:

- To appoint a Nodal officer and a team of teaching and non-teaching staff members to promote and propagate the various government scholarship schemes for the benefit of the students.

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

- Stress on taking capacity building and skills enhancement initiatives by the institutions in order to prepare students for a globalized world.
- Focus on imparting soft skills, language and communication skills, life skills and ICT/Computing skills.

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

- Grievance Redressal Cell must function in a justified and active manner so that students can confide in its working. For this institution must upload grievance redressal policy documents with reference to prevention of sexual harassment committee and anti-ragging committee.
- Various committees must be framed by the institution with a nodal officer for addressing the issues of the students.
- Time taken to redress the problems of the students matters a lot, thereby, the institutions must have a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases. The committee framed, therefore must try to solve the issues of students at the earliest as just delayed is justice denied. The minutes of the meetings must be recorded properly with number of cases received and redressed.
- Proper mechanism for submission of online/offline students' grievances.
- Guidance and Counseling Cell must equip the students with various skills for placement. They must be properly equipped and guided to appear in competitive exams.
- Placement cell-The data pertaining to the placement of students must be properly maintained with the name of the employer, contact details, links of the organizations and number of students placed.

5.2 Student Progressions

Student progression to higher education or to employment is a pertinent issue.

Keypoints:

- Institutions to find out the reasons for poor attainment in terms of student progression and plan remedial measures.
- Student progression should be Vertical and Mastery based.
- In **Vertical progression** there is progress of students from one level to another of living in the society. Examples of vertical progression include Progression in chosen field is mastery based progression. Suitable good practices should be implemented by the institutions to facilitate optimal student progression. The institutions should facilitate vertical movement of students

from one level of progression to the next higher level or towards gainful employment. Practical aspects of student progression were elucidated by citing examples of online assessment facility provided by many institutions if students wish for it.

- Maintain data pertaining to student progression-How many students moved from one level of education to another? for example from UG to PG, PG to M.Phil, PG to PhD and from PhD to Post-Doctoral.
- To maintain links and evidences of the progression.

5.3 Students Participation and Activities

Keypoints:

- As the ultimate aim of education is “making a man” or harmonious development of the students therefore an institution must promote inclusive practices for social justice and better stakeholder relationships.
- It must promote value based education for inculcating social responsibility and good citizenship quality among its student community.
- The institutions must have required infrastructure and should also promote active participation of students in social, cultural and leisure activities.
- Foster holistic development in its student community by encouraging them to participate in activities which further helps in developing various skills and competencies in them. The component of student participation and activities is assessed by taking into account the number of awards, medals won by the students for their outstanding achievements in sports/cultural activities at various levels (University/State/National/ International).
- Facilitating students to form their own bodies or representation for decision making and engagement in various administrative, co-curricular and extracurricular activities for example Student Councils can actively be involved in arranging placement drives, fetes, charitable

work etc. on their own by forming committee etc. Some best practices in this field include taking the help of student representation who are the main stakeholders in the field of education in every function or event organized by the institution. As this is a **qualitative area** a **descriptive report about the mechanism** and practices adopted by the institution would be required on the part of institution for assessing this area.

- **The Component of Participation in activities is quantitative in nature.** The institutions need to maintain detail of events and the number of students who participated in the event and their achievements at various levels.

5.4 Alumni Engagement

The Alumni are a strong support to their institution. An active Alumni association can contribute in academic matters, student support as well as mobilization of resources both financial and non-financial. An institution nurtures the alumni association to facilitate them to contribute significantly to the development of the institution through financial and non-financial means.

Institution must have a registered Alumni Association that contributes significantly to the development of the institution through financial and other support services. Virtual platform of Alumni meet can be an innovative feature. The institution take the help of the members of alumni association for training their students in various fields like sports, literary etc.

Conclusion: The highlights of this Criterion V are the efforts of an institution to provide important assistance to students, to allow them to gather significant reviews for gaining knowledge of on the campus and to facilitate their holistic development and progression. It additionally seems into student overall performance and alumni profiles and the progression of students to higher training and gainful employment.

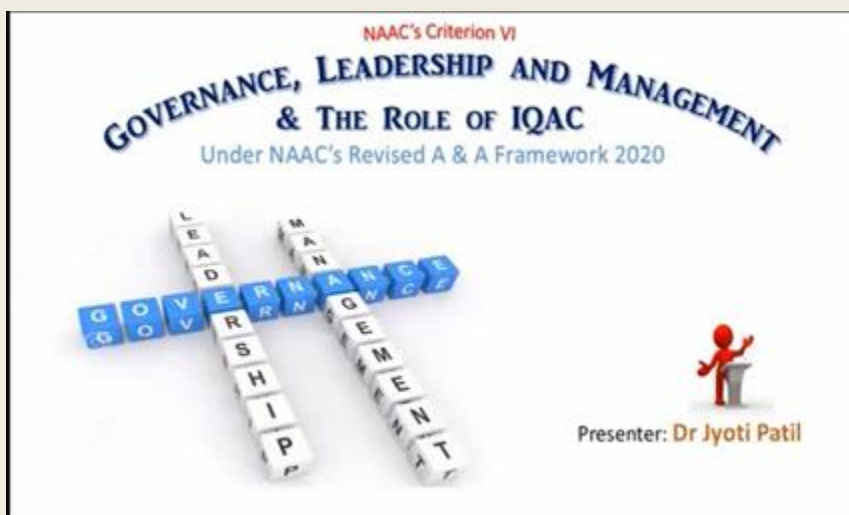
Criteria VI

Governance, Leadership and Management

Resource Person: Dr. JyotiPatil

Principal ,Renuka College, Besa, Nagpur

& NAAC Assessor



As stated in the Manual for self-study report for Teacher Education Institutions, NAAC: Effective functioning of an institution can be gauged by the policies and practices it has evolved in the matter of

planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

KEY INDICATORS



Dr. Jyoti Patil started her deliberations by saying that the future is for those only who are sincere.

“You have to plan your work today and everyday

And work on your plan today and everyday”

Alvin Toffler in his book Future Shock writes “If you don’t have strategy, you will be part of someone else’s strategy”. We are living in the age of interconnectivity, automation, real time data, machine learning, and artificial intelligence. In 21st century illiterate will not be those who can’t read and write but those who can’t learn, unlearn and relearn, this process we have to follow. You become star not because of your title but you are adding star values to your institution and not to yourself.

Governance, Leadership and Management will play a very important role in quality culture of Higher Education institutes (HEI)



Effective functioning of an institution can be calculated by Policies & Practices, it has evolved in matter of Planning, Policies and Practices, Human Resources, Recruitment, Training, Performance Appraisal, Financial Management & Overall role of Leadership.

- Criteria VI of NAAC is Backbone of Higher Education Institutions’.
- Organizational Culture plays much important role in accreditation.
- It has pivotal role in Assessment and Accreditation.
- Governance Leadership Management (GLM) is primarily related to fair team visit.
- There must be provision of (Strength, Weakness, Opportunities and Challenges) SWOC analysis consistently.
- Effective leadership, participative management and decentralization are maintained.
- Organizational culture, involving the stakeholders, feedback system should be maintained.

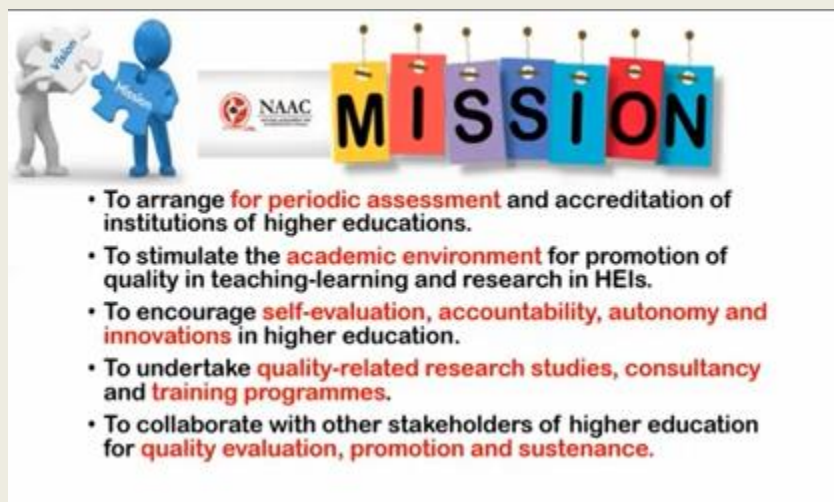
6.1 Institutional Vision and Leadership

Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision.

Suggestion:

- Effective leadership by setting value by participative decision making process is the key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture (organizational culture is directly related to quality culture).
- Formal and informal quality culture to coordinate academic & administrative planning & implementation reflects the institution’s efforts in achieving its vision.
- Vision, Mission and Objectives should be displayed prominently on the official website.
- Institute should maintain a good official impressive website and there you should have Vision, Mission and Objectives.
- Vision, Mission and Objectives should be reflected in the prospectus of the institution/ Information Brochure/ Principals’ Chamber/ Management Chamber and prominently displayed on entrance of the institution.

- NCC & NSS may have their own Vision and Mission & should be displayed in their respective department.
- Vision statement is policy statement of the institution and therefore should always be short & to the point. It should be for long time & not to change in short time span, but, it is advisable to review it time to time.



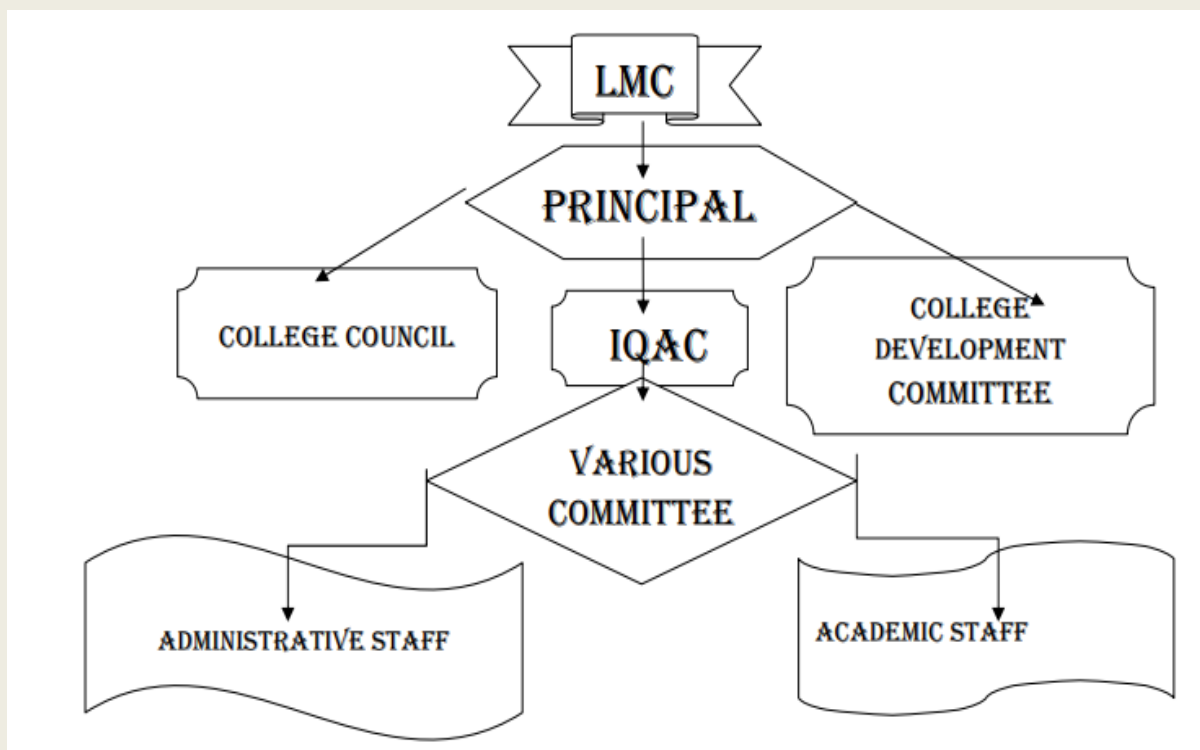
- Mission is broad outline of vision.
- Vision statement focuses on tomorrow what an organizational climate ultimately to become.
- Mission statement focuses on today what an organization does to achieve it.
- The Management or Governing Body plays a vital role in developing infrastructure, instruments, equipments and maintenance, and manages human resources and decide new courses to be introduced. Besides this, the Management should keep in touch with the principal and the faculty members for providing best teaching learning facilities.

6.2 Strategy Development and Deployment

The leadership provides clear vision and mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions.

Suggestions:

- Emphasis should be on “Team work & continuous work” for good accreditation points we should have “Quantum of Quality & Quantity”.
- Various committees and cells to be formed and jobs are decentralized to faculty members to carry out them.
- Regular meetings to be convened by the Principal to review the given tasks.
- Each college should have a perspective plan for development.
- Month wise plan of teaching, Orientation classes at the beginning of each session, Extra classes for weaker students, Guest Lectures of renowned personalities, Excursions, Study Tour and Educational visits should be regular feature of institute.
- Internet facility to be provided to the students to explore knowledge and discoveries.
- Assignments and projects, Inspirational and Motivational lecture Regular unit tests, surprise tests, and two term exams, Intensive classes, Use of ICT in the classroom, Academic and extracurricular activities, should be organised to give the platform to the students to develop the overall personality of the students and to monitor them continuously..
- The feedback that is obtained from the staff, students and parents should be discussed to the Management through formal and informal meetings by the Principal.



NAAC has also come up with value framework/ core values:

- Contributing to national development.
- Fostering global competencies.
- Inculcating value system among students.
- Promoting use of Technology

If any institute want to review and revise its vision and mission then the proper procedure should be used, it is not one persons' idea and imposed on institute. As an example a college want to revise the vision and mission, for this, Institute signed MoU for faculty exchange etc. they did meetings with senior faculty, Parents, alumni feedback, students feedback, management reviews etc. were kept in mind and then vision and mission were revised to meet the needs of changing scenario of 21st century.

Example of Participative Management

In the due course of time, it was felt to revise the Vision and Mission statements which were formulated earlier. The Institute had signed Memorandum of Understanding (MoU) with College of Engineering Pune (COEP), a premier Institute in Pune on July 28, 2017 for the purpose of student/faculty exchange, revision of curriculum, evaluation process etc. As a part of one activity under the MoU, senior faculty members from COEP guided us to revise the earlier Vision and Mission statement and the process followed is summarized below:

| Sr. No. | Date | Description |
|---------|------------|---|
| 1 | 17/02/2018 | Meeting of COEP senior faculty members with all I ^{IT} staff |
| 2 | 24/02/2018 | Parents meeting (Discussion) |
| 3 | 01/03/2018 | Collection of Alumni feedback regarding vision and mission |
| 4 | 27/02/2018 | Collection of student feedback regarding vision and mission |
| 5 | 28/03/2018 | Finalization of vision and mission statement after considering feedback from all stakeholders |
| 6 | 16/04/2018 | Management reviews |
| 7 | 12/05/2018 | Finalization of vision and mission statement |

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and

ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

Suggestions:

- The college encourage its teachers for conducting, writing, presenting and publishing research articles in National and International conferences and seminars as well as on E-journals,
- Institute should also ensure to give duty leave to attend them.
- The teachers should also be provided duty leave for attending refresher and orientation courses and when visit other colleges as resource persons
- The college should motivate and encourage its teachers to send the proposal for minor and major research projects from the funding agency like UGC.
- Teachers are motivated to pursue doctoral research.
- Organize sessions for the staff to enhance their ICT literacy by giving them the presentation of using e-resources.
- The IQAC of the institute should organize workshops/ seminars etc. in order to make them familiar with recent trends and techniques in their respective field to enhance their efficiency and effectiveness.
- Institute should regularly send its faculty in various training programme, conferences, seminars and workshops for their empowerment and encourages its faculty members to attend conference, seminar and workshop to organize the same under the banner of the Institute.

6.4 Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

Suggestions:

- The institute should follow transparency as far as financial resources are concerned.
- Annual Budget should be prepared at the beginning of the session.

- The allotment of funds for equipments, renovation and maintenance should be discussed in the LMC.
- The college development committee must give the requirements for the upcoming session.
- The utilization of the funds should be regularly monitored by the President and Secretary of the college.
- Quotations to be invited for purchasing of any of the equipment and be finalized by the President and Secretary of the college with the consent of the Principal.
- Every transaction should be made through cheque or online and keep record of each transaction.

6.5 Internal Quality Assurance System (IQAS)

The internal quality assurance systems of HEIs are Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions.

Suggestions:

The IQAC actively monitor and participate in Quality Assurance within the existing academic and administrative system by doing the following:

- To ensure academic growth and excellence.
- To monitor and review all the activities of the College.
- To make proper infrastructural development in the college as per the needs and demands of the various stakeholders.
- To promote research culture in the institution.
- To conduct workshops, seminars, conferences for students, faculty members and office staff for quality enhancement.
- To upgrade the existing ICT gadgets in the college.
- To streamline the administrative work

Criterion VII

Institutional Values and Best Practices

Resource Person: Dr. Pratibha Jolly

Consultant NAAC

Former Principal ,Miranda House ,

University of Delhi,Delhi



Dr Pratibha Jolly cited live examples from her former institution and elucidated that the role of the institution is reflected in terms of the kinds of programmes, activities and values that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality.

KEY INDICATORS

- 7.1 Institutional Values and Social Responsibilities (50)
- 7.2 Best Practices (30)
- 7.3 Institutional Distinctiveness (20)

KEY POINTS OF THE SESSION

What Best Practices are

- Simply a way of doing things.....with superior results
- Situated in the context
- Evolve with time
- Balancing unique qualities of the organizations with practices common with other peer institutions.
- Innovative ideas give the edge to that your best practices are parallel.

Designing every facet of Academic life

- Empowering 1st year students
- Celebrating Diversity, Strengthening inclusion
- Creating active learning environments
- Enhancing the curriculum
- Beyond the classroom learning
- Mentoring and Scaffolding
- Project based learning and early research
- Linkages, Networks and Collaborations
- Vibrant student societies
- Green practices

Building institutional excellence

- Vision
- What do we aspire to be?
- Mission- our Goals and what we do
- Core values-our beliefs and Principles
 - Support your vision
 - Attitude ,Character and Reputation

Our Nation, Our Efforts

| Economic Responsibility | Social Responsibility | Civic Responsibility | Environmental Responsibility |
|--|---------------------------------|--|---|
| Financial ethics Responsibility and accountability | Humanism citizenship | Law,order discipline | Green Practices , Combating climate changes |
| Government Responsibility | Corporate Responsibility | Constitutional Responsibility | Individual Responsibility |
| Just everything | Employment partnership | Financial ethics Responsibility and accountability | towards self,community, society and nation |

- **Individual and collaborative**

Action can create a flourishing society and impact the nation as a whole.

Best practices

- Understanding role of education
- Building and engaged institutions
- Through collaboration and endorsement, coordination

- **Participating Action and Engagement**

- By investing in Human and Social capital ,Traditional and Modern Infrastructure
- By sustainable development and wise management
- Global grand challenges like Disaster, Resilience, Food, Health, Learning, Security, Environment and Government

- **Maintain Knowledge Society**

- New ways of knowing, learning, Sharing Learning Skills and new instruments
- **INNOVATION** -The new mantra is green environment, Biotechnology, Computer.

- **6D's of Exponential Technology Transform**

1. **Democratization**- Cheaper and Cheaper
2. **Dematerialization** - Technology itself disappeared
3. **Demonetization** - Money Removed
4. **Disruptive**-
5. **Deceptive**-Dismissed with belief
6. **Digitized**-

- **Expanding Human Cognition**

- Artificial intelligence
- Big data (Enable Artificial intelligence to learn by examples, improve patterns recognitions, capabilities, discern finer differences)
- Machine learning (Data analysis that learn from experiences)
- Deep learning

- **Post COVID19**

- Hybrid campus, Hybrid learning
- Online and Digital
- Synchronous and asynchronous
- Real and virtual

- **Entrepreneurship**

Sustainable development goal to be put on some walls

- **Paradigm Shift**

- Influx of new Technologies
- Diffusion of new Pedagogies
- Modes of learning
- Democratization of Data
- Decentralization of analytic tools

- New framework of accountability
- New partnership
- New services and Business Models
- **Creating learning Environment**
 - Adapt-----Adopt-----Develop (toward action Research)
 - Curriculum - Concept, Context, Classroom practices
 - Resources- Locally available, Affordable and scalable (towards change)
- **Facilitating and Empowering Communities**
 - Issue of netbooks to all Faculty
 - Self-paced, Self-driven adoption of Technology
 - Proactive support and services
 - Professional development
 - Transformational change
- **Preparing Youth for Sustainable World**
 - Knowledge, Skills, Attitude and Values for Global Competence

Conclusion:Any practice or practices that the organization has internally developed and used throughout the last few years leading to superb impact at the everyday functioning of the group may be recognized as “best practice”. These are not any activity prescribed by using a few authorities. In some unspecified time in the future in time the institution evolves a few innovations or a exchange in a few thing of functioning. This exercise is relevant mainly in the organization at a given factor in time. It could be in appreciate of teaching getting to know, office practices, renovation and up keep of factors or handling humans or money matters. However adopting that practice has resolved the problem or has introduced in extra ease in working in that element. In brief, these ‘first-rate practices’ are applicable in the institutional context and might pertain to both educational or administrative or organizational elements of institutional functioning.