Organization of online workshop on NAAC Revised Accreditation Framework under UGC Paramarsh Scheme

G.H.G Khalsa College of Education, Gurusar Sadhar organized a seven days workshop through virtual mode from August 17-24, 2020 on the topic “NAAC Revised Accreditation Framework- Resolving the Practical Snags”. The workshop was organized for Mentee Institutions under the “UGC Paramarsh Scheme” by the college which has been designated as the “Mentor College” by UGC. The aim of the workshop was to comprehend all the parameters of quality assurance and sustenance as per the revised guidelines of NAAC and to help the Mentee Colleges in Self Study Report Preparation, enhancement and improvement of quality of research, teaching learning methodologies and recognizing the key indicators of all criteria and queries related to documentation and data validation for assessment and accreditation by National assessment and Accreditation Council (NAAC).

The resource persons on the occasion included

- **Prof. E. Ramganesh** (Prof. Dept. of Educational Technology, Bharathidasan University, Tamilnadu) who deliberated on Criterion III – Research, Innovations & Extension,
- **Dr. Jyoti Patil** (Principal, Renuka College, Besa, Nagpur) who deliberated on Criterion I – Curricular Aspects and Criterion VI-Governance, Leadership & Management & Role of IQAC
- **Prof. Amiya Kumar Rath** (Advisor NAA, Bangalore) who deliberated on Criterion II – Teaching-Learning and Evaluation
- **Dr. Shirish Chindhade** (Retd. Principal and NAAC Assessor) who deliberated on Criterion IV – Infrastructure and Learning Resources
- **Dr. Khushvinder Kumar** (Principal, M.M Modi College, Patiala) who deliberated on Criterion V – Student Support & Progression
- **Dr. Pratibha Jolly** (Academic Consultant NAAC, Former Principal, Miranda House, University of Delhi) who deliberated on Criterion VII- Institutional Values and Best Practices.
Dr. S. S Thind, Secretary, College Governing Council congratulated Principal Dr. Pargat Singh Garcha and the faculty members on the successful completion of the Faculty Development Programme. The workshop was attended by faculty members of five mentee colleges Cordia Group of Colleges, Sanghol, Arya College, Ludhiana, Sant Baba Bhag Singh Memorial College, Sukhanand, Shanti Tara Girls College, Ahmedgarh and Shree Atam Vallabh Jain College, Hussainpur, Ludhiana along with more than 2000 participants all over India.

**Detailed report of the Seven Days Workshop on NAAC – RAF is attached herewith.**
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, Gurusar Sadhar
Affiliated to Panjab University, Chandigarh
Keynote Address:
Aug 17, 2020

Prof. (Dr) E. Ramganesh
Aug 17, 2020
Criterion I - Curricular Aspects
Dr. Jyoti Patil, Principal,
Renuka College Besa, Nagpur & NAAC Assessor

Aug 18, 2020
Criterion II - Teaching-Learning & Evaluation
Prof. Amiya Kumar Rath, Advisor NAAC
Bangalore

Aug 19, 2020
Criterion III - Research, Innovations & Extension
Prof. (Dr) E. Ramganesh
Prof. Dept of Educational Technology,
Bharathidasan University, Tamil Nadu & NAAC Assessor

Aug 20, 2020
Criterion IV - Infrastructure and Learning Resources
Dr. Shirish Chindhade
Red Principal & NAAC Assessor

Aug 21, 2020
Criterion V - Student Support & Progression
Dr. Khushvinder Kumar
Principal,
MM Modi College, Patiala & NAAC Assessor

Aug 22, 2020
Criterion VI - Governance, Leadership & Management & Role of IQAC
Prof. (Dr) E. Ramganesh

Aug 24, 2020
Criterion VII - Institutional Values and Best Practices
Dr. Pratibha Jolly
Red Principal,
Mirinda House, New Delhi & NAAC Assessor
ABOUT THE COLLEGE

The foundation stone of this historic institute was laid way back in 1921. This college has a proud heritage of excellence and innovation. This prestigious institute is blessed as it stands in the name of the Sixth Guru, Guru Har Gobind Sahib Ji, who donned the swords of Miri-Piri that symbolize spiritual and temporal authority. The story of its growth from a small institution in the pre-independence India to a well-established ‘Seat of Learning’ of the present times is a saga of dedication, conviction and vision of Late Nihang Shamsher Singh who worked against all odds and saw it growing step by step. This pious place was converted into Gurmukhi Pathshala in 1921 which he preferred to call a college. The Pathshala flourished into a High School by the year 1928 and with his untiring efforts an intermediate college was started in 1948 which became a degree college later on.

It was in the year 1955 that the present G.H.G Khalsa College of Education came into being and the herculean task of training the ‘Nation Builders’ was started with the establishment of B.T and a sanctioned strength of 100 seats. The College attained the stature of post-graduate institution with the inclusion of M.Ed. in 1982.

At present, the college has a sanctioned strength of 100 seats of B.Ed. and 50 for M.Ed. course. It is permanently affiliated to Panjab University, Chandigarh, is recognized by the N.C.T.E and has been accredited with Grade ‘A’ (i.e. Very Good College) by NAAC i.e. National Assessment and Accreditation Council, Bangalore an autonomous body of U.G.C, Govt. of India consecutively for two accreditation cycles (CGPA-3.04 in cycle-I and CGPA-3.30 in cycle-II).

The college has contributed a lot to this area by producing thousands of professionally qualified male and female teachers. The college motto “Man Neevan, Mat Uchi” clearly reflects its goals and mission. The main aim of the college is to produce well-informed, skilled and effective teachers for secondary schools and Colleges of Education. Besides producing ‘teachers’ for Secondary Schools, and ‘lecturers’ for Colleges of Education, we are also producing ‘Principals’ for Colleges of Education. It is interesting to note that more than 15 Colleges of Education in Punjab have Principals from this college. This college is also known as “NURSERY OF PRINCIPALS”.

PARAMARSH REPORT (GHG KHALSA COLLEGE OF EDUCATION, GURUSAR SADHAR)
Active research is the backbone of an educational institute. This college has been known as the renowned center of quality research. All the Staff members are Doctorate and majority of them are guiding research work at Doctorate and Post graduate level and are engrossed in academic activities of high esteem. The college is an institutional member of Council for Teacher Education (CTE) and life member of All India Association of Educational Research (AIAER).

The college has been selected by National Assessment and Accreditation Council (NAAC) as mentor institution to Non-Accredited institutions under PARAMARSH Scheme of UGC. The main objective of the scheme is to enhance the overall quality of the mentee institutions and Mentoring the Non-Accredited Higher Education Institutions to enable them to get accredited.
Dr. E. Ramganesh congratulated the team for organizing workshop. Technology is instrumental for communication. India – Unity in Diversity. The first country to introduce universities to the world (Nalanda Taxila University) Atam Nirbhar India. Higher education needs to be qualitative. Quality is Assurance – everyone is responsible. Quality actually indicates Zero error and fitness for purpose. Quality is for transformation and purposeful. Quality awareness is imperative for progress of the institution and for inculcating quality culture.
Criterion I
Curricular Aspects

Resource Person
Dr. Jyoti Patil
Principal, Renuka College, Besa, Nagpur.

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.

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

Dr. Jyoti Patil deliberated on Criterion I and highlighted her inputs across 4 key indicators. She appreciated the motto of the college—Simple living, high thinking. One needs to blow like sun; if he/she wants to shine should be the motto for success. India is a Single largest provider of global talent. Major stakeholders in NAAC Assessment & Accreditation are Internal (Management, Staff & Students) & External (Parents, Alumni Community).

ICT enabled

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

Shift to increase objectivity and transparency

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

Third Party Evaluation – Roping in multiple agencies in assessment

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

Shift towards Scalability and Robustness

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

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.

Shift in Students Participation in all areas of assessment

• Student support services have more scores for colleges as compared to universities.
• Increase participation of students in communities like IQAC, CDC etc.
• Active alumni in assessment process.

Boosting Benchmarks

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

Pre-qualifier for Peer Team Visit

• 25% of System Generated Score (SGS)
• 70% online evaluation and 30% peer judgement
• The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.
  i. For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is lesser.
  ii. For Universities – 10% of the student population or 500, whichever is lesser.
• 10% response of student satisfaction survey is mandatory. If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
CRITERIA I – CURRICULAR ASPECTS

- Metrics in criteria I
- 3QIMs (25 Marks) + 8 QnMs (75) = 11Metrics (100)

Outcome based curriculum (To be uploaded on institutional website)

- **Programme Outcomes**: COs are statements that describe what students should be able to do at the end of a course
- **Programme Specific Outcomes**: POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.
- **Course Outcomes**: COs are statements that describe what students should be able to do at the end of a course
- **Learning Outcomes**: Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

Graduate Attributes – Expertise attained by a Graduate after the degree

QUALITY ENHANCEMENT TIPS

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

For keeping the documentary proof of curriculum development participation, teachers must maintain records in the form of emails/letters/minutes of meetings etc.
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

Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.

- 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 coursed to be related to your programme department

Examples - Radiation Biology, Refrigeration Communication and Business Oriented English, 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: Each HEI must frame key indicators/statements related to feedback regarding curricular aspect from various stakeholders. The details of feedback Performa making process must be recorded and put in online and offline mode. Feedback should not be collected only at the end of the programme rather it must be a continuous process.

➢ 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.

**Metric details and documents required according to Standard Operating Procedure for Data Validation and Verification (Do’s and Don’ts)**
1.1 Number of Programmes offered year wise for the last five years- *Provide year-wise list of all programs that have been operational during the assessment period. (Short term programs which do not lead to a degree are not to be included)*

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.- *Approved Minutes of relevant Academic Council/BOS meetings highlighting the specific agenda item regarding the metric from the competent authority: (university/autonomous bodies).*

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development during the last five years.-- *Syllabus Copy of the courses highlighting the focus on employability/ entrepreneurship/ skill development. Reflection of mapping the courses to employability / entrepreneurship / skill development.*

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years-- *Courses of varying durations (of at least 30 contact hours), that are optional, and offered outside the curriculum that add value and helping them students in getting placed.*

1.3.4 Percentage of students undertaking field projects / internships (Current year data)-- *Internship completion certificate from the organization where internship was completed. Report of the field visit / sample photographs of the field visit permission letter will be considered*

**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. 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 Raath,
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 HEI 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 pre decided targets.
- Average pass percentage of students.
- Online student satisfaction survey will be conducted with regard to teaching learning process.
Prof Amiya Raath 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. Raath 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:**

<table>
<thead>
<tr>
<th>Metric no.</th>
<th>Qualitative or Quantitative</th>
<th>Marks distribution</th>
<th>How calculation is done</th>
<th>Minimum score calculation</th>
<th>Maximum score calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1</td>
<td>QIM</td>
<td>20</td>
<td>20 x 2 = 40</td>
<td>20 x 0 = 0</td>
<td>20 x 4 = 80</td>
</tr>
<tr>
<td>2.3.2</td>
<td>QIM</td>
<td>15</td>
<td>15 x 3 = 45</td>
<td>15 x 0 = 0</td>
<td>15 x 4 = 60</td>
</tr>
<tr>
<td>2.3.3</td>
<td>QnM</td>
<td>15</td>
<td>15 x 2 = 30</td>
<td>15 x 0 = 0</td>
<td>15 x 4 = 60</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>115</td>
<td>0</td>
<td>200</td>
</tr>
</tbody>
</table>

It is hypothesized that the HEI 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:

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Question</th>
<th>Benchmark values</th>
</tr>
</thead>
</table>

PARAMARSH REPORT (GHG KHALSA COLLEGE OF EDUCATION, GURUSAR SADHAR)
<table>
<thead>
<tr>
<th>metric</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.3</td>
<td>More than</td>
<td>AA</td>
<td>BB</td>
<td>CC</td>
<td>DD</td>
</tr>
<tr>
<td>Ratio of mentor to</td>
<td>than equal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students for academic</td>
<td>equal to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and other related</td>
<td>AA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>issues. (Data for the</td>
<td></td>
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<tr>
<td>latest completed</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>academic year) (15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Here the score is system generated if e.g the HEI 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 x 15 =60

EXAMPLE – 2

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. full time teachers</td>
<td>122</td>
<td>121</td>
<td>122</td>
<td>123</td>
<td>125</td>
</tr>
<tr>
<td>No. full time teachers with Ph.D.</td>
<td>52</td>
<td>53</td>
<td>56</td>
<td>59</td>
<td>66</td>
</tr>
<tr>
<td>Percentage per year</td>
<td>42.62%</td>
<td>43.80%</td>
<td>45.90%</td>
<td>47.96%</td>
<td>52.08%</td>
</tr>
</tbody>
</table>

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 QLM:

Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the Institution:

Describe course outcomes (COs) for all courses and mechanism of communication within a minimum of 500 characters and maximum of 500 words.

**File description:**
- Upload any additional information
- Paste link for additional information
- Upload COs for all courses (exemplars from glossary)

### 2.6.2 QLM:

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**
- Upload any additional information
- Paste link for any additional information

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 the students have achieved? (Outcome based learning and teaching)
4. How to measure what the students have achieved? (Outcome based assessment)
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.
   - It consists of abilities to be attained by the students before they graduate, which are formulated based on the program educational outcomes.
   - PO can be in the form of statements pertaining to different domains of teaching learning (Cognitive, Conative, Affective etc.)
   - Therefore it includes all the skills, knowledge and behaviour/ attitude which the graduates should attain by the time of graduation.
   - The programme 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.

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 student participation whether active or passive.
5. Type of perspective provided in the information sequential or global.

**The learning paradigm and the instruction 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 of the job market. On the
basis of a survey conducted by Professor Raath 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 Power point 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 evaluation 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.
Metric details and documents required according to Standard Operating Procedure for Data Validation and Verification (Do’s and Don’ts)

2.1 Number of students year wise during the last five years -- **Provide appropriate document duly certified by competent authorities.**

2.1.1 Average percentage of students from other states and countries during the last five Years--
- Copy of the domicile certificate/passport from respective states / countries Previous degree/ Matriculation / HSC certificate from other state or country.

2.1.2 Demand Ratio (Average of last five years)-- **Document relating to Sanction of intake Extract of No. of application received in each program.**

2.2 Number of outgoing / final year students year wise during the last five years **Provide document showing the number of outgoing/final year students indifferent programs during the assessment period.**

2.2.2 Student - Full time teacher ratio (current year data) - A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), e-learning resources etc.- **List of teachers using ICT enabled learning facility. LMS website/ Academic management system. Link of LMS, moodles etc, link of resources created. Geotagged Photos.**

2.6.3 Average pass percentage of students - **Annual report from examination section highlighting pass percentage of students. Certified report from Controller Examination indicating pass percentage of students year-wise / program-wise.**
**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 a track 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
Dr E. Ramganesh
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. Ramganesh 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 are:**

- Our research must address sustainable development goals. Do not research for the sake of doing out. (Relevant to NAAC Accreditation)
- NAAC Team would like to see social impact created by institution in terms of research initiatives.
- 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.
- Collaboration with local agencies (Village and District level)

**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. Satisfy help stakeholders. This is how NAAC wants to assess you. For Example students in terms of curriculum. Stakeholders achievement is very important.
- Contribution at local/state/national level. By an institution in terms of research every criteria must be cater to stakeholder satisfaction.
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 be provided with seed money to research scholars and faculty members for solving the problem faced by the institution itself.
- No 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 etc.
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.
- Number of full time teachers appointed.

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

Academia will take up research or outcome of research centre will take idea and industry will give product.

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.
- Science faculty must attract one company to house in the 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.

**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 etc. For making collaborative endeavor impactful it is mandatory to have 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 and corporate trainers.
Metric details and documents required according to Standard Operating Procedure for Data Validation and Verification (Do’s and Don’ts)

3.1.2 The institution provides seed money to its teachers for research (average per year) (INR in Lakhs)- *Sanction letter of seed money to the faculty is mandatory. Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized.*

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)- *Grants given by their own trust / sister institutions not to be included.*

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years-- *Only activities with a bearing on Intellectual Property Rights, Innovation practices, and Industry-academia initiatives should be considered here.*

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards (Yes /No) - *Ranges from Study leave to monetary and promotion benefits*

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years-- *Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list. Incomplete entries will not be considered. If details given are not complete with the UGC link, the respective publication will not be considered*

3.5.2 Revenue generated from consultancy during the last five years (INR in Lakhs) - *Letter from the beneficiary of consultancy along with honourarium paid details including non-remunerative Consultancy. Research projects where the consultant is Principal investigator cannot be considered here.*
3.6.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red cross/YRC etc., during the last five years - *All evidences including photographs should have proper dates and captions respectively. Can be supplemented with Newspaper reports of events.*

**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 for 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

He deliberated on the Criterion IV of NAAC related to Infrastructure and Learning Resources.

He highlighted the following features:
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 Don’ts**
  - Never outsource any activity as it
    - Kills creativity and innovations
    - Repels others from active participation
    - Deprives others of learning experiences
    - Encourages dependence on others
    - Renders others lethargic
  - 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
  - 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 must 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 number of classrooms, capacity equipment (LCD, Smart board etc.)
- Administrative rooms and equipment
- Library, labs, equipment, auditorium
- Common rooms, restrooms for staff and students
- 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 inadequate print form learning material. How to tackle this issue?

Possible inputs in the answer:

Considering the growing need and emphasis on e-learning, the dependence on print material is reducing fast. 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 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 of information and News coverage

**Bottom-line**

- Equipment and furniture is not merely an exercise in building a meticulous inventory of academic and support facility.
- All equipment has to be justified with evidence of tangible quality outcomes

**What is important?**

- Draft SOPs for all activities – SOP is a stated methodology for conducting an activity in individual/ organizational 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 are futile. It’s a waste of time, energy, man power, resources.

**Metric details and documents required according to Standard Operating Procedure for Data Validation and Verification (Do’s and Don’ts)**

**4.2.4** Average annual expenditure for purchase of books and journals during the last five years. (INR in lakhs)-- *Avoid recurring expenditure on laboratory and acquisition of books and journals. Audit statement highlighting the expenditure for purchase of books and journal library resources.*

**4.2.6** Percentage per day usage of library by teachers and students (current year data) -- *Provide the log book entries of Library users on any five days. The DVV will ask for library log-book any random five selective days during DVV clarification process. The DVV should ask for log book data for specific dates on a sample basis.*
**Conclusion:** Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis. The adequacy and optimal use of the facilities available in an institution are essential 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 - benefit from these facilities.
Criteria V
Student Support and Progression

Resource Person
Dr. Khushvinder Kumar
Principal, MM 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. Khushvinder 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 many 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 man making 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 then 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.

To take the help of the members of alumni association for training their students in various fields like sports, literary etc.

Metric details and documents required according to Standard Operating Procedure for Data Validation and Verification (Do’s and Don’ts)
5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years—*“Students benefited” refers to students enrolled / attending the said programs*

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases.—*Report of incident management of grievances from the concerned cell is essential. The mechanism of addressal should be available as document and preferably hosted in the HEI’s Website. The link of the same shall be provided to validate the same.*

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year—*Only the activities organised by the institution need to be considered.*

**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.
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, we have to follow this process. 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)

- 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 have an official impressive website mentioning its 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 spam, but, it is advisable to review it from time to time.

![](image)

• Mission is broad outline of vision.
• Vision statement must be future oriented describing what an institution wants to achieve.
• Mission statement must focus 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”.
- 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 educationally backward students, Guest Lectures of renowned personalities, Excursions, Study Tour and Educational visits should be a regular feature of institution.
- Internet facility to be provided to the students to explore wider knowledge.
- 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 with 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

For reviewing and revising its vision and mission, an institution must follow proper procedure.
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 refreshers and orientation courses and visit other colleges as resource persons
• The college should motivate and encourage its teachers to send the proposal for minor and major research projects to the funding agency like UGC.
• Teachers must be 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 in order to enhance their efficiency and effectiveness.
• Institute should regularly send its faculty in various training programme, conferences, seminars and workshops for their enrichment 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 in 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 mode 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

Metric details and documents required according to Standard Operating Procedure for Data Validation and Verification(Do’s and Don’ts)
6.3.2 Average percentage of teachers provided with **financial support** to attend conferences / workshops and towards membership fee of professional bodies during the last five years--

*Without proof of payment on financial support for faculty development, mere name-list of the faculty will not be considered.*

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year--

*The initiatives should be through IQAC and should have special focus on promoting quality culture in the institution. Activities other than quality initiatives not to be considered.*

**Conclusion:** 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. 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. Efforts should be made to upgrade the professional competence of the staff. There should be mechanisms evolved for regular performance appraisal of staff.
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

<table>
<thead>
<tr>
<th>Economic Responsibility</th>
<th>Social Responsibility</th>
<th>Civic Responsibility</th>
<th>Environmental Responsibility</th>
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<tr>
<td>Financial ethics</td>
<td>Humanism</td>
<td>Law, order discipline</td>
<td>Green Practices, Combating climate changes</td>
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<td>Responsibility and</td>
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<td>accountability</td>
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<thead>
<tr>
<th>Government Responsibility</th>
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<tr>
<td>Just everything</td>
<td>Employment partnership</td>
<td>Financial ethics and accountability</td>
<td>towards self, community, society and nation</td>
</tr>
</tbody>
</table>

- **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. **Democratisation**- 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
  • Adaptt--------------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
Metric details and documents required according to Standard Operating Procedure for Data Validation and Verification (Do’s and Don’ts)

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years-- *The focus of the program should be on gender equity/promotion. Avoid programme which does not pertain to gender.*

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years-- *The extract of expenditure should focus only on green initiatives and waste management.*

**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 authority. In some unspecified time in the future in time the institution evolves a few innovation 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.