

Proceedings of Two Days

National Webinar on

Qualitative Initiatives and Best Practices in Higher Education Institutions

Organized by

GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana

Sponsored by

National Assessment & Accreditation Council, Bangalore

GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana organized a Two day National Webinar on the much needed issue for Higher Education Institutions i.e. Qualitative Initiatives and Best Practices in Higher Education Institutions on August 27-28, 2021. The webinar was sponsored by NAAC, Bangalore.

The resource persons of the webinar were Dr. Shyam Singh Inda Assistant Adviser, National Assessment and Accreditation Council (NAAC), Prof Amiya Kumar Rath, Adviser, National Assessment and Accreditation Council (NAAC), Dr Krishan Kant, Principal, Aggarwal P G College, Ballabgarh, Faridabad, Dr Lydia Fernandes Former Dean, Faculty of Education, Mangalore University, Mangalore, Prof R G Kothari Former Dean of Faculty of Education and Psychology, M. S. University, Vadodara, Gujarat Former VC, VNSG University, Surat & President, CTE Gujarat Chapter, Dr Ashwani Bhalla Professor, Department of Commerce, SCD Government College for Boys, Ludhiana



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Prof Amiya Kumar Rath,
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Dr Lydia Fernandes
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Prof R G Kothari
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Former VC, VNSG University, Surat &
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Day 1

Session 1

The Webinar commenced with seeking the blessings of Almighty; the College Shabad followed by a formal Welcome by Principal Dr Pargat Singh Garcha who gave an overview of the need of bringing quality management strategies in all academic and administrative aspects of higher education institutions.

The session began with the IQAC Coordinator Dr Manu Chadha deliberating upon the Need, importance & Objectives of the Webinar. Dr Manu stressed that in this competitive and rapidly changing world, the performance of higher education institutions is a growing concern. Quality Assurance mechanisms at institutional level may be implemented rigorously. There is a need of Outcome-based teaching and outcome-based learning in all higher education institutions, For incentivizing quality, Indian higher education institutions should create a supportive environment for quality research and innovations at the International level and as such the country can have better chances to come under the world class ranking system. While quality assurance has always been a matter of concern and significance in education, in general, and in professional education and technical education in particular, the recent quantitative expansion in India has caused educators to devote careful attention to the quality.

Resource Person: Dr. Shyam Singh Inda Assistant Adviser, National Assessment and Accreditation Council (NAAC)

Topic of Deliberation: Qualitative Initiatives and Best Practices in Higher Education Institutions,

To facilitate the participants with the main theme of the webinar ie Qualitative Initiatives and Best Practices in Higher Education Institutions, the resource person was Dr. Shyam Singh Inda Assistant Adviser, National Assessment and Accreditation Council (NAAC)

Dr Shyam kicked his discourse by emphasizing that Quality is a habit and should be imbibed which can be evolved by continuous efforts of all stakeholders. Ensuring and maintaining Quality is everyone's responsibility, in fact a collaborative effort. Higher Education Institutions should promote an environment that can facilitate academic and administrative functions and create a learning environment to facilitate the overall development of students in the cognitive, physical and ethical dimensions. It requires international dimensions.

Dr Shyam illustrated the concept of Quality control and Quality assurance and spoke at length about the components of Quality Assurance and the need to create its awareness among stakeholders. He stressed on Quality assurance mechanisms and its relevance in the accreditation process stating the role of Government ,QA agencies, Faculty& students in Higher Education Quality.

Quality assurance aims to give stakeholders confidence about the management of quality and the outcomes achieved. IQAC is integral to the institution

Importance of traditional books irrespective of the fact that in this era there are e-books, e-pathshala.

Dr Shyam threw light on characteristics of Education 3.0 and described a variety of ways to integrate technology into learning. With Education 3.0, classes move away from traditional lectures and instead focus on interactive learning, with question and answer sessions, reviews and quizzes, discussions, labs, and other

project-based learning, thereby changing attitudes towards learning, assessment & evaluation. Collaboration with high ranked universities of USA, European Countries, Australia, etc., so that best practices of these international universities can be adopted in our higher educational institutions.

Stressing on the genesis and emergence of Education 3.0, Dr Shyam explained that Learners can take control and manage their own learning i.e. Autogogy. The students are the head and the courses are the tail. In nut shell, the learners are important factors but not ultimately responsible for quality assurance. In fact the teachers, management, community, parents. non-teaching staff need to materialize and tap the learners right path. A personalized learning environment increases the students' motivation and creates a learning situation where they can control their own learning at their own pace and allows students to actively design their own learning strategies. PLE enables better contact between student/teacher, and the education is less teacher-centred. He talked about the various platforms involved in PLE.

Concluding his talk Dr Shyam stressed that there should be no scarcity in quality standards, no institutional boundaries ,learners can design their own learning mode.

The session concluded fruitfully with appropriate response to the queries put forth by the participants.

-Talking about Edu3.0 Keeping in mind the pandemic, when everything is going online what parameters should be focussed on in maintaining quality in terms of Teaching learning & assessment.

He responded that although online teaching has been imposed on us but has turned out to be most fruitful, learning technology and its appropriate usage has made us active learners. Evaluation in the form of feedback from participants as a mechanism of evaluation. However the online mode has increased the stress level of students making them more frustrated constantly sitting in front of sys for long hours. So more so it is required to analyze their active participation. Open book test, online testing has evolved over the traditional mode .this is a big challenge but need to cope so as to evolve and develop ourselves.

Seeking illustrations about external quality assurance, Dr Shyam quoted instances like Academic Administrative Audit ,Green audit, Waste management, Energy audit can be done by external quality assurance agencies. He cautioned that these agencies should be recognized Government bodies (eg QCI)rather than private agencies.

Responding to a query about how gaps regarding offline activities which could not be carried out due to pandemic can be covered by NAAC giving a relaxation for almost 6 months to one year. Online activities with valid documentation are also being given due weightage. NAAC is taking into consideration various challenges.

Regarding recent recognition letters by NCTE, while filling IIQA the recognition letter after 2014 i.e. involving Conversion of Programme from 1 year to 2 year is considered valid and no recent recognition letter is required.

The session ended with a note of appreciation and gratitude for NAAC officials in mentoring the higher education institutions.

Day 1

Session 2

Resource Person -Prof. Amiya Kumar Rath , Adviser, National Assessment and Accreditation Council

Topic of Deliberation- Online Assessment and Accreditation Methodology in RAF.

Prof. Amiya Kumar started his discourse by focusing on the revised accreditation framework. He discussed the various criteria in detail and mentioned that these criteria have been divided into various key indicators and further into qualitative and quantitative metrics. He highlighted that the various qualitative and quantitative metrics correspond to the actual task to be carried out under these metrics. He further informed that the Manuals and Metrics are different for different institutions like Universities, Post Graduate and undergraduate institutions. Prof. Amiya Kumar suggested that although the institutions need to answer the various qualitative Metrics within 500 words yet they need to mention precisely which work has been done in the last five years related to various aspects of assessment and accreditation.

Prof. Amiya talked at length about the student satisfaction survey which has been recently added in the Revised Accreditation Framework. In this regard he highlighted that the Student Satisfaction Survey consists of 1 subjective and 20 objective questions. An institution needs to upload data (contact numbers and e-mail ids) of all currently enrolled students and the NAAC assessors will initiate a maximum of two attempts to reach the desired level of responses. For undergraduate and postgraduate colleges responses will be sought from at least 10% of the total students enrolled or 100 students for collecting data related to student satisfaction. For universities the data is collected from 10% or 500 students.

Further Prof. Rath gave a detailed account of the timeline for assessment and accreditation where he emphasized that the institution must prepare a Self -Study Report before submitting the Institutional Information Quality Assessment.

Prof. Rath advised that before finalizing the SSR the institutions must consult SOP so that they could know what exactly to be filled or not to be filled in a particular metric. Apart from the above aspects Prof. Amiya threw light on the process of validation of data on the part of officials from National Assessment and Accreditation Council. Regarding this he stated that data validation starts within a week of submitting a Self-Study Report. The officials from the NAAC go through the uploaded data and ask for clarification from the institution if any discrepancy arises. In that case the institution needs to submit the supporting document. While concluding the session Prof. Amiya Rath stressed that before going for the assessment and accreditation process, institutes must ask themselves that Why they are going for NAAC just for the sake of grades or get a CGPA or really improve the quality of the education. He also remarked that the thorough study of the manual is very important before preparing and submitting the Self Study Report.

Day 1

Session 3

Resource Person - Dr. Krishan Kant, Principal, Aggarwal P.G. College, Ballabgarh, Distt. Faridabad , Haryana

Topic of Deliberation- Identification of Best Practices and their Sustainability.

Dr. Krishan Kant started his discourse by focusing on the various aspects such as identification, implementation, institutionalization, internalization and dissemination of best practices. He discussed how these best practices must be sustainable in higher education institutions. He emphasized the changing role of teachers as well as students in the present competitive world as specified in the recently revised NEP.

He highlighted that for raising the standard of education in higher education institutions we need to improve the quality of education. With the advent of NEP, a new era of education with a strong foundation on rich Indian core values, Global standards is dawning in India. It has seeds of a total paradigm shift of education due to the influence of NEP. Also there is a complete transition from face to face teaching -learning to online teaching due to COVID 19. In the next phase of his talk sir explained about how our needs transform into challenges so that they become opportunities in the future for learning society. He further discussed about current themes of Best Practices as per global perspectives :

- Call for new teaching methods
- Value based skill education with human touch
- Modern technologies have been entered into the classroom.
- More stress on soft skills than domain knowledge
- Instill strong character, integrity, nationalism and concern about society
- Focus on innovation, entrepreneurship
- Value based, Market oriented education

Sir explained that forces of change in the university/HEIs need to be focused on the basis of Evolution, Revolution and Extinction. So HEIs must be relevant in changing national and global contexts and must respond to the emerging challenges and pressing issues such as

- Value based skill education
- Employment not placement
- Gender equity
- Human values and professional ethics
- Environmental consciousness and sustainability
- Inclusiveness etc.

Afterwards sir discussed expectations to develop ECO systems in HEIs like 3Es, Promotion of Research, Good leadership and governance, institution-industry integration, Management of Human Resources etc.

For this purpose capable, committed, dedicated and strongly determined teachers must be part of this system and for training these teachers institutions need to arrange FDPs with special focus on the aspects like domain knowledge, technology, and research etc.

Dr. Krishan Kant highlighted the various aspects that are helpful for institutional excellence to promote best practices in different areas.

Further Dr. Kant provided an overview of 3Es i.e efficiency, effectiveness and enrichment and seven steps of quality enhancement in NAAC through seven criteria. Sir stressed that quality notions and their realisation through various human resources as academic leaders, Policy makers, students, administrators as well as institutional as a whole.

Dr. Kant mentioned the 9M(Men, Materials, Machines-equipment, Management, Methods, Measurement, Motivation, Money and Market)and 8R(Right for Qualification Framework, infrastructure, Faculty, Learning Resources, delivery mechanism, encouragement for Research and consultancy, Program for institution specific staff development and mechanisms internal quality assurance) as factors of quality assurance in HEIs and 5Is (Innovation, intent, inclusion, investment and infrastructure) for promotion of quality and self reliance.

Dr. Krishan Kant pointed out that institutional excellence in higher education is the aggregate of the best practices followed in different areas of institutional performance based on a five stage strategy as identification, implementation, institutionalization, internalization and dissemination with reference to the 4,5,6,7 and 9 goals of sustainability and mainly focused on Goal 4.

The planning and preparation of best practices in the HEI should be based on various goals of sustainability. Dr. Kant advised that the institutions must correlate student support and progression with best practices in the institution.

Sir concluded his session on a note that “There are many variations in innovations and best practices that are being practiced by many HEIs' '. There is no end to good things and no fixed time to start a good practice. ***Think, develop, adopt and sustain the best practice silently so that the success and outcomes speak and roar very loudly.***

Day 2

Session 1

Resource Person - Dr Lydia Fernandes Former Dean, Faculty of Education, Mangalore University, Mangalore,

Topic of Deliberation: Incentives for Holistic Quality Performance

Sister Dr. Lydia introduced her topic by accentuating that, today's educators are expected to balance student learning and growth with professional responsibilities of purposefully designed learning material that meets all the needs of the students, while also challenging them to strengthen already existing skills, interests and understandings and simultaneously constructing new skills and concepts leading to holistic development.

She very rightly emphasized that Holistic Development of the learner is the base for Holistic Quality Performance. Holistic development essentially means the development of intellectual, mental, physical, emotional, and social abilities, competencies and skills in a learner so that he or she is capable of facing the demands and challenges of everyday life. These abilities are numerous and are vitally important for success both in personal and professional learning aspects of a student's life.

Dr Lydia cited beautifully that it would be apt here to look at the responsibilities of teacher education to build or inculcate the competencies and attitudes that are required of teacher training towards teacher capabilities that need to be built in him or her as well as personalized by him/her.

Sister elaborated the essential aspects of Holistic Performance Competencies i.e.,

- Working towards a Personal Knowledge Base.
- Personal-emotional-social-spiritual Integration
- Professional Ethics and Obligations
- Modelling as the Effective Mode of Behavioural Changes

She illustrated that people with a high level of personal mastery, live in a continual learning mode, a process and a lifelong discipline and entails developing personal vision and a commitment to truth'

When it comes to practical reality in teacher education there is a risk of it becoming totally outdated. While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies, techniques of teaching, research and attitudinal inputs, it is necessary to provide systematic and organize orientation programmes for the large number of teachers who are outdated whom Dr Lydia quoted as 'burnt-out teachers'.

Taking Daniel Goleman (1995) theory who popularized Emotional Intelligence (EI) Dr Lydia referred to people with high EI as emotionally competent and having greater mental health, job performance, and leadership skills. Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skills are characteristics or the traits that are needed for personal effectiveness

Relating to Professional Ethics and Obligations, Dr Lydia deliberated that a person with professional ethics and obligation is bound to be a person with positive attitude and will be proactive in one's dealings and performance

Dr Lydia strongly emphasized that the student learns essentially through observation whereby the educator becomes a powerful model for holistic development of the learner. Hence, the importance of the holistic performance of the teacher as a model to the learners, namely, a teacher who exhibits a strong personal knowledge base, behaviours of emotional competence/emotional intelligence and positive ethical and value orientation becomes an emphatic model for the students to develop those behaviors

The resource person enumerated some areas of incentives that will urge the educators to pursue holistic quality performance.

- **Path Paved by the National Assessment and Accreditation Council (NAAC)** where Dr Lydia stressed on the five core values as outlined by the NAAC forming the foundation for assessment of institutions and the seven criteria with respective key indicators that represent the core functions and activities of a higher educational institution to provide ample scope and urge for teacher education to aspire towards holistic quality performance.
- **Incentives from Administration and Management:** The learned resource person highlighted the role of an administrator and focused on making your teachers' lives easier so that they can teach and your students can learn. The teachers who have a high level of job satisfaction are the ones who remain ever motivated and contribute at the highest level.

She stressed upon the fact that keeping the teachers motivated can be a challenge but it is an essential part of the students' overall success. Great teachers are those that are motivated to excel and take pride in their students' success both inside and outside the classroom. Administration needs to take time to experiment with some of these tips to find what works best in their school!

Dr Lydia shared that one of the problems faced in the institutions is competition among the faculty, one trying to surpass and outdo the other while the holistic growth of learners demands that we pool our energies, or combine the strength of people through positive teamwork, to achieve the goals that no one could have done alone, and to be more effective in our vision and mission of education"

As per the resource person, Intrinsic Motivation is the key to Holistic Performance. She guided the participants that competence pertains to how much their action aligns with their capabilities i.e., knowledge and skills. There is a dire need to feel capable of achieving the desired outcome. Obligation towards one's growth is a self-understood and accepted responsibility. Hence, it is ethical that the educator takes on those personal responsibilities and holds himself/herself responsible when one succeeds as well as fails.

While incentives from all other sources are important, they are external and only the means to create in a teacher a desire and an attitude.

Sr Lydia concluded her session by a sermon that only a professional who is motivated from within, urged to perform one's best in all the aspects of his/her responsibility towards holistic education of the learners can

use all other external incentives to the best advantage for what eventually matters is, 'WE TEACH WHO WE ARE'

The discourse included dynamic and stimulating concepts pertaining to higher education and more specifically, teacher education in our country.

Responding to a query put forth by a participant Dr Lydia cautioned the educators that the present generation i.e Z-generation is highly vulnerable and has a dire thirst for achievement. There is a need to develop requisite competencies among the learners which is possible if the teachers and the teacher educators themselves exhibit desirable professional and personal values.

Day 2

Session 2

Resource Person: Dr R. G. Kothari, Former Dean of Faculty of Education and Psychology, M.S. University, Vadodara, Gujarat

Theme: Innovative Practices in Research, Consultancy and Extension

Dr. R. G. Kothari began his discourse by describing the importance of research consultancy and extension in the NAAC accreditation, where the total weightage given to this criterion is 250 for Universities and 150 for autonomous colleges and affiliated colleges. Dr Kothari described research as an activity born out of man's problems, thus the main purpose of research is service to mankind. Research should help in solving practical problems of human beings. He further expressed his concern about the aimless research being carried out in the field of education whereas research in the medical line according to him was purpose oriented and helped to improve the quality of life. He took an example of the Covid-19 pandemic, in which a multidisciplinary approach helped in preparing a vaccine for this deadly virus. People from the field of geology, microbiology, chemistry, medicine etc. came together and through intensive research, found a solution for this grave problem of mankind. Thus, wherever a problem arises, research should be done to solve that problem. Similarly research in Social Sciences can also help in solving problems of the society and giving a concrete solution to them. People in the field of education should also do such research which helps in solving the problems in the field of education. Research and teaching should go together. For example a study could be done to see the real purpose and effect of seminars and webinars being done online especially during the period of pandemic.

What is the Purpose of Research?

Research is done for three main purposes:

1. Generation of knowledge
2. Establishing functional relationship between variables
3. Solving the problems of human beings and societies

“No research is bitter than bad research”. Keeping this quote in mind all the researchers should carry on their research with utmost sincerity so as to be able to give fruitful results and contribute to the generation of new knowledge and also in solving the current problems.

Research Based Alternatives- Dr. Kothari explained research based alternatives by taking an example of research done on programmed learning material in the 1980s in India. Nearly 70 to 80 studies were done to see the effectiveness of programmed learning in comparison to the traditional method. Majority of the studies concluded that the programmed teaching/ learning method was significantly better than the traditional method of teaching and learning. Similarly in the period of 1990-2010, Numerous studies were done on computer assisted instructions in comparison with traditional methods of teaching, again the studies proved that computer assisted instructions were significantly better than traditional methods of teaching. But the results of these studies were never put into practice. Similar research studies were done in America and it was found that program learning and traditional methods of teaching yielded the same results. But the educationist in America used the results in the classrooms and students were taught with programmed learning modules. When findings of research are used for practical purposes, they become innovative practices. When research findings are used to provide alternatives for solving problems of mankind, they become research based alternatives.

Extension activities- It was in 1997 when UGC introduced a policy framework for the development of Higher Education Institutions and introduced the term of Extension and communication in it. By extension activities it is meant that whatever research has been done, it should be allowed to go to the users of the field from where the research problem had originated. For example the findings of the research being done in Punjab Agricultural University should go to the farmers so that they can improve their farming practices. This attempt will be called an extension activity of Punjab Agriculture University. Any extension activity should be a regular program, for example if the teachers of a higher education institution are extending their services for adult education schemes, are educating the farmers, are creating awareness in the community and helping the community in some way or the other, such an activity is called an extension activity of the higher education institution. Educationists can attempt research on each goal of the millennium development goals of UNESCO, like research can be done on universal primary education, promoting gender equality and women empowerment, environmental sustainability efforts. Similarly the objectives of National Education Policy 2020 can be taken as a topic of research like Health Care, clean drinking water etc. While solving these practical problems a multidisciplinary approach has to be undertaken by the researcher then only a comprehensive and a concrete solution can be generated. The opinion of experts from different walks of life should be taken into consideration and a comprehensive solution should be generated. Thus extension activities help in utilizing the expertise of the higher education institution for the benefit of the community and such an attempt could be done with or without research.

Consultancy-Dr. Kothari remarked that higher education institutions are not providing real Consultancy Services as is being done by the experts in the area of Chemistry or Chartered Accountancy. Consultancy should include outreach programs for the community in the form of NSS, NCC activities and the like, which help the community in the neighbourhood of the institution. Such Consultancy Services can be paid and help in income generation for the higher education institution. For example a teacher education institution can send its teacher educators to the neighborhood schools for training the school teachers in innovative methodologies and practices, this would be an example of consultancy being provided by the higher education institution. Such practices can be converted into best practices if done on a regular basis generating useful results for the public at large. For example if the higher education institution is engaging in an activity like planting, it would be better if the plantation is done in the neighbourhood and some useful plants like medicinal plants are planted and taken care of. These plants can then be used directly for curing disease or can be used for preparing medicines. Such a practice will be called the best practice of the Institution. Dr Kothari then addressed the queries of the participants in which he clarified the difference between paid and unpaid consultancy, the equal consideration of both the types by NAAC peer team and the submission of documents to prove the consultancy services being given by the HEI.

Day 2

Session 3

Resource Person: Dr. Ashwani Bhalla, Professor, SCD Govt. College for Boys Ludhiana.

Topic of Deliberation- ‘Benchmarks in Higher Education for Quality Enhancement’

Dr. Ashwani Bhalla started his discourse with the fundamental problems faced by Higher Education in India. On the basis of his personal experiences, Dr. Bhalla raised the question that whether state governments and institutions have ensured accessibility, equity, and affordability in the context of higher education in India?. Sir quoted the examples of the state of Punjab in terms of its standing far behind on all the parameters mentioned above. He discussed that our state is lagging behind in Gross Enrollment Ratio (GER) as well as the issue of affordability at the higher level of education. Sir provided data based evidence to put forth his points. Dr. Bhalla pointed out various challenges being faced by higher education such as inadequate ICT facilities, improper curriculum design and its implementation, less focus on employability and entrepreneurship skills, academic inflexibility, underqualified teachers, unavailability as well as the problem of underpaid teachers. In addition to the above challenges Higher Education in India is also plagued with unfruitful research outcomes, missing link between : academia and industry; employment opportunities and student progression; governance and management; affiliations and inspections; incapability of seeking RUSA grants etc. Dr. Bhalla concluded his comprehensive talk by illustrating that these challenges need to be met in order to raise the standard of higher education. Sir also expressed the dire need of implementing NEP 2020 in its true spirit in order to bring quality at different levels of education.



**GHG KHALSA COLLEGE OF EDUCATION
GURUSAR SADHAR, LUDHIANA**



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