Proceedings of 7-days Faculty Development Program

On

Quality Assessment & Enhancement in Higher Education in the Light of New Frame Work of NAAC under

UGC Paramarsh Scheme
in collaboration with Mentee Institutions

on
June 22- June 28, 2021

Organized by

G.H.G Khalsa College of Education, Gurusar Sadhar, Ludhiana

GHG KHALSA COLLEGE OF EDUCATION, GURUSAR SADHAR. LUDHIANA
(Under Paramarash Scheme of UGC)
Organizes
SEVEN DAYS FACULTY DEVELOPMENT PROGRAMME
On

Quality Assessment, Enhancement & Sustenance in Higher Education in the Light of New Frame Work of NAAC

(22.06.2021 to 29.06.2021)
In Collaboration with
Mentee Colleges

Target Audience: Faculty members of Mentee Colleges, Academicians & Teacher Educators

About the Faculty Development Programme

Assessment and Accreditation is broadly used for understanding the "quality status" of an institution. In the context of Higher Education, the accreditation status indicates that the particular Higher Education Institution meets the standards of quality as set by the Accreditation Agency, in terms of its performance related to the educational process and outcomes, covering the curriculum, teaching- learning, evaluation, faculty research, infrastructure, learning resources, organization, governance, financial well-being and student services.

Now it's high time to initiate the process of accreditation and assessment in many of the colleges throughout the country which are still far away from the functioning of NAAC. NAAC possesses vital quality parameters which can head any Higher Education Institute to the path of success irrespective of its background and geographical location. In Revised Accreditation Framework (RAF), the main focus has been placed to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and ICT enabled. The Revised A&A framework include many new concepts like Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR), Data Validation and Verification (DVV) and Pre-qualifier Score and the Grading Pattern – Introduction of Grade Qualifiers etc. Hence this revised framework has put forward many new opportunities and challenges before every academician.

This FDP will be an attempt to present opportunities and challenges in the direction of quality improvement and sustenance in higher education as per the new framework of NAAC.

About the Organizer:

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

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

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

Instructions

Timings: From 1.00pm to 04.00pm, Daily. Participants are advised to be online at 12:55pm on each day.

Registration Fee: There is no Registration Fee for the FDP

Certification: E-certificates will be issued to the participants attending all the sessions.

E-platform: ZOOM APP and College YouTube channel www.youtube.com/GHGKCE

Registration Link: Please register on https://forms.gle/xKp54SECHxuMgvF58 by 21/06/21

OUTLINE OF THE FDP

Chief Guest: Professor Raj Kumar Hon. Vice Chancellor, Panjab University, Chandigarh				1:15 pm to 1:40 pm
22 June 2021	**Keynote Address:** Dr. Pratibha Singh, Deputy Adviser NAAC New Delhi			1:45 pm to 2:30 pm
Date	**Topic**	**Resource Person**	**Session Co-ordinators**	**Timings**
22 June 2021	Guidelines For the Preparation of SSR Reports for NAAC Accreditation	**Prof. A.S. RAO** Teacher Educator Former Academic consultant, Azim Premji Foundation and NAAC Bangalore	Dr. Manu Chadha Dr. Jasleen Kaur Dr. Mini Sharma	2:30pm to 4:00 pm
23 June 2021	Process of Writing and Publishing Quality Research Papers in Indexed Journals	**Dr. Neeraj Kumar Singh** Deputy Librarian, A.C. Joshi Library, PU, Chandigarh	Dr. Jasleen Kaur Dr. Satveer Kaur	1:00 pm to 2:30 pm
	Meeting Quality Outcomes for Higher Education Institutions	**Dr. Jayanti Dutta** Deputy Director, UGC HRDC, PU Chandigarh		2.30 pm to 4:00 pm
24 Jun 2021	E-Learning and E- Content Development in Present Scenario	**Dr Jyoti Patil** Principal, Renuka College, Besa , Nagpur.	Dr. Rachhpal Singh Dr. Jagjit Singh	1:00 pm to 2:30 pm
	Issues & Challenges in Teaching, Learning and Evaluation	**Dr. Gopal Kalkoti** Principal, M V Mandali College of Com & Sci. Andheri (West) Mumbai		2.30 pm to 4:00 pm
25 June 2021	Data Validation & Verification -Issues & Challenges.	**Prof. J.P .Pachauri** Vice Chancellor, Himalayiya University, Dehradun	Dr. Manu Chadha Dr. Jagjit Singh	1:00 pm to 3:30 pm
26 June 2021	Innovative Practices in Research and Technology	**Prof Adit Gupta** Principal, MIER College of Education, Jammu	Dr. Jasleen Kaur Dr. Satveer Kaur	1:00 pm to 2:30 pm
	SWOC Analysis	**Dr. Bikram Singh Virk**, Principal, M.R .Govt .College, Fazilka.		2.30 pm to 4:00 pm
28 June 2021	Digitalizing & Managing Academic & Non-Academic Activities Relating to Students, Faculty & Management	**Prof. A.S. RAO** Teacher Educator Former Academic Consultant, Azim Premji Foundation and NAAC Bangalore	Dr. Rachhpal Singh Dr. Mini Sharma	1:00 pm to 2:30 pm
	Outcome Based Education	**Dr. Khushvinder Kumar** Principal, M.M. Modi College Patiala		2.30 pm to 4:00 pm
29 June 2021	Best Practices in Teaching-Learning: A 360 Degree Approach	**Dr Jyoti Patil** Principal, Renuka College, Besa , Nagpur.	Dr. Manu Chadha Dr. Jasleen Kaur Dr. Rachhpal Singh	1:00 pm to 2:30 pm
	Green Audit and Energy Audit for Sustainable Development	**Dr Mohinder Kaur Grewal**, Principal, Govt. College for Girls ,Ludhiana.		2.30 pm to 3:30 pm
Valedictory address: Dr. Gurdarshan Singh Brar, Asst. Director, Director Public Instructions, Punjab				3.30 pm – 4:00 pm

ORGANISING COMMITTEE

Patron	**Convener**	**Coordinator**	**Organizing Team**
S. Manjit Singh Gill President GHG Khalsa Colleges, Gurusar Sudhar, Ludhiana	**Dr. Pargat Singh Garcha** Principal, GHG Khalsa College of Education, Gurusar Sudhar, Ludhiana	**Dr. Manu Chadha** (Associate Professor), IQAC Coordinator, GHG Khalsa College of Education, Gurusar Sudhar	**Dr. Jasleen Kaur** **Dr. Rachhpal Singh** **Dr. Mini Sharma** **Dr. Jagjit Singh** **Dr. Satveer Kaur**

For any Inquiry Contact: 94170-00719, 97809-79079, 9501024180

G.H.G. Khalsa College of Education
Gurusar Sadhar, Ludhiana
(Under Paramarash Scheme of UGC)

In Collaboration with

Mentee Colleges

Invites you to 7 days Faculty Development Program

Quality Assessment & Enhancement in Higher Education in the Light of New Frame Work of NAAC

June 22 -29, 2021 - (01:00 pm to 04:00 pm)

Chief Guest
Prof. Raj Kumar
Hon. Vice-Chancellor
P.U. Chandigarh

Keynote Address
Dr. Pratibha Singh
Deputy Adviser NAAC
New Delhi

Prof. A.S. RAO
Former Academic consultant
Azim Premji Foundation
and NAAC Bangalore

Dr. Neeraj Kumar Singh
Deputy Librarian,
A.C. Joshi Library
PU, Chandigarh

Dr. Jayanti Dutta
Deputy Director, UGC HRDC
PU Chandigarh

Dr. Jyoti Patil
Principal
Renuka College
Besa , Nagpur.

Dr. Gopal Kalkoti
Principal,
M V Mandali College of Com
& Sci.
Andheri (West) Mumbai

Prof. J.P .Pachauri
Vice Chancellor,
Himalayiya University,
Dehradun

Prof Adit Gupta
Principal, MIER College of
Education, Jammu

Dr. Bikram Singh Virk,
Principal
M.R .Govt .College
Fazilka

Dr. Khushvinder Kumar
President, CTEF
Pb. and Chd. Chapter

Dr. Mohinder Kaur Grewal
Former Principal
Govt. College for Girls
Ludhiana

Valedictory Address
Dr. Gurdarshan Singh Brar
Asst. Director, DPI Punjab

Zoom Meeting ID: 450 405 2542   Passcode - 12345
Live Straeming on https://www.youtube.com/ghgkce

Day 1: Inaugural Session

G.H.G Khalsa College of Education, Gurusar Sadhar , Ludhiana organized seven days long Faculty Development Programme on the theme "Quality Assessment and Enhancement in Higher Education in the Light of New Framework of NAAC" which commenced on June 22,2021. The FDP is being organized under **PARAMARSH Scheme of UGC.** The aim of the FDP is to present opportunities and challenges in the direction of quality improvement and sustenance in higher education as per the new framework of NAAC. **Professor Raj Kumar Hon. Vice Chancellor, Panjab University, Chandigarh was Chief Guest on the occasion.** The programme began with the recitation of College Shabad followed by the introduction of the theme of the programme by Dr. Manu Chadha, IQAC coordinator of the college. Dr. Pargat Singh Garcha, Principal of the college presented formal welcome to the distinguished guests, esteemed participants and the resource person of the day. In his inaugural address Prof. Raj Kumar congratulated the college for choosing the pertinent theme of Quality Enhancement in Higher Education. He appreciated the college for its holistic view for research and innovation including its efforts to connect with the surrounding colleges for the sharing of knowledge. **It is worth mentioning that over 1000 participants from 20 states have registered for this international level faculty development programme.**

Session on June 22, 2021
Sub theme: Revised Accreditation Framework
Resource Person: Dr. Pratibha Singh, Deputy Advisor, NAAC New Delhi
Session Reporter: Dr. Mini Sharma (Asst. Prof., Pedagogy of English)

Dr. Pratibha Singh, Deputy Advisor, NAAC New Delhi delivered the keynote address. In her address she deliberated in detail on the **Revised Accreditation Framework.** She mentioned that the revised Accreditation Framework will help to bring objectivity in the field of accreditation and assessment. Its major focus is on gathering the data pertaining to various academic and non- academic activities of an institution. The major highlights of her presentation were

- Internal Quality assurance
- Assessment and Accreditation process
- IIQA
- Work Flow of SSR
- Work Flow of DVV
- Work Flow of SSS
- PTV Management

While taking about the quality assurance she said that quality enhancement is an internally driven process. She stressed that an institution must always striving hard towards the benchmark of quality set by that institution. She further elaborated that an institution must have its own goals and objectives. These goals or objectives should be visible from the vision and mission statement of the institution. Once these goals or objectives are fixed, gap analysis must be done by the internal team of IQAC for the same and process should be towards the fulfilling of these gaps. She mentioned that fulfilling of these gaps is not only the responsibility of IQAC cell rather it is the duty of every stakeholder of higher education institutions which includes the

teaching and non-teaching staff and also the governance structure responsible for maintaining the quality. All the committees that are there in the institution are equally responsible for maintaining the quality and the role of IQAC here is to is to sketch out various plans for the fulfilling gaps that have been identified along with fixing the responsibilities of each committee of the institution which will further contribute towards the achieving of benchmarks set by the institution for quality enhancement.

Quality assurance

While talking about the first aspect i.e. Quality Assurance of her presentation, Dr. Pratibha Singh shared that goals and objectives vary from institution to institution and only that particular institution could identify which strategies that would work out for attaining those goals and objectives. With their SWOC analysis they could find out the strategies to adopt for increasing their strength and towards weaknesses that have been identified.

She further conveyed that Measurement is very important in order to achieve the benchmark that has been set by the institution. Once measurement is done we should look for the gaps. we should try to increase our efforts to fulfill those gaps. We should also continue to raise our goals. Continues improvement should be looked in all the aspects or parameters of quality enhancement by the IQAC. All the endeavors of the IQAC must be towards the improvement of quality and in this way an institution must always look for ways to continuously improve upon their own practices for further maintenance of the quality.

National Quality Assurance System in Higher Education

Dr. Pratibha conveyed that most of the times the national quality assurance system in Higher education is done by an independent center or agency. Internal evaluation reports prepared by the IQAC of an institution serve as the basis for intermittent which is done by inviting some external persons or experts to get the feedback. She suggested that the findings of the intermittent evaluation should be publicized and shared with all the stakeholders of institution so as to ensure the role of each kind of stakeholder in maintaining quality and whatever the feedback or suggestions are provided by the experts should be implemented in their true spirit.

IQAC- Expectations

IQAC must be established after the first accreditation cycle as a post-accreditation quality sustenance measure. It is the tactic for performance, evaluation, assessment and accreditation. As quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realization of the goals of quality enhancement and sustenance. She mentioned that the establishment of IQAC is not just for the purpose NAAC rather its endeavors must always be directed towards maintain the overall quality of the institution. She suggested that the measures adopted by the IQAC for quality enhancement must be communicated to every stakeholder in the institution. While discussing the role of IQAC in quality enhancement, Dr. Pratibha said that it must organize seminars/ workshops etc.in collaboration with the IQACs of other institutions so that best practices of the institutions could be shared amongst themselves.

She further highlighted the data compilation and management is major function of IQAC. She stressed on the need of having a well-placed management information System for collecting data. The data required by various assessing agencies should be collected in a systematic way from various departments. Data should be collectively developed through MIS reports and therefore a good MIS system is required on the part of institutions.

Structure of IQAC Cell

While discussing the structure of IQAC, Dr. Pratibha told that specific guidelines are provided by NAAC regarding the structure of IQAC Cell and these guidelines are available at the website of NAAC. She mentioned that the IQAC works under the chairmanship of the head of the institution and is comprised of few administrative officers, 3-8 teachers, one member from management, one member each from student, society an alumni, one member from employer/industry and one senior member as IQAC Coordinator/Director. She stressed that members of the IQAC must be chosen from diverse background and they must be having commitment towards quality improvement. She further said that it is advisable if we have the IQAC members for the term of 2-3 years and new members should be appointed after every 2-3 years so that new ideas and fresh thinking can be invited.

NAAC Vision

Dr. Pratibha highlighted the .Vision and Mission statement of NAAC. The vision of NAAC is to make quality the defining element of Higher Education in India through combination of self and external quality evaluation, promotion and sustenance initiatives. In order to meet out this vision the mission of NAAC states:

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

NAAC Assessment and Accreditation process

Dr. Pratibha provided a detailed account of the assessment and accreditation process of NAAC where she discussed about the eligibility criterion for the assessment and accreditation on the part of the institution, various requirements for the accreditation process including the validity of accreditation. She communicated that the information regarding these requirements is available on the NAAC website. She mentioned that there are various schemes for the institutions for assessment based on the number of programmes that an institution is offering and the detail of these schemes along with their manuals is available on the NAAC website. The Standard Operating System mentioning the methodology adopted by NAAC for evaluation of data provided by the institution. Dr. Pratibha provided an overview of distribution of qualitative and quantitative Matrices and key indicators across various criteria for universities, autonomous colleges and affiliated/constituent colleges. She also deliberated on the timeline for the whole assessment and accreditation by NAAC including the registration, SSR submission, SSR QnM evaluation for Pre-qualification, PTV management and assessment process.

Session on June 22, 2021

Sub Theme: Guidelines for the Preparation of SSR report for NAAC Assessment and Accreditation

Resource Person: Prof. A.S. RAO, Former Academic Consultant, NAAC Bangalore

Session Reporter: Dr. Manu Chadha (Associate Prof., Pedagogy of Science)

Prof A.S. Rao deliberated on the topic by highlighting the status of higher education system in India and role of NAAC in assessing and accrediting these higher education institutions. Prof Rao gave the statistics of Higher Education in India. India is the second largest HE system in the world. There are 51649 HEIs in India with 37.4 million students. 78.66% of them are private institutions. NAAC has done 13450 accreditations [all cycles] so far which is highest in the world. The aspiration of New Education policy-[NEP2020] is that all Higher Education Institutions [HEIs] in our country shall be accredited by 2030. Further many states have made NAAC accreditation mandatory for HEIs. Sir highlighted that NAAC A&A assumes greater significance in the present context.

Type	Cycle -1	Cycle-2	Cycle -3	Cycle-4
University	366	167	77	03
Colleges	8177	3541	1067	47
total	8543	3708	1144	50

As per the statistics on 2-2-2021, No. of Accreditations done by NAAC

Further, NAAC has developed different types of manual for different types of HEIs

NAAC Assessment and accreditation has 5 steps

1. **Submission of IIQA**
2. **Submission of SSR (Qlm/QnM) and five years data for QnM**
3. **Student satisfaction survey online**
4. **Data verification and validation(DVV)**

5. **Pre-qualifier(25%), PTV for QlM**

(Assessment is done on 0-4 scale out of 1000 CGPA)

Prof. Rao elucidated some tips to prepare Self Study report (SSR) for NAAC A&A Process. SSR is a self-reflection /evaluation of the college

Guidelines to prepare and submit Self Study Report online to NAAC

- Select appropriate manual from NAAC website to prepare SSR
- Preparation of SSR normally takes about 90 days. Hence HEIs are advised to prepare first draft version of SSR even before submission of IIQA online.
- Refer standard operating procedures, data template and fill in data as accurately as possible along with supporting documents.
- After acceptance of IIQA HEIs get 45 days to submit SSR on portal(Online)
- After submission of SSR on NAAC portal, HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.
- HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online.
- As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (Q_nM) add up to about 65% and the remaining about 35% are Qualitative Metrics (Q_lM).
- The responses to Qualitative Metrics (Q_lM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.
- During Validation and Verification stage HEIs will be asked for clarifications which when addressed the data is again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC will be completed normally within 30 days.
- Opt out metrics (Non applicable metrics) not permitted for Health Sciences Universities/ Colleges.
- Pre-qualifier: HEIs shall score 25% and above for prequalification in DVV process and will be allowed to go for peer team visit. If the HEI does not clear the Pre-qualifier stage, then HEI has to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months.

- After the DVV process, NAAC will intimate the HEI, regarding status of Pre-qualification. This indicates that the institution has entered the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the Qualitative Metrics (QlM).

Prof Rao laid special emphasis on Student Satisfaction Survey (SSS).He facilitated the participants with the information that it will be conducted by NAAC online simultaneously with DVV process.

a) Institutions will have to submit the entire database of students with e-mail/mobile numbers, at the time of filling of online SSR itself.
b) The SSS questionnaire (20 objective & 01 subjective for Colleges and for Universities 22 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 less.
    ii. For Universities – 10% of the student population or 500 whichever is less.
c) SSS will be completed within one month after its initiation.

Prof Rao stated the important guidelines for filling up Self-Study Report (SSR).He gave the following points:

- Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.
- Institutions are required to go through the respective Tool tips thoroughly before filling the data. The data filled should contextualize with the related

metrics. There is an upload limits for the documents to be uploaded for various Metrics, if the size of the   document exceeds that limit, [5MB],Institution may upload the same in their own website with password protection, if required. The link of the said uploaded document should be given in the portal.

- There is a fixed timeline for the entire DVV process. Institutions are supposed to respond within stipulated time given by DVV partner, during DVV clarification stage. If not responded within the given time frame, DVV partner recommended input value will be taken as the final value.

- The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently during online submission of SSR.

Regarding withdrawal of SSR submitted Prof Rao stated that the HEIs which have submitted their SSRs will not be allowed to withdraw from the process at any stage. However, If a HEI which has submitted its SSR, for any reason, does not complete the A&A process, the information that it has withdrawn / not completed the process should be hosted both on the HEI and NAAC website. Such HEI will be allowed to apply for A&A only after a period of three years. After discussing the guidelines for preparation of SSR, prof. Rao discussed important points to be kept in mind while submitting the SSR:

- After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document to be uploaded in the portal of NAAC website within 45 days. Those institutions who fail to submit SSR within 45 days will have to apply afresh starting from IIQA & its fees. **In any case fees for IIQA will not be refundable.**

- HEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.

Prof Rao emphasized that a higher education institute in order to get a good grade needs to focus on majorly 3 aspects:

Student Satisfaction Survey in Criteria -2 i.e. 60 weightage and **Innovative and Best Practices in the institution in Criteria -7** i.e. 30 weightage and **Institutional Distinctiveness in Criteria-7** i.e. 20 weightage.

Prof Rao acquainted the attendees with certain Qualitative and Quantitative metrics, corresponding weightage, other details about important components in assessment process as well as opt out metrics or non -applicable metrics. He cautioned that the institution needs to be very careful in giving various data as it needs to be matched with AISHE and other tracking evidences.

Q&A Session:

Prof Rao answered the queries of the participants in a very lucid manner.

Q. He focused on a very imperative question that What is the status of colleges that have yet not got themselves accredited?

A. this is needed keeping the NEP 2020 in mind as all colleges need to be accredited by 2030 and many states have made it mandatory and that is the reason UGC is encouraging schemes like Paramarash etc.

Q. In criterion 2 Librarian is considered as Teaching staff or Non -teaching staff?

A. Teaching Staff.

Q. Cite examples of Best Practices to be adopted by Traditional colleges.

A. Refer to best practices on NAAC website. An example cited is even Diary writing. Any practice that is carried on justifiably.

Regarding Student Satisfaction Survey, Prof Rao, directed that HEI can design their own SSS or use the ones given in NAAC manual.

Q. During the pandemic will NAAC be considering the Limitations in filing AQAR and SSR?

A. Yes, NAAC has taken into cognizance 6 months of assessment rather than 10 months in filling AQAR and SSR keeping in mind the pandemic in 2019-20&2020-21.

Conclusion:

Prof Rao concluded the session by sharing his wisdom and knowledge about policy documents related to Code of Conduct and Core Values. Sir tried to clarify the concept of Stand-alone Teacher Education Institutions .These are institutions not affiliated to any

University and have approval from AIU. However, NCTE insists on QCI and does not want to have MOU with NAAC. But now NAAC has revised the Teacher Education Manual and Stand- alone institutions come under the dominion of   UGC 2017 act.

<p style="text-align:center">Day 2</p>
<p style="text-align:center">Session-1</p>

June 23, 2021

Sub Theme: Process of writing and publishing quality research papers in indexed journals

Resource Person: Dr Neeraj,   Deputy librarian, A.C. Joshi Library, Punjab University, Chandigarh

Session Reporter: Dr. Jasleen Kaur (Asst. Prof., Pedagogy of Social Studies)

Dr. Neeraj Kumar Singh spoke about this very useful theme. He had divided his discourse into 5 sections:

1. Scientific journals, India's contribution in scientific Publications
2. Process of writing and publishing an article in quality indexed journals
3. How article is reviewed: criteria for evaluation of articles
4. Sharing and promoting of research
5. Measuring impact of research through various indices

1. Scientific journals, India's contribution in scientific Publications

Dr. Neeraj Kumar talked about the historical development of scientific journals. He said that the publication of scientific journals began in 1665 when two journals one in French and other in English was published. The French journal **des scavans and English journal was Philosophical   transactions of the Royal Society.** The journal Publication work has a huge global market, according to **Ulrich's Periodical Directory** in the year 2019 there were 246,300 Journals listed which had a global market of 25.7 billion dollars. Thus publication of journals has a huge market there are many hence many malpractices are now prevalent in Publication. According to a study done in 2020, China was leading the world in publication of journals, USA was second in this regard and India was third in publication of journals. But it is sad to know that India leads only in the quantity of Publications, when it comes to quality, it is

very low. 90% of articles submitted in high impact factor journals of Indian authors get rejected.

Dr. Kumar also talked about the **difference between National and international journals** and gave three points of demarcation. If a journal has an editorial Board constituting members from the same country then that is a national journal, if the contributors in a journal that is the authors are from the same country, then again it is a national journal and if the circulation of the journal is in only in the same country then also it is a national journal.

2. Process of writing the quality research manuscript

The following things should be kept in mind while writing a quality research article

a) **Select a right topic** in which you are genuinely interested and a passionate about.

- Do an intensive research on the related literature, existing literature, foundation of knowledge and identify the gaps.

- Search strategy: Look for the significant keywords in the selected topic and search only for the keywords. Identify the possible synonyms for the keywords. Use Boolean operators and, or, not. And helps in narrowing down the results, or helps in broadening the results of search, not helps to rule down certain options which might appear in the search.

- Tools for literature searching: There are many tools available; the research scholar should not rely only on the Google as it gives only 20 to 30% of information which is available on the internet. Other databases like Web of Science, Scopus are very good for searching for research topics. But these databases are very costly and it is difficult for an institution to own them on an individual level. In such cases Google scholar should be used as it provides database for quality research papers. Other databases like Oyster, Pubmed can also be used.

b) **Introduction of the research paper:** The author should

- Introduce the topic to the Reader, the introduction should include definitions and notions and some other important information required.

- Create a sound context and background

- Tell the reader about the research the author plants to carry out

- State your rationale
- Explain why research is important
- State your objectives and hypotheses
- Don't make it too lengthy

c) Literature review

- Be selective and come directly to the research problem
- Summarize and synthesize
- Keep your own voice: paraphrasing the paper
- Use evidence: backed up with citation
- Use quotes
- Organize your literature review: chronologically, or into conceptual categories

d)Research methodology: It should tell the reviewer/Reader about the sampling, population, statistical tools, test used to quantify data. Writing up the research methodology properly helps to put the right impression on the reviewer, it gives direction to other researchers for doing similar research and also helps to assess whether the methods justify the conclusions.

e) Results

Results are what you get after statistical analysis. It includes tables, figures to represent complex data. The result should show that your research work contributes to the body of scientific knowledge. Here significant findings should be highlighted, own interpretation of the data should not be given at this stage.

f) Discussion of results

During discussion the author may put his own thoughts in describing the results and relating them to the review. It is a place where the author can give his own judgments and relate the results to the causes he thinks can be deemed fit.

g) Conclusions

This is basically a summary of the research work done which is actually extracted from the results and discussion.

h) Writing the title and abstract

It seems that the title and abstract should be written in the beginning but actually they should be finalized after writing the research paper. The title and abstract are the most important parts of

the paper and a deciding factor whether a paper would be accepted or rejected during the reviewing session. The title should summarize the main theme of the article and reflect on the conclusions of the paper. The Abstract should also be carefully crafted and should encompass the aim, scope, key problem, method used, data set, key findings, limitations and implications.

Some points to be kept in mind before submitting an article for publication:

a. **Publishing an article in high impact factor journal**

Sources to find peer reviewed indexed journals for publishing research paper: Some good impact journals are the ones one the databases of :

- Scopus
- Web of Science
- UGC care

b. Before publishing a research paper it is important to cross check whether the journal has a good impact factor. **Elsevier journal finder, Edans journal selector** are some websites which help to find the right journal for publishing research paper and also calculate the approximate publication time.

c. Format the paper according to the requirements of the journal in which you are sending it for Publication. **LaTeX Software** can be used for formatting your research paper.

d. Check the vocabulary, grammar, spellings of your research article. Tools like Grammarly can be used for this purpose.

e. Add research data to your paper

f. Check for plagiarism

g. Give proper citation

3) How article is reviewed: criteria for evaluation of articles

The Peer reviewing is done in three different ways:

- Single-blind: name of the reviewer is hidden from the author
- double blind: both the reviewer and author are anonymous to each other
- Open: both reviewer and author are known to each other during the Peer review process

The reviewer Looks for the following points in a research paper:

- Originality in the research paper.
- Whether the author has incorporated relevant articles in the literature review.
- Methodology: clear cut and appropriate.

- Results: whether presenting the data properly or not.
- Discussion of results: whether done critically with one's own ideas and interpretation of the data.
- Implications: Are there any social and practical implications of the research work?
- Quality of the publication in terms of language written

.

4. Sharing and promoting of research

A lot of work is being published these days so the author has to ensure that his /her article should stand out. For this it is important that the author should promote the research work.

5. Measuring impact of research through various indices

It is also very important to see the impact of your research work, how many times your paper has been downloaded, cited, how much impact did it have on the academic fraternity. Impact factor is a matrix for assessing journal performance. The ranking of the journal is based on the impact factor. If your research article is in some high impact factor journal there are chances that the impact of your research work would also be high. H index, i10 index, Cite score, Immediacy index are some useful indices to see the impact of any research work.

Question Answers

Q-1 Names of journal which are scopus indexed for humanities

A-1 Visit website of the scopus, refine your search by adding options and locate

Q-2 Names of journal which are UGC care indexed for humanities

A-2 Visit website of the UGC, got to UGC care list section, refine your search by adding options and locate.

Q-3 Authentic plagiarism checker

A-3 Orkut, Turnitin and many others

Q-4 Is there any specific format for writing methodology?

A-4 No specific methodology

Q-5 Difference between methodology and design

A-5 Almost the same

Sub Theme: Meeting Quality Outcomes for Higher Education Institutes

Resource Person: Dr. Jayanty Dutta, Deputy Director, UGC- HRDC Panjab University Chandigarh

Session Reporter: Dr. Satveer Kaur (Asst. Prof., Pedagogy of Commerce)

In the second session on June 23, 2021 the esteemed resource person Dr.Jayanty deliberated on the theme **Meeting Quality Outcomes for Higher Education Institutes.** She focused on the two way/ Dialogue, Touch and Go, averse to quality rankings/ inducing quality through fear. As her objective was to initiate discussion and to bring on table some issues. She requested participants to Participate actively through Chat/ audio/ email and has a notebook and pen with them. She started her presentation by asking a question - If you have to admit your child/ sibling in a college or university what are the things that you see?

To begin with she talked about the various **Quality Outcomes of a HEI** and explained its various aspects like:

- Mission, Vision & Objectives

- Program Educational Objectives (PEO)

- Graduate Attributes (GA)

- Student learning outcomes (SLO)

- Program outcomes (PO)

- Course outcomes (CO)

- Syllabus, Unit & Lesson Plan Outcomes

- Teaching Methods

- Assessment & Evaluation Tools

- Rubrics & Marking Schemes

- Continuous Quality Improvement (CQI)

- Outcome-based Education & Accreditation

- Student Success

Further she talked about maintain the quality of HEIs and said that it is the responsibility of Universities, Principals and IQAC of the institutions, UGC and NAAC to maintain quality in higher education institutions. Later she highlighted the role of teachers in maintaining the quality in higher education institutions with respect to

- Self

  - Teaching
  - Research
  - Professional Development

- Community

  - Students
  - Colleagueship
  - Community

- Institute

  - Quality Circle

- Dr. Jayanty said that an institute is recognized by good teachers. She also explained on Why to teach better and how to teach better along with significance of no rewards/ recognition and Exercise.

Dr. Jayanty also explored the topic of Research and urged teachers to be practical and ponder on the following questions:

- Can quality research be done without infrastructure/ resource/ equipment/ funds/ time/labs?

- How can we do research without resources?

- Action research

Then she put emphasis on Professional Development of teachers by throwing light on:

- Grow/ Evolve/ Improve

- Learn

- Up-skill

- Become a member of community

- Try new things

Dr. Jayanty also explored the students' concerns like

- Equal relationship

- Democratic classrooms

- Allow them to voice opinions

- Empowerment

- Bring them into the Quality discourse

Then she discussed with participants the concept and importance of

- Colleagueship

- Collaborators

- Staff

- Warm community

- Learning community

Community

- Speak

- Write in mother tongue

- Voice opinions

- Lead without authority

In the concluding part of her presentation Dr. Jayanty provided an overview of "Institute: Quality Circles in a very interactive and simple way."

In the end bringing the all concerns together she finally concluded by saying that we should be internally motivated to perform well in order to bring quality in our education system.

June 24, 2021

Sub Theme: e-learning and e-content development in present scenario

Resource Person: Dr. Jyoti Patil, Principal Renuka College Besa
Session Reporter: Dr. Jagjit Singh (Asst. Prof., Pedagogy of Punjabi)

  Dr. Jyoti Patial, Principal Renuka College Besa threw light on e -learning and e content development in present scenario, which is the most demanding topic of this situation of pandemic. The paradigm shift in assessment and accreditation (launched in July 2017, revised in 2019 & updated 2020-21)

ICT enabled

Objective

Transparent

Scalable and robust

Student centric

Outcome based

She clearly explained the difference between e learning and classroom learning. The term 'Blended learning' was elaborated in various subtitles like face to face training, virtual classroom, webinars, links, simulations, assessment and one-on-one coaching. There are 12 types of Blended learning –

1. Outside In

2. Supplemental

3. Inside out

4. Flex

5. Lab rotation

6. Station rotation

7. Individual rotation

8. Self -directed

9. Project based

10. Remote

11. Flipped classroom and

12. Mastery based

She used the term 'Techno-pedagogy' for the development of new content, for the new learner, in the new environment to learn new things using new technologies. She beautifully explained the vast scope of e learning. According to her, e learning is a process and e content is a product. E content is a very powerful tool of education, it is valuable to the learners and latest method of instruction along with being more teacher-student friendly. Dr. Patil further explained that e-content may include:

➢ TEXTS

➢ IMAGES

➢ GRAPHICS

➢ ANIMATIONS

➢ AUDIO AND

➢ VIDEOS.

There are two types of e-content- it may be assembled or created. Dr. Patil discussed the different forms of e-content like text, audio, picture, video, animation and simulation and also talked about e-content designing under different subtitles like:

- ➢ Text

- ➢ Images

- ➢ Graphics

- ➢ 3-D animations

- ➢ Videos

- ➢ InfoGraphics

- ➢ Simulation and

- ➢ Presentation.

Dr. Patil focused on the e-content material from cognitive, emotional, behavioral and contextual perspective. She divided the e-content in 5 parts like:

1. Asset

2. Learning objects

3. Learning module

4. Learning unit and

5. Course.

Dr. Jyoti explained about 4 Quadrants of online learning as per following:

Quadrant 1 includes video lecture (e-tutorial) in which there is video and audio content in an organized form, animation, simulations, video demonstrations, virtual labs along with the transcription of the video.

Quadrant 2 includes reading material (e-content) in which there is self -instructional material, e-books, illustrations, case studies, presentations and web resources.

Quadrant 3 Includes online discussion forum which is for raising of doubts, clarifying them , on a near real time basis , by the course coordinator or his team.

The last Quadrant includes tests and quizzes (assessment) for problem and solutions which could be in the form of multiple choice questions, fill in the blanks, matching questions, short answer questions, long answer questions, quizzes and assignments and solutions.

In the following slides of her presentation she mentioned some examples of e-content very creatively that are (NPTEL) National Programme on Technology Enhanced Learning, (NITTTR) National Institute of Technical Training and Research, COURSERA, edx.

Dr. Jyoti described the tools of e-content development like graphic editing tools which include drawpad , photoshop, Mypaint, inkscape, GIMP and Google Sketchup , audio editing tools include wavepad, sound forge and audacity, video editing tools include magisto,, openshot , videopad, final cutpro, vegas, magisto, animation tools including flash professional , art of illusion and blender etc. She also told some other open source tools for e-content development i.e. camstudio, camtasia studio, virtual dub, open broadcaster software, avidemux, lightworks, ispring and openshot.

Question/ Answer Session

1. Is there any provision for subscribing these online learning platforms at the institutional level for the benefit of students and staff?

2. Is Magisto mobile friendly?

3. Hardware software requirement for using magisto please?

4. If an institution is not hiking salary to the faculty member for three years, shall the faculty seek other institutions to get a salary as per government norms?

5. Sir, in self- financed colleges there are not sanctioned posts. Then how to ascertain total sanctioned posts?

6. Does supervisory duty during school internship count towards the 18 teaching periods needed by full time faculty?

<div align="center">

Day 3

Session -2

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June 24, 2021
Sub Theme: Issues & Challenges in Teaching, Learning & Evaluation
Resource Person: Dr. G.K. Kalkoti, Principal, M.V Mandali College of Commerce & Science, Andheri (West), Mumbai
Session Reporter: Dr. Manu Chadha (Associate Prof., Pedagogy of Science)

Principal Kalkoti deliberated on the issues & challenges in teaching learning and evaluation and quoted that this is the essence of Criteria 2 and has the maximum weightage in NAAC Assessment.

He introduced the session by elucidating the role of teachers and responsibility of learners, quantum of learning, behavioural changes, evaluation criteria. Teaching Learning Process is the core of the Education System. Its effective planning and implementation reflects the quality of the institution. Teaching & Learning should be outcome based and should promote advancement of knowledge. Teaching Learning Process should be realistic and aligned with Vision, Mission and Objectives of the Institution with locally available resources.

Dr Kalkoti guided the teachers to identify the Learning Styles of Students-Communication Skills, Decision Making Skills, Meeting the targets. The Resource Person discussed the various innovative methods of Teaching, underlying principles and benefits. Key Challenges to be addressed while adopting innovative teaching learning Methods-Problem Solving Method, Participative Learning, Experiential Learning, role of teacher and ways in which these can be carried in classroom teaching learning. Citing examples how evaluation bridges gap between teaching learning and examination procedure and its impact on learning outcome. The learned

resource person addressed upon each of the Key Indicators of Criterion 2. This criterion actually emphasizes on HOW the learning happens.

Criteria 2- Teaching- Learning and Evaluation (350)

Key Indicator	Weightage
Student Enrolment and Profile	40
Catering to Student Diversity	50
Teaching-Learning Process	50
Teacher Profile and Quality	60
Evaluation Process and Reforms	30
Student Performance and Learning Outcomes	60
Student Satisfaction Survey	60
Total	350

2.1 Student Enrolment & Profile

Dr. Kalkoti explained the qualitative and quantitative metrics related to above Key Indicators and suggested the requisite documents:

2.1.1 Average Enrolment Percentage (Average of last five years) is to be given along with following documents-

- Document relating to Sanction of intake from affiliating University/Government/statutory body.
- Approved admission list year-wise/ program-wise from the affiliating university.
- Sanctioned admission strength in each program vs. the number student's enrolment year-wise

2.1.2 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (exclusive of supernumerary seats)

Supernumerary seat: Foreign/NRI/Other Special Quota/ Special Circumstances extra seats document Required

- Copy of letter issued by state govt. or Central Government Indicating the reserved categories to be considered as per the state rule (in English)
- Final admission list indicating the category as published by the HEI and signed by the principal.
- Admission extract submitted to the state OBC, SC and ST cell every year.
- Number of seats earmarked for the reserved categories

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners.

The learned resource person suggested the following steps:

Identifying the Slow Learners and Advanced Learners and Defining Programmes for them
Programmes for Slow learners

- Bridge Courses
- Induction Programme
- Remedial Coaching
- ICT enabled learning material
- Peer Teacher
- Personal Counselling

Programmes for Advanced Learners

- Research Oriented Projects
- Industrial Training/ Internships
- Classroom Interaction
- Institutional Summer and Winter Internships

- Volunteer Opportunities in Event Organization
- To Form Subject Related Student Societies and Organize activities

2.2.2 Regarding Student- Full time teacher ratio *the resource person responded that*:

- Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.
- List showing the number of students in each of the programs in the latest completed academic year.
- Who take 90% workload as defined by statutory bodies will be considered as fulltime teacher irrespective of nature of their appointment should be taken as documentations

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Dr Kalkoti suggested that the institution can prepare the Description of Activities that can be reflected in Session plan of each teacher as well as in work done diary .The Brochures/Notices and Number of Participants, Outcome of activities, Feedback about their experiences Material Prepared by students such as reports, ppts, posters or assignments etc., Some Selected Testimonials from Students can be used as documentation and be put up on website.

2.3.3 Ratio of mentor to students for academic and other related issues
(Data for the latest completed academic year)

The resource person directed the faculty attendees to develop a form comprising basic information capable to track the progress of the mentees. In addition, issues raised and resolved in the mentor system needs to be put up (Some Sample Photographs of the Meetings) along with has to be attached mentor-wise. Attendance during the meetings, signatures of the students should be collected. Web page consists of Brief Description of Mentor Ward system with aims and objectives. Highlight success story if any.

2.5.1 **Mechanism of internal assessment is transparent and robust in terms of frequency and** mode

Dr. Kalkoti was of the opinion that the institutions need to develop a standard procedure for Internal Assessment and display all Information related to this to students in advance

- Long term/short term evaluation
- While Evaluating, take care of Learning Domains Like Cognitive behavioral etc., considering Pos/PSOs/Cos

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient (500 Words Description)

The resource person suggested the internal examination related grievances committee to develop a Standard Policy for Internal Examination Related Grievances. For this he suggested to appoint a competent authority, highlight how the mechanism is easy and efficient and if possible develop an online portal.

Regarding Programme Outcomes /Programme Specific Outcomes /Course Outcome's, Dr Kalkoti directed the college faculty to Upload Programme Outcomes /Programme Specific Outcomes /Course Outcomes on college website and keep them printed in College Prospectus. He also suggested that the institution should describe the method of measuring the level of attainment of POs, PSOs and COs and prepare Documentation Related to POs/COs Evaluation

Regarding Online Student Satisfaction Survey Dr. Kalkoti quoted that it is one of the Most Important Metric and having highest weightage.

Important points to be kept in mind for this metric are:

- 20% Students should have to give response (randomly selected)
- Response should not be from same device
- Every year Institution have to do the practice with same Questionnaire for SSS

Dr Kalkoti threw light on ISSUES:

- No NOC from concerned authorities to appoint faculty as college management may appoint teachers with lesser salaries and probably less continuity
- Low progression rate as students may take a degree for matrimonial purpose.
- Random selection of Student Satisfaction Survey. Irregular students or students with unsatisfactory redressal may be selected randomly for survey and as such not give good opinion.

CHALLENGES

- Number of full time teachers receiving awards is not a very big number. Also not very

easy either.

- Moreover attaining Pos, PSOs, Cos is Not feasible either.
- Reforms in Continuous Internal Evaluation (CIE)
- Pandemic and Blended mode of Teaching learning

Question &Answer Session: The resource person answered to the queries of the participants:

Q. Examination supervision, Internship supervision and teaching periods are considered a part of teaching workload?

A. Examination supervision is not a part. However, Internship and teaching is a part of teaching workload.

Q. Are rules &regulations regarding approved posts same for self-financed/aided/Govt. colleges?

Yes the rules and regulations regarding approved posts are same for self- financed/aided/Govt. college posts.

Concluding Remarks:

Sir concluded his discourse by discussing the Working System of Degree College as per University Guidelines taking into consideration Total Workload, Weekly timetable, Daily Lecture Report. Using Management Information System he explained how we can have our data related to teaching examination, evaluation, grievance, its redressal result compilation ready and available. Regarding appointment letters in regional language they need to be approved by the affiliating Universities and can be translated as true copies. Moreover a teacher can be approved to be permanent only if he or she fulfills the requisite eligibility conditions.

<p style="text-align:center">Day-4</p>

<p style="text-align:center">Session I</p>

June 26, 2021

Sub Theme: Data Validation & Verification- Issues &Challenges.

Resource person: Dr. J. P. Pachauri, Vice Chancellor, Institution Himalayiya University, Dehradun

Session Reporter: Dr. Jagjit Singh

Prof. J. P. Pachauri was the resource person on the 4th day of FDP. He deliberated on the topic 'Data Validation & Verification- Issues &Challenges.' He informed that the total system of assessment and accreditation has been changed and the revised framework for NAAC was launched in July 2017. Prof. Pachauri mentioned that the internal quality assurance framework is very important for all the colleges. Further he discussed the various criterion of NAAC viz.

1. Curricular aspect

2. Teaching learning and evaluation

3. Research

4. Infrastructure and learning resources

5. Student support

6. Governance, leadership and management

7. Institutional Values.

He elaborated that overall there are 32 indicators under these criterion. For affiliated colleges, quantitative and qualitative matrices are there. There are 41 qualitative matrices and 121 quantitative matrices. The quantitative matrices are totally dependent upon the information provided by the institution. Prof. Pachauri discussed in detail the various steps of NAAC

assessment and accreditation including Registration, Submission of institutional information, submission of student satisfaction survey, Data verification (1 month time will be given),Update SSR, Pre-qualification (30% of quantitative) etc. Prof. Pachauri further added that third party validation is very important. The role of Alumni has become very important in this regard.

While talking about the quantitative data requirement related to curricular aspect Prof. Pachauri said that proper documents related to the certificate courses, add on courses, value added courses or any other course run by the institution need to be uploaded including its syllabus/course content, approval authority etc. Regarding the representation of faculty in various bodies of the universities, autonomous colleges etc. prof. Pachauri said that Nomination letter from the competent authority is required for data validation. Prof. Pachauri revealed that the documents of only last five years and that only of full time teachers are needed to be submitted for assessment. For the students undertaking field project of internship the institution needs to upload the certificate of completion of internship along with field trips, visits, reports etc. Regarding feedback aspect Prof. Pachauri said that both formal and informal feedback needs to be taken by the institution from its various stakeholders by preparing questionnaires and then doing analysis of the collected feedback and taking action. Everything regarding feedback needs to be uploaded on the institution website also.

Criterion 2 Teaching, Learning and Evaluation Quantitative matrices

While uploading the data related to average percentage of students from other States and Countries during the last five years the institution must be having their domicile certificate, various degrees / certificates which prove their identity as the domicile of other states etc.. Documents related to sanction of intake (sanction letter for intake) is needed to calculate average percentage.

Regarding average percentage of seats filled against seats reserved for various categories during last five years, Prof. Pachauri said that an institution needs to follow the government criterion for the allocation of seats to reserved and other categories and the admission extract should be submitted to the state or government also . He also stressed that the information regarding this need to be factual one. For data pertaining to student teacher ratio and differently abled students, only data related to current year need to be submitted. For use of ICT data related to list of

teachers using ICT, link of the Learning Management System, link of resources created, list of AV aids, Power Point slides, Computer, Software etc. needs to be shared. Prof. Pachauri also highlighted the importance of Mentor – Mentee aspect as per the criterion 2 and said that all the data related to it should be authentic one. For this the allotment letter of mentee students to the mentor should be uploaded. He also stressed that only full time teachers will be considered as the mentors. For the data allied to average percentage of full time teachers against sanctioned post during the last five years with special reference to Aided colleges, Prof. Pachauri said that – data related to sanctioned post by the government, salary from Govt., sanctioned post by Management (for private colleges), number of teachers that are currently working and the vacant posts should be uploaded properly. The other data requirement for the criterion 2 include the average percentage of full time teachers with Ph.D. during last five years, average teaching experience of full time teachers in number of years (Experience certificate is required, sometimes appointment letter),percentage of full time teachers who received awards, recognition, fellowships at State, National, Inter-national level from government, recognized bodies during last five years (The award should be above district level and Certificates or award letters are to be attached).

Research, Innovation and Extensions: It has 14 quantitative and 2 qualitative matrices. it is considered. In this part data related to percentage of departments having Research projects funded by government and non-government agencies during the last five years, number of research projects during the last five years. In this, major projects and minor projects are included, during the last five years. These projects should be funded by recognized agencies like ICSSR, UGC, DST. For this, you have to submit the relevant document from concerned authority or if you have completed the project, you can submit final submission report, number of workshops/Seminars/Conducted on intellectual property right during the last five years. For this an institution need to submit the documents such as brochure of the programme and the programme report etc. The institution must have a code of ethics to check malpractices. Then again for this, documents are required. Documents related to policy of management to give incentives to the teachers, who have receive the award or recognition at State or National level, completion of Ph.D degree etc. should be uploaded. Also the number of research paper per teacher in the UGC care list and UGC referred journals during the last five year along with the required documents should be properly maintained. The link for the same should be uploaded on the college website. For giving the detail related to extension activities conducted by the college

during the last five years; supporting documents like Photographs, reports, newspaper cuttings etc. should be uploaded. The extension activities may include NSS, NCC, Red Cross club activities etc. Documents related to average percentage of students who have participated in extension activities such as Sawachh Bharat Programme, AIDS Awareness, Gender issues, etc. during last five years are also needed along with the written programme reports with photographs are required. Copies of number of linkages for faculty exchange programmes, MOUs with other institutions, etc. during the last five years are required for this.

Criterion 4 , which is related to infrastructure and learning resources requires data pertaining to average percentage of budged allocation excluding salaries for infrastructure and urbanization during the last five years. For citing the subscription of e journals, shodhsindhuc, e books etc., membership letter or related documents are required. Prof. Pachauri mentioned that all the concerned documents are to be attested by CA. For calculating the Student-Computer ratio, the computer used by the students only are to be counted for this. Latest internet connection bills have to submitted besides other documents related to internet usage by the institution. The institution must provide data related to facility of e Content development, especially the provision of media center, where the lectures are recorded.

While highlighting the data requirement for the Criterion 5 i.e. Student support and progress Dr. Pachauri said that documents of scholarships by the government, scholarships by the management, free ship by government, free ship by management are to be attached. Average students benefitted by the scholarships, fellowships during the last five years. Letter granted by the government agencies are to be attached. Other points regarding capacity development programmes, average students benefitted by these programmes, committees formed, their functionalities, student-grievance cell and the special committees formed for resolving the grievances of the students, average placements of the students, average percentage of the students gone for higher education, average percentage of the students qualified national or international exams and the records of awards won at national and international level were explained by Dr. Pachauri.

Criterion 6 (Governance, Leadership and Management) Prof. Pachauri while deliberating on the criterion 6 said that this criterion is related with vision and mission of the institution, policies, administrative setup, appointment and service rules, procedures, etc., effective welfare measures

for teaching and non-teaching staff etc. It also includes the financial aid given to teachers for professional development by the management during the last five years. Average number of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years and average of teachers undergoing online/face to face Faculty Development Programme (FDP) during the last five years is also the part of this criterion. Dr. Pachauri stressed on the need of maintaining documentary proof for the same.

While talking about the criterion 7 (Institutional values and best practices) detailed programme report and other documents of gender equity promotion programmes during the last five years are to be produced for the purpose of assessment. Detailed programme report and other documents(Bills of equipment used) of Environment consciousness and sustainability are also required. Average expenditure on waste management, physical facilities like lifts etc. for differently abled students, lectures for human values are included in this criterion.

QUESTIONS:

7. Coerces where computer and IT is not core subject, student of such course need to be considered for students computer ratio? Or only students in IT course need to be considered?

8. Teaching experience of teacher will be considered only for current college or total experience of earlier college also?

9. If the highest degree is from other state then he/she is considered other state candidate. If the candidate has done degree from CSIR, then will it be considered from other state?

June 26, 2021

Sub Theme: Innovative practices in Research and Technology

Resource Person: Prof. Adit Gupta, Principal, MIER College of Education, Jammu

Session Reporter: Dr. Jasleen Kaur (Asst. Prof., Pedagogy of Social Studies)

Dr. Adit Gupta gave a very comprehensive discourse on innovative practices in Research and Education. He said that for NAAC accreditation Research and Technology plays a very important role. In all the seven Criteria of RAF, Technology is embedded in every aspect. Research has also been an area of significance for a few years, especially for teacher education colleges which are engaged in research for students of M.Ed, MPhil, Ph.D. Hence in teacher training institute focus has shifted to research as well. NAAC puts thrust on various innovative or best practices that have been followed in different areas of institutional performance. If an institution wants teachers to compete at various levels that situation has to innovate.

Benefits of innovative practices as indicated by NAAC

Five benefits have been listed:

1. Innovations add commendable value to an Institution and its various stakeholders.
2.   They are considered as reliable benchmarks of standard of quality.
3.   They provide a roadmap for self- improvement of institutions.
4. Help to focus on continuous improvement efforts.
5.   Innovations close the gap between existing practice of the Institution and that of the- best- in- class institutions.

Due to this significance of innovations the Institutions are required to figure out their best practices so as to set up benchmarks and Standards in institutional functioning. For this NAAC has given it Four I and D Model.

Innovative/ best practices- The five stage strategy

1. Identification of the best practices
2.   implementation of best practices
3. Institutionalization of best practices
4. internalization of best practices

5. Dissemination of best practices

Thus for any practice to become best and show up best results at least a period of 3-5 years is required.

Further he explained the 8 broad areas where Technology has far greater effect in any institution:

1. Teaching learning process
2. Assessment
3. Administration
4. Student lifecycle management
5. Financial management
6. Brand building
7. 360 degree feedback
8. Data Analytics

1. Technology in teaching and learning process

a. **Learning management systems** for example Google classroom, Moodle etc. are some special gifts of Technology which have helped to make online teaching learning easier, also to manage the teaching learning process in a more efficient way. He showed an example of his own institution where the teaching learning process has been managed by Google classroom.

b. **Lecture Capture System Technology** is also helped in capturing the lectures being delivered online e.g. on zoom, Google meet etc.

c. **Creating video lessons**: The institution can launch its own YouTube channel. With the help of technical staff the teachers can prepare and deliver video lessons which can be recorded and be uploaded on the YouTube channel of the Institution. He gave the example of his own institution where all these things work being done.

d. **Online webinars/Panel discussions/ workshops/ MOOCs** can be conducted for the students and the teachers.

2. Technology for assessment of the students

Again with the help of examples from his own institution he explained how **QUIZZIZ** Platform is being used for online assessment of students. Quizziz gets integrated with the Google classroom. It becomes very easy for testing the students and analyzing their performance. Mobile

learning platform is a great help for the students in their teaching learning process. They can upload apps like zoom, Google meet and study very efficiently online.

3. Technology in result management

Results can also be very efficiently managed through Technology. Online assessment through open book tests/ online quiz/ online proctoring help in fast assessment of the pupils, even the result compilation is very fast and analysis of every aspect of the student's performance is done accurately.

4. Technology in administration, finance and student life cycle management

Here the technology can be used for:

- Enterprise resource planning(ERP)
- Online enquiry and admissions management
- Online fee payment
- Students document management
- Financial accounting
- Library management: Barcodes/RFID
- Assets and visitors management
- Alumni and placement
- Employee attendance and payroll management

5. Technology in brand building, feedback and Data Analytics

Dr. Gupta again cited the example of his own institution where technology was being used in creating a brand name of the institution this was being done with the help of proper feedback from different sources, analysis of that feedback and other Data Analytics tools, for bringing an overall improvement in the functioning of the institution and raising its level of performance. The various technological tools being used were

- Interactive website
- Social media presence: Facebook, Instagram, linkedin and Twitter
- Social media marketing
- Online feedback with the help of software Survey Monkey
- Virtual tours and Google Maps
- Faculty and student blogs
- Open educational resources

- Data Analytics software- PI360. This software helps to manage the data of all the teachers and students and put it in one place. Graphical analysis of the information is also available with the help of the software.

6. Innovative practices in research

Being actively involved in novel research is very significant for the Institution and its faculty to bring about an overall improvement and growth in the functioning of the institution. Following measures have to be taken to bring best practices in the area of research:

- Journal Publications in journals of high repute with desired impact factor or H index, i index, citation index is highly essential. The faculty should obtain Google Scholar ID, Scopus ID, Orcid ID. They should publish in journals so that their research profile is created and the impact of their research work can be calculated.
- Post applications on social media and through institutional website
- The faculty should also participate in conference presentations: National and international.
- Create a personal research website
- Act as resource persons/ keynote speakers
- Be members of editorial boards/ Reviewer Empanelment
- Guide students for their thesis and dissertations
- Take up institutional / sponsored research projects
- The institution should bring out a journal of its own, published abstracts, research summaries.
- Should have a research promotion policy for funding and felicitation
- Provide access to research tools for faculty and students: SPSS, Mendeley etc.
- Provide access to library resources: N-List, J- gate etc.
- Organize guest lectures, Colloquia, seminars, workshops, conferences
- Faculty training in different aspects of research and data analysis
- Create a culture for research

Session on June 26, 2021

Sub Theme: SWOC Analysis

Resource Person: Dr. Bikram Singh Virk, Principal M.R. Govt. College, Fazilka
Session Reporter: Dr. Satveer Kaur (Asst. Prof., Pedagogy of Commerce)

Sir started the session with a very informative PPT and commenced his deliberation by citing **Learning objectives for his presentation:**

- ❖ What is SWOT Analysis?
- ❖ Aim of SWOT Analysis.
- ❖ How to conduct SWOT Analysis?
- ❖ Benefits & Pitfalls of SWOT Analysis.
- ❖ Tips & Exercise for SWOT Analysis.

Later on sir, explained briefly about the difference between SWOT Analysis and SWOC Analysis. He provided an overview of for the acronym SWOT i.e.:

S: Strengths

W: Weakness

O: Opportunity

T: Threats

Dr. Virk mentioned that risk is unavoidable part of business or of every venture.

He explained that there are four parts of SWOT. Two are external and two are internal things. Every individual, nation and business has weaknesses and opportunities. He further added that only those who share their opportunities and strengths progress and the other fail.

Dr. Virk mentioned that this psychological technique (SWOT) is credited to Stanford University in the 1960s and 1970s and was used as a planning to understand strengths, weaknesses, opportunities and threats involved in a project or business. Also used as a framework for organizing and using data and information gained from situation analysis of internal and external environment. It is a technique which enables a group / individual to move from everyday problems / traditional strategies to a fresh perspective.

While elaborating on the aspect of **Strength** Dr. Virk said that it is a characteristic of the institution or a team that give it an advantage over the others. There are some attributes of every business. Beneficial aspects of the organization or the capabilities of an organization, which includes human competencies, process capabilities, financial resources, products and services, customer goodwill and brand loyalty.

Sir gave a number of examples to explain the concept of Strength such as abundant financial resources, well -known brand name, economies of scale, lower costs{ raw materials or processes} superior management talent, better marketing skills, good distribution skills and committed employees. All these are strengths.

While elaborating the aspect of **Opportunities** sir said that it means changing the environment, chances to arrive at better results/ profits in the environment. It represents external attractive factors that represent the reason for an organization to exist & develop and arise when an organization can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organization should be careful and recognize the opportunities and grasp them whenever they arise. Opportunities may arise from market, competition, industry/ government and technology. Sir gave various examples to elaborate on the concept such as rapid market growth, rival sometimes firms are complacent, changing customer needs / tastes, new courses etc.

While explaining the concept of **Weaknesses** in SWOT sir said that weaknesses are something which cannot be ruled out. These are the characteristics that place the institution at a disadvantage relative to others, detract the organization from its ability to attain the core goal and influence its growth. Weaknesses are the factors which do not meet the standards we feel they should meet. However, weaknesses are controllable. They must be minimized and we cannot

totally eliminate weaknesses. Sir quoted examples like limited financial resources, weak spending on R&D, lacking in technology, weak market image, poor marketing skills limited management skills, under trained/ less qualified staff to explain about the weaknesses.

While explaining **Threats,** he said that Threats are the external elements of the Environment that could cause trouble for the institution- external factors, beyond an organization's mission or operation at risk. It arises when conditions in external environment jeopardize the reliability of the organization's offerings. Compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. When a threat comes, the stability and survival can be at stake. For example entry of foreign competitors, introduction of new substitute products, product life cycle in decline, changing customer needs/ tastes, rival firms adopt new strategies, increased government regulations and economic downturn are some of the examples relating threat.

Sir very clearly explained the aims of SWOT Analysis which includes:

- To help decision makers share and compare ideas.
- To bring a clearer common purpose and understanding of factors for success.
- To organize the important factors linked to success and failure in the business word
- To analysis issues that have led to failure in the past.
- To provide linearity to the decision making process allowing complex ideas to be presented systematically.

Dr. Virk in the following slides explained about **Who needs SWOT Analysis?** He said that SWOT analysis is required for/ during:

1. **Manager:**
   - When the administrator has issues with work output.
   - Assigned to a new job.
   - New financial year- fresh targets.
   - Job holders seek to improve performance on the job.

2. **Department:**
   - When the team has not met its targets.

- Customer service can be better.
- Launching a new course to pursue a new objective.
- New team leader is appointed.

3. Institution:
- When revenue, cost and expense targets are not being achieved.
- Market share is declining.
- Industry conditions are unfavorable.
- Launching a new venture.

SWOT analysis is also required for/ during all the following things:

- ✓ Goods and Services Evaluation
- ✓ Brainstorming meetings
- ✓ Strategic planning
- ✓ Product evaluation
- ✓ Competitor evaluation
- ✓ Personnel development planning
- ✓ Decision making
- ✓ Product launching and
- ✓ Effectiveness in market

Sir elucidated the whole process of conducting **SWOT Analysis by saying that** the whole process of conducting the SWOT analysis can be divided into three ways:

- **Analysis Internal and External Environment:**
  Situation analysis: weakness, strength, opportunity and threats
  - Internal analysis
  - External analysis
- **Perform SWOT analysis and Document:**
  - Select contributors- expert opinion may be required for SWOT
  - Establish the objectives- purpose of conducting a SWOT may be wide/ narrow general/ specific.

- Allocate research and information gathering tasks- background preparation can be carried out in two stages: exploratory and detailed. Information on strengths and weaknesses should focus on the internal factors and information on opportunities and threats should focus on the external factors
- Create a workshop environment- encourage an atmosphere conducive to the free flow of information.
- List strengths, weaknesses opportunities and threats
- Evaluate listed ideas against objectives- with the lists compiled, sort and group facts and ideas in relation to the objectives

- **Prepare action plans:**

   Once the SWOT analysis has been completed mark each point with:

   - Things that must be addressed immediately
   - Things that can be handled now.
   - Things that should be researched further.
   - Things that should be planned for the future in coming 10 years.

Sir elaborated this with an example i.e. the process of taking connection of phone in the past.

Dr. Virk talked at length about the benefits & pitfalls of SWOT Analysis. Sir said that SWOT Analysis has some benefits as well as drawbacks.

Benefits:

- Knowing the competition: reviews a company's competitors and benchmarks against them to configure strategies that will put the company in a competitive advantage.
- Decision making tool: provides well rounded information that prompt well informed decisions
- Forecasting: we can forecast. Planning is always based on forecasting.
- Provides a variety of information critical to forecasted variables.

   SWOT Analysis is beneficial as it:

   - Helps in setting of objective for strategic planning.

- Provides a framework for identifying and analyzing strength, weaknesses, opportunities and threats.
- Provides an impetus to analyze a situation and develop suitable strategies and tactics.
- Basis for assessing core capabilities and competencies.
- Evidence for, and cultural key to, change.
- Provides a stimulus to participation in a group experience.

Pitfalls of SWOT Analysis

Regarding shortcoming of SWOT, Sir said that everybody's observation is different in this regard.

- It may cause organization to view circumstances as very simple due to which certain key strategic contact may be overlooked.
- Categorizing aspects as strengths, weaknesses, opportunities and threats might be very subjective as there is great degree of uncertainty in the market.
- To be effective, SWOT Analysis needs to be based on assumptions It lacks detailed structure, so key elements may get missed.
- Sometimes SWOT analysis may not be very deep. Then SWOT analysis may fail.

Sir said that two things are very important here for effective **SWOT** analysis are:

- Element of subjectivity should not be there.
- Reliability of the data must be there.

In his concluding remarks sir provided the participants with **Do's and Don'ts of SWOT Analysis:**

Do's :

- Be analytical and specific.
- Record all thoughts and ideas.
- Be selective in the final evaluation.
- Choose the right people for the exercise.
- Choose a suitable SWOT leader or facilitator.

- Think out of the box.
- Be open to change.

Don'ts:

- Try to disguise weaknesses.
- Merely list errors and mistakes.
- Lose sight of external influences and trends.
- Allow the **SWOT** to become a blame laying exercise.
- Ignore the report the outcomes at later stages of the planning process.

<p style="text-align:center">Day 6</p>
<p style="text-align:center">Session 1</p>

June 27, 2021

Sub- Theme- Digitalizing & Managing Academic & Non-Academic Activities Relating to Students, Faculty & Management

Resource Person: Prof. A.S. RAO, Former Academic Consultant, NAAC Bangalore,

Prof. Rao while mentioning the need and importance of digitalization of education said that digital learning is more than only offering students with a laptop. It needs a blend of technology, instruction and digital content. The incorporation of digital learning in the classrooms can depend on simply using tablets. The digital education has revolutionized the old chalk and board process of learning classrooms. Dr. Rao elucidated with the advent of new technology-aided learning tools such as smartboards, MOOCs, tablets, and laptops, etc. has transformed the way education is being imparted in schools and colleges. The internet of things (IoT) is further proving to be one of the most cost-effective ways to educate young minds. It is also a powerful system to integrate a world-class learning experience for everyone. DR. Rao while throwing light on MOOCS said that MOOCs platforms are enabling self-learning in a crucial way. The popularity of online courses via MOOCs programs in India is a growing market. MOOCs are helping a lot of young population in the country to upgrade their qualifications and skills. It is enabling millions of Indians who do not have access to affordable education to improve their employability by gaining access to a range of skill-based courses.

Dr. Rao provided the participants with **Latest UGC guidelines 2021 regarding the blended mode of learning to be followed by higher education institutions and clarified that UGC-Blended Learning** [BL] is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focussing on learning outcomes and the learner centred instructional environment. He further shared the recommendation of NEP 2020 for the use of blended learning which states that while promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

Prof. Rao explained in detail the blended learning pedagogies **for Online and Face-to-face Modes**. He remarked that learners in Blended Learning environment are not visualized as passive learners, rather they are regarded as active learners generating ideas, assimilating knowledge individually and in teams. Once learning resources are provided on an online platform, students sitting in the classroom need not again listen to the instructor. The time, then, can be used for engaging them in activities. Even their online time can be used innovatively for making online sessions more effective and interesting. Prof. rao while discussing the role of Govt. in promoting online education system highlighted that since 2016 i.e before pandemic, the Indian Government has been trying to promote the usage of online education system and UGC online courses. He admitted that the Covid-19 pandemic has changed the total scenario of education system as it further accelerated e-learning in education to greater height. He mentioned that due to the outbreak of the pandemic, the government has issued several guidelines for the online courses in 2021, which are about to begin from the month of November or December 2021. Dr. rao gave an overview of the various guidelines provided by UGC for online courses which includes the "Open access link" to e-content provided by the universities on their websites so that the students of other universities at the same time can also benefit from the content. Prof. Rao conversed that the digitalization of education involves various advanced techniques/modes of delivery like:

Online Courses, Digital textbooks, digital resources, e-content, e-library access, online internal and external examinations, Animations etc.

Prof. Rao elaborately discussed various advantages of Digital education system for students which include:

Personalized Learning

The opportunity to assist students in learning at the best path and pace for them is the most vital advantage of the digital education system. The one to one learning is the best example of personalized learning. However, it is expensive and time-consuming. The conventional mode of learning creates a gap in overall learning and frequently leads to a lack of interest among the students when they are not able to catch up with the rest of the class. In digital format, the educators can customize the curriculum based on student's learning speed and capability.

Makes Students Smarter

Learning tools and technology allow students to grow effective self-directed learning skills. The students are capable of analyzing what they require to learn to search and use online resources. Digital learning enlarges their efficiency and productivity. Furthermore, digital learning tools, and technology sharpen critical thinking skills which are the basis for the growth of systematic reasoning. Students also develop positive feelings by mastering new knowledge and skills using digitized learning tools.

Make Students Self-Motivated

Students get self- motivated to learn. Digital learning is far more interactive and memorable than generous textbooks or one-sided lectures. The digital learning permits students to better connect with the learning material.

Expanded Learning Opportunities

One of the major advantages of digital learning is that, it expanded learning opportunities for students. The digital learning is extending learning opportunities so the students can grasp the fact that learning occurs various times and in several places. Students learn many new things from digital tools and technology.

Develop accountability in Students

The digital education system makes the assessment of each and every student much more transparent and informative with the real-time examination of performance and auto-generated reports. It offers the students the capability to measure their performance in detail and come up with relevant solutions on their part. Digital learning can be self-directed when students learn online as they get useful information by browsing through a lot of information online.

Higher Engagement Rate

The traditional way of learning offers students the little scope of engagement as the dynamics of a traditional classroom comprise students, textbooks, and educators for learning. On the other hand, the digital education system provides a wide variety of options for the students to learn from images and video content, virtual reality, interactive sessions, and many Digital education system and technology permeate the gaps where traditional classrooms are teaching drops back. It offers several advantages for students, comprising the opportunity to study flexibly and from a place that suits them. The blend of technology and education has made education available to all by addressing the constraints of traditional models of learning.

Prof. Rao discussed the advantages of online learning for teachers/principals/ administrators as well as for management also by saying that Digital technology is also helping overcome all language barriers. Now learning material can digitally be made available in regional languages as well. Through e-learning initiatives fostered by the government and private players, students and teachers can get access to the vast pool of knowledge content. Teachers can provide enriched learning experiences to students in the class room teaching. Online education offers freely accessible media for learning, teaching and research purposes. It allows students/teachers to engage with a wide spectrum of study material freely available on the internet thus creating an ecosystem of self-learning. Automation of Administration, Examination cell, finance department, Library and introduction management information system [MIS] for large data management has made work easier in educational institutions. Internet has made Digitization Possible. The core existence of online education platforms is being possible with the internet. Most schools and colleges in India make use of the internet and they basically use it for conducting online teaching, exams and quizzes.

Concluding Remarks

Digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. We cannot replace class room teacher because of digitalization of education. The best part about the digitization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both acts as a support system to each other, which give a stronghold to our modern students. Digitization in education has also proved to be the right method for saving resources. College /school offices are becoming paperless offices. Online examination platforms have restricted the frivolous usage of paper, directly confining the cutting down of trees.

<div align="center">

Day 6

Session -2

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June 27, 2021

Sub Theme: Outcome Based Education

Resource Person: Dr. Khushvinder Kumar, Principal, M.M. Modi College Patiala

Session Reporter: Dr. Rachhpal Singh (Asst. Prof., Pedagogy of Mathematics)

The presentation shared by Dr. Khushvinder Kumar in the session was divided into three parts:

1. What basically Outcome Based Education is?
2. What Outcome Based Education is in Higher Education?
3. How The concept of Higher Education Changed with time?

He started his presentation with the current status of Higher Education with regard to world ranking, placement; Skill Gap and Civil Society.

He mentioned that in world ranking by QS world University ranking 2020 IIT Delhi is placed at 185 ranks. In Times Higher education Ranking 2021 in first 300 places none of our institutes placed. IISC Bangalore is placed at 301- 350 and IIM Ropar 350-400. Data given by Centre for

Economic Development & ILO During 2020 unemployment rate in India rolls to 7.11 (if rate of unemployment rate cross 6% of Society then the planners consider the times as devastating). It will be difficult to revert from it and to save the nation. Business insight says 80 % of our graduates are unemployable i.e. they haven't such skills required by the employers. Later Dr. Kumar shared some **Issues pertaining to Higher Education :**

➢ Lacking Accountability
➢ Courses not up-to-date and relevant.
➢ Teaching Process is not transparency, innovative and flexible.
➢ Teaching faculty inadequate poorly qualified incompetent.
➢ Facilities are not adequate.

Student intake is less and of poor quality.

Dr. Khushvinder stressed that in all the countries of the world both primary and higher education are needed. Primary education has its own importance just like higher education has its own importance. However higher education is very important for growing our economy. Higher education in India has many challenges and issues. We need to talk about them and highlight so that government can resolve such issues. In Punjab specially in Higher Education Institutes of Government out of 1845 teaching colleges 1500 are vacant i.e. 80 % are vacant. National data of India almost all the institutions especially universities show 50 % of teaching posts are lying vacant. Dr. Kumar gave a elaborated overview of Outcome Based Education (OBE) Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels:

• To make higher education system globally competitive
• To make it comparable
• To make it socially relevant
• To make it futuristic.

Sir explained the concept of Outcome Based Learning by citing Tucker 2004 which states that "OBE is process that involves the restructuring of curriculum, assessment and reporting practices

in education to reflect the achievement of higher order learning and mastery rather than the accumulation of course credits".

While pondering on the framework of Outcome-Based Learning Framework, Dr. Khushvinder Kumar said that one cannot eschew the fact that organizations, irrespective of their sizes are meddling amidst ups and downs, with many stumbling blocks on their way, failing economies, unpredictable GDPs, rising demographic challenges and many others. Whatever be, an organization's goal to move forward is only with its ROI in mind. Not just Institutions pertaining to Learning but Development units are growing keen on tracking and showcasing the outcome of learning programs. Gone are the days when the focus was more on off-the-desk work which doesn't reflect on the business goals. Rather, there is a new shift now where clarity of focus is vested in designing learning management solutions that would directly impact on the business goals. Every kind of training focuses on the impact or the outcome-based learning solutions and its expanded opportunities.

Sir discussed a 4 step guide for effective Outcome Based Education implementation in the institutions which include:

- Curriculum, staff, facilities, ELOs
- Teaching strategies, techniques, Learning resources
- Assessment/ Measurement of Los
- Identifying Gap in ELO-Lo
- Outcome-Based Learning Addresses following five questions
- What do you want the student be able to do?
- Why you want the student to learn? (motive)

How can you best help the student to achieve it? (Method, technique, learning resources, Pedagogy)

How will you know what they have achieved?

WHEN & HOW to close the loop? (What exactly you have)

Dr. Kumar very explicitly explained the characteristics of Outcome based learning:

- Outcome driven education i.e. every stated objective can be assessed.
- Centered around student and stakeholder needs
- Program Objectives: to be attained in 3-5 years.
- Program Outcomes: abilities to be attained at completion of program (knowledge, skill, attitudes)
- Course outcomes: specific ability to be attained.
- Learning outcomes: expected from students.
- Selecting/ developing Assessment tools.
- Fixing Performance Indicators.
- Robust Evaluation Planning.

Dr. Khushvinder provided a brief outline of Course, Course Objectives, Programme and Programme Objectives. He defined Course as a theory, practical or theory cum practical subject studied in a semester. For example English, Mathematics etc.

Course Outcome (CO) Course outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally three or more course outcomes may be specified for each course based on its weightage.

Programme is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, co-curricular and extracurricular activities to accomplish predetermined objectives leading to the awarding of a degree. For Example: B.E., BA, B.Sc.

Programme Outcomes (POs) Program outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

Further, Sir explained the learning outcomes in the following manner:

What we expect from the students for particular course / Subject or

Requirement from students

   i.   Active role in Learning

  ii.   Must come well prepared to class

 iii.   Contribute by teaching others

 iv.   Learning from others (peer tutoring, cooperative learning)

v.   Problem solving, Risk taking

vi.   Ethics: Respect, Trust, Openness

Following Assessment tools with regard to POs and PO& CO were discussed with examples

Dr. Khushvinder in the later part of his presentation discussed the Paradigm shift from OBE to Humanistic HE and said that from an educational perspective, at the domain level, there is the scientific paradigm, the humanistic paradigm and the artistic paradigm. Fields are particular areas of study within a discipline, or that cut across several disciplines, and they are usually centered on applied knowledge (for example, professions, careers or occupations). It is typically from fields that communities of practice emerge. He mentioned that there is a shift is from

- Aim (Job) to Aim (Wisdom)
- Objectives to Degree Objectives
- Program Outcome to Subject Objectives
- Course outcomes to Behavioral Objectives
- Learning Outcomes to Instructional Objectives.

In the end of his presentation Dr. Kumar discussed the outcome Based Education in context of Blooms' Taxonomy.
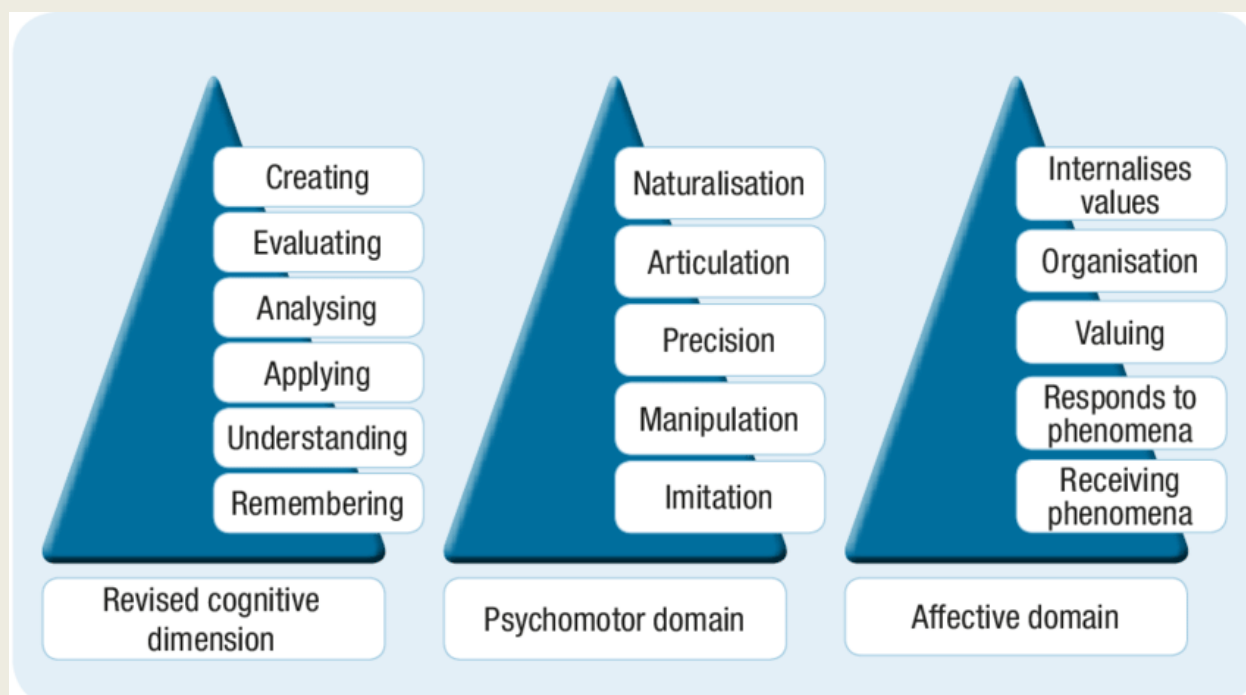
Instructional Objectives-Cognitive, Psychomotor and Affective domains with reference to suggested instructional Strategies for use with each level of Blooms' Taxonomy were also discussed by Dr. Kumar with examples. Sir concluded his session by describing Four major steps to implement OBE i.e. Outcomes; Teaching learning Process; Assessment and Improvement with four sub steps Do, Check, Act and again Plan .

Question/Answer Session

The following Questions were asked in Chat box of online YouTube channel and Zoom Platform which were satisfactorily answered by the resource person.

Q1. What assessment tools can be used to measure the learning out come?

Q2.Is all courses in curriculum come under employability and skill development or not?

Q3.This again stresses objectivity i.e. behavioral approach, How it accommodates constructivism so strongly stressed recently in educational documents?

Q4.How can we calculate attainment of PO and CO?

Q5.How we gave attainment values for CO & PO mapping?

Can we get few examples of how Po and Co can be Calculated quantitatively, how it can be documented for NAAC purpose?

June 29, 2021

Sub theme: Best Practices in Teaching and Learning- A 360 degree approach

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

Session Reporter: Dr. Jasleen Kaur and Dr. Rachhpal Singh

Dr. Jyoti Patil began her discourse by highlighting the role of technology in Teaching and learning which have always been an interactive process, she remarked that a teacher can teach effectively even in the traditional style but due to the advent of Technology and Technology empowering every domain of our lives, it is very difficult for a teacher to ignore the use of technology in the classroom. The coming of Web 2.0, 3.0 and then 4.0 has given more impetus to participative and collaborative experiences through online teaching and learning. The entire landscape of teaching and learning has radically shifted in the last 15 years. The advent of web technology which ushered in the learning management system (LMS) has extended the boundaries of the classroom beyond the four walls.

Dr. Patil then emphasized the role of teaching learning process in preparing the self- study report of NAAC-RAF and referred to the Criterion II of the SSR where key indicator 2.3 teaching learning process and 2.4 teacher profile and quality both are directly related to the process of teaching and learning. In 2.3 there are three metrics which deal with best practices in teaching and use of technology- 2.3.1- student centric method, 2.3.2- teachers use ICT enabled tools and 2.3.3.-ratio of mentor to students. Even for writing best practices required in SSR, teaching learning practices can be quoted if they have been consistent and have shown considerable improvement in teaching learning process.

Further she tackled the difference between traditional classroom and virtual classroom, each having its own strengths and limitations. The present time demands a flexible approach on the part of the teacher and required that sufficient freedom be given to the teachers and the students to adopt any convenient mode with which best output can be generated. Understanding pedagogy and its characteristics are essential if innovative practices have to be introduced in the teaching learning process. Pedagogy is the Art of teaching any discipline hence it involves many

skills. The pedagogical skills can be divided into two types viz Classroom management skills and content related skills. **In pedagogy important part is the:**

- Preparation of the content which has to be taught in the classroom
- Presentation or delivery of the content
- Connecting with the assets required to present the content
- Pulling together these assets to cognitive psychology based learning process
- Evaluation of the learning process whether it is working correctly

Thus the knowledge of pedagogy and mastery of content are two essential requisites for bringing about the best practices in teaching learning process which can be classified as under:

She highlighted the following Teaching learning Strategies for innovative pedagogy:

Teaching at all levels has changed because of the effect of Technology. Due to new innovations and technological revolutions our classrooms have extended their boundaries, there is a lot of networking and sharing of knowledge all over the globe. Due to this improved sharing of knowledge the Teachers cannot afford to stick to the age-old chalk and talk method of teaching, it has become outdated due to the innovations in teaching methodology and availability of many novel methods of teaching like the hybrid teaching, which is a combination of traditional and novel styles of teaching. Some novel teaching learning strategies are:

- Crossover learning (Learning in informal settings)
- Learning through argumentation (critical thinking)
- Incidental learning
- Context based learning -Beyond the classroom by interpreting new information
- Computational thinking
- Learning by doing
- Virtual Labs- science with remote labs or also called virtual labs are being run by Ministry of Human Resource and Development. Such virtual labs create proper learning management systems, in which the students with the help of web resources like internet, video lectures etc. are able to learn from their home. A proper interaction between the teacher and student can be carried out in these virtual labs.
- Embodied learning- mind and body work together while learning
- Adaptive teaching (personalized path of learning)

- Analytics of emotions- Responding to students emotions and dispositions; Eye tracking and facial recognition

Stealth assessment: Stealth assessment refers to evidence-based assessment that is woven directly and invisibly into the fabric of the learning or gaming environment. Student centered approaches: inquiry based learning, cooperative learning etc.

She suggested the following ways of improving the Quality in Teaching Learning Pedagogy:

- Use of new technologies to speed up communication through online and offline modes.
- Transforming the curriculum by making it progressive, choice based, experience oriented and bring about innovation to avoid stagnation.
- Interactive teaching and learning by using digital technologies and providing easy access to knowledge.
- Adopting the virtual classroom for interactive digital content.
- Using mobile phones so as to make learning and teaching convenient, anywhere and anytime.

Dr. Patil recommended Some Important Digital Tools as under:

Blogs: Teacher's blogs are very useful digital tools for improving teaching learning and communication among teachers and students. They are just like teacher's diary and serve as a wonderful platform:

- Teachers can use blogs to publish assignments, resources, and keep students and even parents up to date on class events, due dates, and content being covered.
- Teachers can also use blogs to help students' master content and improve their writing skills.
- Students can use blogs to publish their writing and educate others on a particular topic.
- Students can also create blogs for the chess club or the yearbook club, the football team or the upcoming prom.

2. **Voice Threads to Build Student Engagement:** A Voice Thread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice (with a microphone or telephone), text, audio

file, or video (via a webcam).Voice Thread is a natural fit for a range of student presentations and projects, such as explaining research, demonstrating understanding of a math operation, or retelling a story with original artwork. Some teachers might use Voice Thread as part of a digital portfolio to track student growth over time. Students might also enjoy using it as a collaborative creation tool; with the commenting feature, each group member could add his or her own analysis of a document, image, or video. Alternatively, teachers can start a series of threads that will serve as the starting point for nested student responses. Using thought-provoking images, questions, quotations, or passages, teachers can ask students to respond to a prompt, making sure to listen to or read their peers' responses before providing additional feedback. Teachers can reorder comments to create a multimedia discussion that helps cement students' understanding of class concepts.

3. **Prezi** is a web-based tool for creating presentations (called prezis for short). It is similar to other presentation software like Microsoft PowerPoint, but it offers some unique features that make it a good alternative. In recent years, it has become popular in schools and businesses.

4. **iSpring Suite**: It is a PowerPoint-based authoring toolkit produced by iSpring Solutions that allows users to create slide-based courses, quizzes, dialog simulations, screencasts, video lectures, and other interactive learning materials.

5**. Integrate Social Media** e.g. facebook, when using Facebook as an eLearning platform, learners are allowed to discuss ideas, ask questions, share experiences, and discover new information. Given that social interaction positively impacts the way that people learn and work, Facebook is the ideal platform to boost collaboration and active learning

6. **Lecture Capture System:** Lecture Capture system is an automated audio-video recording solution for class room lectures. It provides access to classroom video lectures and activities in online form. Students can watch the missed/completed classroom recordings – anytime; anywhere; any place. There are different software for this e.g. eduMIX

7. **Social Book Marking**: Social bookmarking is the process of tagging a website page with a browser-based tool so that you can easily visit it again later. Instead of saving social media posts to your browser bookmarks, you can use different platforms' features to bookmark posts.

Because the bookmarks are online, you'll be able to access them anywhere, from any device with an internet connection. E.g pearltrees, delicious, plurk, Slashdot etc.

8. **Podcast:** A podcast is an episodic of spoken word digital audio files that a user can download to a personal device for easy listening. Streaming applications and podcasting services provide a convenient and integrated way to manage a personal consumption queue across many podcast sources and playback devices. e.g. famous podcast

9. **Screen Cast**: A screencast is a digital recording of computer screen output, also known as a video screen capture or a screen recording, often containing audio narration. The term screencast compares with the related term screenshot whereas screenshot generates a single picture of a computer screen, a screencast is essentially a movie of the changes over time that a user sees on a computer screen, that can be enhanced with audio narration and captions. A screencast is a digital recording of computer screen output, also known as a video screen capture or a screen recording, often containing audio narration. The term screencast compares with the related term screenshot whereas screenshot generates a single picture of a computer screen, a screencast is essentially a movie of the changes over time that a user sees on a computer screen that can be enhanced with audio narration and captions. e.g. software like Jing and Camtasia

10. **Livescribe** smart pens provide a unique solution for student assessment because they capture a student's written and verbal work. By tapping on a student's notes, teachers can hear the student's verbal explanations and access the student's thinking for just-in-time intervention.

11. **Smart Interactive White Boards:** An interactive smart board, also known as an electronic whiteboard, is a classroom tool that allows images from a computer screen to be displayed onto a classroom board using a digital projector. The teacher or a student can "interact" with the images directly on the screen using a tool or even a finger.

Dr. Patil also shared useful tips for Teachers while teaching online and working from home:

- Plan your classes:-Have your syllabus and materials laid out clearly before the class starts.
- Prepare and Master Technology: A teacher must prepare himself/ herself according to changing scenario like what happened in Covid-19 pandemic situations. Two things are

very important first is Hardware and second is software. For this teacher must have deep understanding of technology and for this following support is needed.

- A reliable computer
- A strong internet connection
- Various online softwares like Modular Object-Oriented Dynamic Learning Environment (MOODLE), various LMS like GNOMIO, can be used for this purpose.
- Setup an adequate working environment to teach the pupils, meet the expectations of employees and managing home responsibilities along were discussed.
- Innovate and Stimulate Discussions:
- Initiate and encourage discussions
- Encourage participation
- Focus on student involvement
- Some Note taking apps can be used by students like:

Google Keep

Simple note

Zoho Notebook

Drop box Paper

Apple Notes

EVERNOTE,

OneNote etc.

- Communicate Regularly

Dr. Patil discussed the importance of making healthy relations with students.

- Motivate Your Students

She also discussed some software to motivate the students were discussed. For this examples of Duolingo;Yousician;SoloLearn;Memrise;Blinkist;Tinycards;UdemyCorsera;Khan   Academy;

TedEd; Kahoot were given by her. Further in her talk she discussed some of the learning platforms like Kahoot, Socrative and Quizlet were compared

Ask For Feedback: Dr. Patil highlighted that as feedback is backbone to improve Teaching Learning Process, so the teachers should lay thrust on this component as well. Some software to get feedback are Top Hat; Iclicker; Socrative; Turning Technologies. Role of Feedback from Employer, peer, customer and Manager – a 360degree approach was also elaborated.

Best Apps for Communication skills

- VIRTUALSPEECH: The Virtual Speech VR app helps you practice for public speaking events, by providing photo-realistic environments.
- UMMO: Ummo app tracks your pace, word power, clarity, and more.
- SPEAKAPP Speak App is a powerful toolkit for Toastmasters and those who wish to improve their public speaking skills.

Best Apps for English Language Learning

- Duolingo is one of the best free English learning apps. It helps you to master new words, phrases and grammar with game-like lessons.
- Busuu English learning course is designed to help you improve all the skills you need to become fluent in English.
- Improve English is a popular app for those who are learning English as an additional language.

Dr. Jyoti Patil ended her informative session with the quote "Be committed to your job and make the future leaders"

<p style="text-align:center">Day - 7</p>
<p style="text-align:center">Session -2</p>

June 29, 2021

Sub theme: Green Audit and Energy Audit for Sustainable Development

Resource Person: Dr. Mohinder Kaur Grewal, Former Principal, Govt. College for Girls, Ludhiana

Session Reporter: Dr. Mini Sharma (Asst. Prof., Pedagogy of English)

Dr. Mohinder Kaur Grewal, gave her inputs on Green Audit and Energy Audit for sustainable development. At the outset Dr. Mohinder shared her concern for environment by saying that the greatest threat to our planet is the belief that someone else will save it. Dr. Mohinder further discussed some Environmental issues like overpopulation, deforestation, food crisis water pollution, ozone layer depletion, climate change, greenhouse effect, biodiversity loss, fuel crisis, energy crisis, desertification, urbanization etc. by citing these environmental problems dr. Mohinder shared her apprehension that people are consuming far more natural resources what planet can sustainably provide. She raised her concern by saying that we are building much pressure on the earth by overusing its resources. While suggesting some measures for this overuse of earth's resources she, said that we should consume with care and human prosperity should not cost earth of its precious resources. She further said that living sustainable is about doing more and better with less.

Dr. Mohinder next, talked about different natural resources and highlighted that out of these resources water is the most important and most exploited natural resource. She gave statistical figures regarding the uneven distribution of water on the earth. She said that the growing population and expanded use have adversely impacted on the water resources. While talking about the use of energy resources, Dr. Mohinder shared that household use of energy and increase in the vehicle ownership has increased the use of energy and thereby excessive CO_2 emission. She also shared her concern on the rampant food wastage at the global level while on the other hand a larger chunk of population remained undernourished. Dr. Mohinder gave some practical solutions to tackle the problem of overuse of natural resources. The various suggestions provided by her include: Think hard before consuming anything, use judicious amounts of natural resources, avoid wastage, completely avoid one time usage items and be minimalistic and realistic. While discussing the role of society in the conservation of natural resources, Dr.

Mohinder made it clear that every constituent of our society is responsible for protecting the environment and one should start with his or her own efforts to conserve the environment. She said that there is a dire need to make society sensitive for the cause of environment.

Green Audit in Academic Institutions: Dr. Mohinder elaborately discussed the green audit by focusing on its need for academic institutions. She defined green audit as the tools that organizations use to identify their environmental impacts and assess their compliance with applicable laws and regulations, as well as with expectations of their stakeholders. Later she discussed the aims and objectives of environmental audit in academic institutions which include

- To recognize the initiative taken organization towards environment.
- To secure the environment and cut down the threats posed to human health.
- To recognize, diagnose and resolve the environmental problems
- To enable organization to evaluate and manage environmental change, threat and risk
- To suggest best protocols for sustainable development organization and environment.
- To recognize the effects of an organization on the environment and vice versa.
- To facilitate the stakeholders with different aspects of disaster management.
- To train all stakeholders of the organization and empower them to contribute and participate in the environment protection

  In the subsequent slides of her presentation Dr. Mohinder talked at length about the energy audit and elaborated that an institution needs to follow systemic procedure to analyze its current energy need and consumption that is going out of valid technical standards and must also look for possibilities of techniques of energy saving. Dr. Mohinder shared in detail various aspects of Audit for Energy Management including Sources of waste generation/production, methods of waste segregation, method of waste disposal, recycling methods, number of dustbins/bins etc. Dr. Mohinder highlighted the various phases of Energy Audit process which include Pre – arranged appointment, confidential review and survey, assessment of funding options, recommendations given in the energy audit process and their implementation. Further she highlighted the various aims of energy Audit:

- To minimize cost for energy
- To minimize operational cost

- To minimize cost for repairs and reconstruction and
- Increase quality of environment that contributes to increased work productivity

Dr. Mohinder briefed about the various types of Energy Audit viz. Preliminary Audit, Detailed Audit and target Energy Audit. While discussing about the Preliminary audit she said that this type of audit is relatively quick exercise to

- Establish energy consumption in organization
- Estimate scope of saving
- Identify immediate improvement/saving etc.

Detail Energy Audit, she said evaluates all systems and equipment which consume energy and the audit comprise a detailed study on energy savings and costs. In this type each and every apparatus is assessed and estimated for how much energy it consumes.

While talking about the Target Energy Audits, Dr. Mohinder said that targeted energy audits are mostly based upon the outcome of the preliminary audit results. They provide data and detailed analysis on specified target projects. While giving examples for target energy audits she mentioned that an organization may target its lightning system or boiler system or compressed air system.

Green Energy Audit

Dr. Mohinder explained that audit for green campus management include preparing list of biological diversity- species, in campus, naming of plant species, list of amphibians, reptiles and mammals etc., listing of bird diversity, existence of botanical garden and observation of best practices like Vanmahotsav, tree plantation drives etc.

Dr. Mohinder further suggested the auditing for carbon footprint as it has an impact on the environment. She also suggested some measures to reduce carbon footprint of the institution by checking the excessive use of carbon emitting devices including the vehicles, generators etc. Further she discussed about the governance of environment management through a schematic flowchart. Dr. Mohinder elaborated the actual methodology of Green Audit which include:

- Preparation and filling up of questionnaire which is unique to every institution.
- Physical inspection of the campus
- Observation and review of the document

- Interviewing of responsible persons(Management, Principal, staff, student representatives, parent representative and alumni representatives etc.)
- Data analysis, measurements and recommendations

Regarding data collection for energy and green audit, Dr. Mohinder said that exhaustive data collection is needed using different tools such as observation, survey etc. The team for auditing must visit each department, center, library, canteen, laboratory, waste dumping centers etc. Data about the general information must be collected by observation and interview and the power consumption of appliances will be recorded taking an average value in some cases.

In the end Dr. Mohinder discussed the various stages of Audit which include: Pre-Audit stage, Audit stage and Post audit stage

In pre audit stage an institution is required to establish environment management system and formulate an environmental policy. Activities or programmes must be planned for making the campus green and energy efficient. In audit stage documents are evaluated and checked, environmental and various programmes organized under green campus are reviewed and in post audit stage evaluation of the findings is done along with reporting with recommendations. On the basis of these recommendations an action plan is prepared and follow up is undertaken.

Valedictory Session
Dr. Gurdarshan Brar , Asst. Director, D.P.I (C) delivered the valedictory address in which he suggested that the NAAC should operationalize the regional centers as soon as possible in order to cover more colleges under NAAC Assessment and Accreditation. He further suggested that the process of accreditation must not be one time process for the colleges rather it should be way of life for the colleges. He also highlighted that that faculty must be given sufficient training for technical writing so as to enrich the research environment in the institution.

Glimpses of the Faculty Development Programmes: