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**Mahatma Education Society's  
PILLAI COLLEGE OF EDUCATION & RESEARCH**

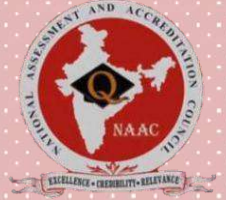
Khanda Colony, Sector 8, New Panvel (W) -410206

Tel No: (022)-27464161, 27480289,

Website: [www.pcerpanvel.ac.in](http://www.pcerpanvel.ac.in)

*NAAC ACCREDITED 'A' GRADE*

**(Affiliated to the University of Mumbai)**



**PCERP  
PROCEEDINGS OF THE  
NAAC SPONSORED WEBINAR**

On

**QUALITATIVE & QUANTITATIVE METRICS  
IN ASSESSMENT OF TEI'S AS PER NAAC  
GUIDELINES 2019**

**Dates: 3<sup>RD</sup> to 5<sup>TH</sup> February, 2021**

**BOOK-18**

**Organized by:  
Internal Quality Assurance Cell  
PCER-Panvel**

## **BENEFACTORS**

**Dr. K.M. Vasudevan Pillai**

Chairman & CEO  
Mahatma Education Society

**Dr. (Mrs.) Daphne Pillai**

Secretary  
Mahatma Education Society

### **EDITED & COMPILED by:**

**Dr. Bhavna Dave**  
Assistant Professor  
Pillai College of Education & Research,  
New Panvel (W)

### **PUBLICATION OFFICE**

**Mahatma Education Society**  
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**Dr. Sally Enos, Principal**  
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## OUR PATRONS

**DR. K.M. Vasudevan Pillai**



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**DR. Priam Pillai**



Chief Operating Officer  
Mahatma Education Society

**MR. Franav Pillai**



Deputy CEO  
Mahatma Education Society

### PRINCIPAL

**DR. Sally Enos**

MES' Pillai College of Education & Research  
New Panvel

### IQAC CONVENER:

**DR. Bhavna Dave**

### CO-ORDINATING COMMITTEE:

Asst. Prof. DR. Geeta S. Thakur

Asst. Prof. Mrs. Namrata Saxena

Asst. Prof. Mrs. Bindu Tambe

Asst. Prof. Mrs. Pradnya Jadhav

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# *OUR VISION*

“To foster positive attitudes and ideals to be socially responsible and competent teachers with individual identities in order to enable the student teachers to translate great ideas into good actions”

# *OUR MISSION*

To promote purposive education through globalization of mind and society and using education for value transmission in order to enable the student teacher to perform effectively different roles as a teacher in the present society.

## *Objectives of the Institution*

- *To prepare humane professionals by enhancement of the heart and soul.*
- *To prepare the Student teachers to perform effectively different roles expected in changing global Scenario.*
- *To empower Student teachers with competencies required for professional growth.*
- *To develop attitude of Professionalism by inculcating Dedication, Commitment, Accountability and Professional Ethics.*
- *To foster virtues like Sincerity, Sympathy, Gentleness, Modesty, Humility, Compassion, Courtesy, Co-Operation, Fair play, Self Esteem Self-Control and Truthfulness.*
- *To develop Sensitivity towards Society related issues and concerns.*
- *To encourage student teachers to apply the knowledge creatively to relevant situation.*
- *To develop Leadership Competencies to plan, organize and conduct various Educational activities.*
- *To prepare humane professionals by enhancement of the heart and soul.*
- *To develop an appreciation of the role of the teachers in the prevailing socio – cultural and political context in educational system.*
- *To provide avenues to the Student teachers for exchanging ideas, raising issues and discussing themes and problems.*
- *To create environmental consciousness and concern among the student teachers.*

## *Core Practices of the Institution*

- . Social commitment*
- . Global mindedness*
- . Value transmission*
- . Environmental consciousness*
- . Reflective approach*
- . Integrating technology*
- . Professionalism*

## ABOUT THE INSTITUTION

MES' Pillai College of Education and Research, New Panvel was established in the year 2007. It is affiliated to the University of Mumbai and is approved by the NCTE (National Council of Teacher Education). Our institution has been accredited by NAAC with a CGPA of 3.31 on a seven point scale with 'A' grade. The grade reflects the able leadership of our Principal Dr. (Ms.) Sally Enos and the efforts put in by the staff and students of PCER.

The college has an intake capacity of 100 students for the B.Ed. programme and 35 students for the M. Ed. programme. It is also a PCP centre for M.A. (Edu.) of IDOL, Mumbai University and a recognized Ph.D. centre for research studies in the field of education. Pillai College of Education and Research, Panvel has shown consistent results at the B.Ed./M.Ed. University examination with 100% results.

The institution is situated amidst tranquil residential housing societies and provides a sound, conducive learning environment to the student teachers. Green environment and proximity of the institution to the nearest road and rail services serves as an added advantage. The institution is designed with a futuristic outlook and boasts of well-equipped state-of - the - art technology. All the classrooms are spacious and have a provision for AV devices i.e. computers having LCD monitors and Wifi connectivity, Overhead Projectors, Tape recorders and Television. The computer laboratory has sixty computers connected through LAN while the library is well equipped to meet the needs of the intellectual minds. Additionally there is a spacious activity hall, psychology laboratory, teaching aids room, separate boys' and girls' common room, a conference room, playground and a recreational arena.

A perfect blend of talented and qualified teaching and non-teaching staff relentlessly strive towards providing the best to the stakeholders. Our aim is the enhancement of heart and soul which is reflected through the various activities organized in the institution. Responsible, creative, sincere, enthusiastic, energetic and highly motivated human resources harmonize the material resources. Our actions speak larger than words! They resonate to the tunes of global concerns, emphasizing and encouraging sustainable eco-friendly behaviour.



We constantly work towards fostering concern towards environmental issues by making all its members’ environment conscious and accountable.



## ABOUT THE THEME OF THE WEBINAR

*-Dr. Bhavna Dave, IQAC Coordinator, PCER-Panvel*

Someone has rightly said-“Quality is never an accident. It is always the result of intelligent effort”. Participating in this webinar was an intelligent effort made by all of us and this effort will enable us to take a step forward towards enhancing the quality of education in our institutions.

Quality assurance is an integral part of the functioning of Higher Education Institutions (HEIs). National Assessment & Accreditation Council plays an important role in promoting quality in all HEIs. Before 2017, the whole concept of accreditation and assessment was qualitative and subjective in nature. To make the process of assessment and accreditation more robust, scalable and transparent, NAAC has developed new mechanisms for quality assurance in Higher Education. Though the seven key quality indicators remain the same, qualitative and quantitative metrics have been added in every criterion. The Teacher Education Manual is also revised and is ICT enabled now. All teacher education institutions desirous of seeking accreditation need to understand the changes made in the process. Keeping this need in mind, this webinar was scheduled, planned and experts were invited, who systematically explained the essentials required for colleges going in for the 1<sup>st</sup> cycle as well as colleges going for reaccreditation.


The IQAC team at PCER-Panvel works tirelessly to maintain the quality benchmark set since the inception of the institution. With a supportive management, meticulous planning and guidance of our Principal, Dr. Sally Enos, and the coordinated efforts of all the teaching and non-teaching staff members, PCER-Panvel was able to achieve ‘A’ grade in the 1st cycle of NAAC with a CGPA of 3.31 on a seven point scale in 2016. The lockdown period during the COVID pandemic were days tinged with anxiety, but it is the grace of the God almighty, that all of us have been able to overcome the challenges posed by this pandemic. We continued with our efforts and conducted all possible activities in the online mode.

This webinar has helped us understand the changes brought about in the ‘A & A’ process by NAAC. I thank all the participants for being a part of this webinar and urge each one of them to implement all the key ideas shared by the resource people. Best wishes to everyone!

**NAAC Sponsored Webinar on**  
“Qualitative & Quantitative Metrics in Assessment of TEIs As Per NAAC Guidelines 2019”  
3<sup>rd</sup> to 5<sup>th</sup> February, 2021

**PROGRAMME SCHEDULE**

<b>Day 1: 3<sup>rd</sup> February, 2021 (Wednesday)</b>		<b>SPEAKERS</b>
10.00 a.m. – 10.30 a.m.	Welcome and Prayer	
	Introduction to Mahatma Education Society & PCERP	
	About the theme of the Webinar	
10.30 a.m. – 12:30 p.m.	<b>Session I: NAAC’s Assessment &amp; Accreditation Process- An Overview</b>	Dr. Devender Kawday Dep. Adviser, NAAC
Lunch Break		
2.30 p.m. – 4.30 p.m.	<b>Session II: Quantitative Metrics w.r.t. NAAC Criteria for TEI</b>	Dr. Priam Pillai COO, Mahatma Education Society
<b>Day-2: 4<sup>th</sup> February, 2021 (Thursday)</b>		
10.00 a.m. – 11:30 a.m.	<b>Session III: Curricular Aspects</b>	Dr. Shilpa Puranik, Nagpur
11:45a.m.-1:15p.m.	<b>Session IV: Teaching-Learning and Evaluation</b>	Dr. Sunita Wadikar, Mumbai
Lunch Break		
2.30 p.m. – 4.00 p.m.	<b>Session V: Student Support &amp; Progression</b>	Dr. ShirishChindhade, Pune
<b>Day-3: 5<sup>th</sup> February, 2021 (Friday)</b>		
10.00 a.m. – 11:30 a.m.	<b>Session VI: Research &amp; Outreach Activities</b>	Dr. Vivek Nanoti, Nagpur
11:45a.m.-1:15 p.m.	<b>Session VII: Institutional Values&amp; Best Practices</b>	Dr. Shirish Chindhade, Pune
1:15 p.m. – 1:45 p.m.	<b>Valedictory session</b>	



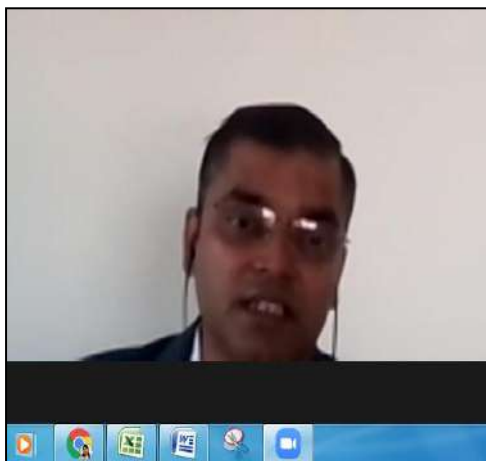
**Presentations  
By  
Resource  
Persons**

## SESSION-1

### NAAC ASSESSMENT & ACCREDITATION PROCESS- AN OVERVIEW

*Report written by Dr. Bhavna Dave*

**Resource Person:** *Dr. Devender Kawday* is Deputy Adviser at NAAC,



*Bengaluru. His illustrious and impressive career spans over 30 years in which he has a teaching experience of 16 years and administrative experience of 14 years. During his teaching career, he was instrumental in stimulating the academic environment for promotion of quality of teaching, learning and research in higher education institutions through lectures and advice. He held some*

*key positions in prominent institutions: as a Joint Secretary at the University Grants Commission (UGC), New Delhi; as a Director at the Department of Management Sciences and Research (DMSR), G. S. College, Nagpur; as an International Reviewer with Quality Assurance Team for Institutional Review of the “South Eastern University of Sri Lanka” (SEUSL), Oluvil, Sri Lanka. He was a supervisor for PhD with RTM Nagpur University, was the Member of Core Working Group (CWG) which designed Revised Accreditation Framework for Assessment & Accreditation process of NAAC. He contributed to policy framing for Assessment & Accreditation process of NAAC on need and time with an expertise to organization and coordinated the NAAC Help Desk in answering the queries of the stakeholders related with Quality in Higher Education and NAACs A& A process. He coordinated the framework of University Manual for A&A process of NAAC and Student Satisfaction Survey tool adopted by NAAC for its A&A process. He also coordinated Accreditation exercise of about 170 Higher Educational Institutions as well as the process of Issue Management System (IMS). He coordinated various Assessors Orientation Programme and Awareness Programme for NAAC’s A&A process for the stakeholders. He introduced the concept of Outcome based Accreditation (OBA), completed two major research projects sanctioned by UGC, New Delhi and IIPM, New Delhi and is the author of six books*

*published in Commerce and Management. Has around 120 papers and articles published in various journals, newspapers and magazines and delivered various Keynote speeches in several Conference/Seminar/Workshop/Webinars on Quality in Higher Education.*

### **Report of the session:**

NAAC is a very important body of the country. The National accreditation and assessment council was established in 1994 with its headquarters in Bangalore.

It is an autonomous body and is all based on core values- contribution to National Development, global competencies among students inculcating values system, promotion of use of Technology and quest for excellence. These should be a continuous driving force for every management and everybody in the institution for bringing about quality in education. NAAC believes that all stakeholders should continuously strive to achieve these core values to promote quality in higher education.

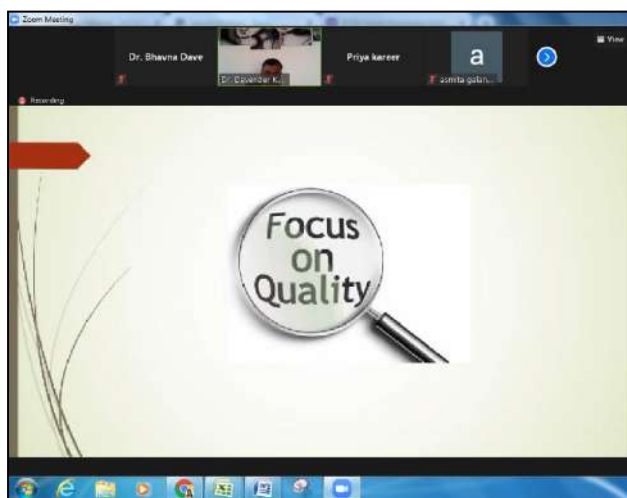
NAAC updates its process and for the need of the hour and revise their tools of



assessment and accreditation. NAAC facilitates the institution in many ways. It gives the Institution a new sense of direction. It brings forth to the institute strengths, weaknesses and opportunities in various areas of

planning and resource allocation. Collegiality in the campus also happens because of this process. When an institution goes for this accreditation process all stakeholders including the management people, the heads of the institution the staff -non teaching and teaching members all come together to achieve a common goal. Institutions which get a good grade receive various funds from agencies like RUSA. The society and the employers also look for reliable information about the college and its quality.

As per the grade that the institution gets in the accreditation process the parents and the students select the institution. The institutions that have goodwill become the

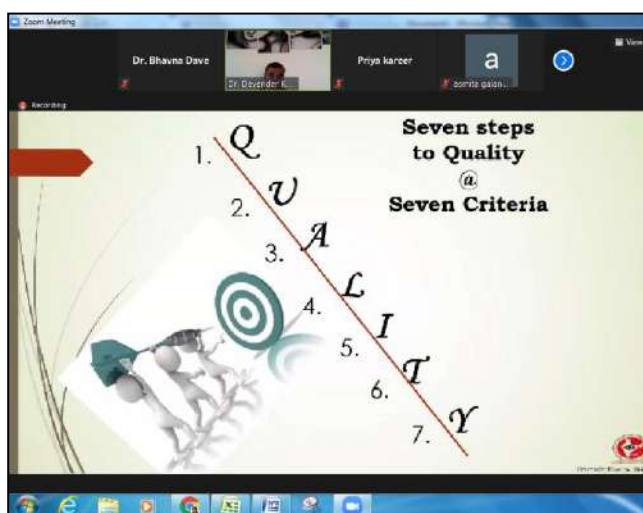


choice of all the stakeholders. Every institution should have collaboration with other institutions. Inter institutional interaction matters a lot in the assessment and accreditation process it is it helps in creating a Win-Win situation for everybody. In addition to the teaching staff the non teaching staff also should be

taken into confidence during this entire process. In order to have a quality oriented academic program there should be a strong administrative background. It has to be a good coordination among the administrative staff and the teaching staff.

Quality in higher education provides the learners with the capability to be economically productive, to have sustainable livelihood, contribute to peaceful and democratic society, and enhance individual well being. These are the four main contents of quality upgradation and it is the duty of each and every institution, stakeholders and all faculty

members to move ahead with this concept. In our environment, in our economy, in our system, few people are moving ahead with various businesses, there are others who take up various jobs and yet others in various kinds of professions. All these people spend 12 to 14 hours and are busy

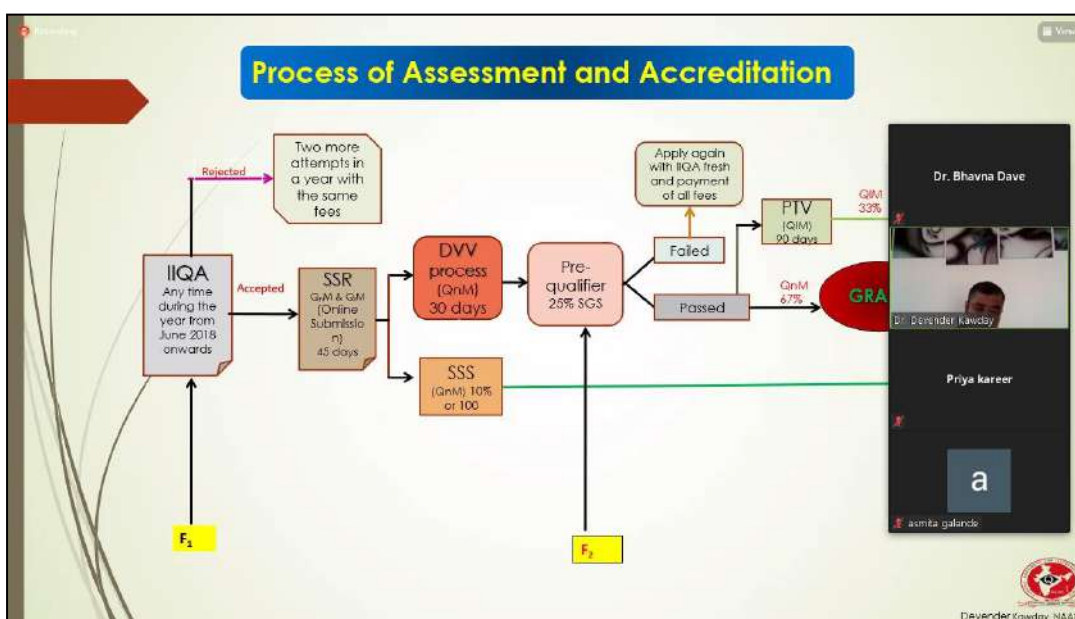


with their work schedule. Therefore they cannot shoulder any responsibility towards the community. This moral responsibility lies with the academicians and educators. Every step taken in higher education institutions should be with the consideration of

the need of the society. Bringing about quality in the institution with a social concept in mind is the need of the hour.

The whole assessment and accreditation process of NAAC is very well elaborated in the manual of teacher education. All the seven criteria related to the process are based on **QUALITY** in which **Q** stands for **quest for excellence**, **U** stands for **understanding** the concept, **A** stands for **action orientation**, **L** for **learner centric**, **I** stands for **innovation** for change, **T** stands for **training for competencies** and **Y** stands for **Year-round activities**. This process is not a one-time process that is to be done only at the time of accreditation but quality upgradation has to be followed on a daily basis.

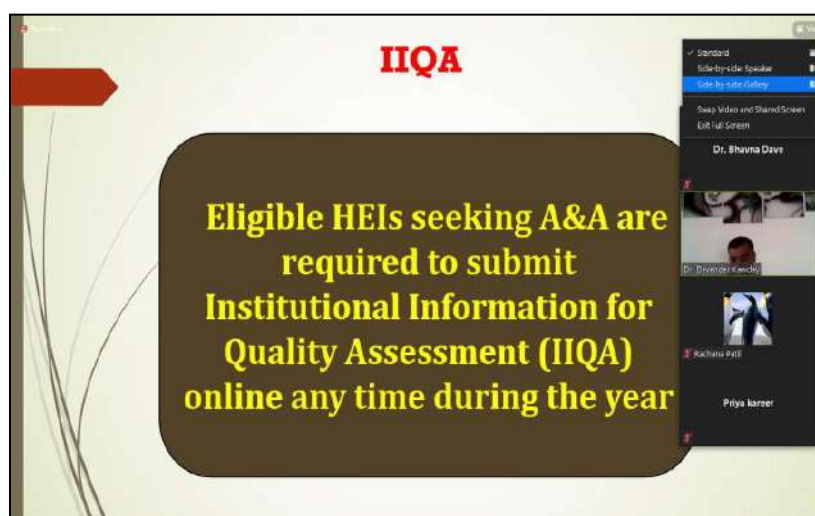
Someone has rightly said, **what you do on a daily basis even if it is all imperfectly done brings far better results than what you do perfectly on an irregular basis**. This will make a difference to everybody- not only the institution but in the life of all the stakeholders. The Quality Indicator Framework basically consists of seven criteria. The seven criteria represent the core functions and activities of Higher Education Institutions. These criteria are further bifurcated into key indicators. There are 34 key indicators for Universities and autonomous Institutions, 31 for undergraduate and 32 for postgraduate colleges. These key indicators are further divided into metrics two types of metrics qualitative metrics and quantitative metrics. There are 115 metrics for Universities 93 for undergraduate courses and 96 metrics for post graduate colleges. Before 2017 the whole concept of accreditation and

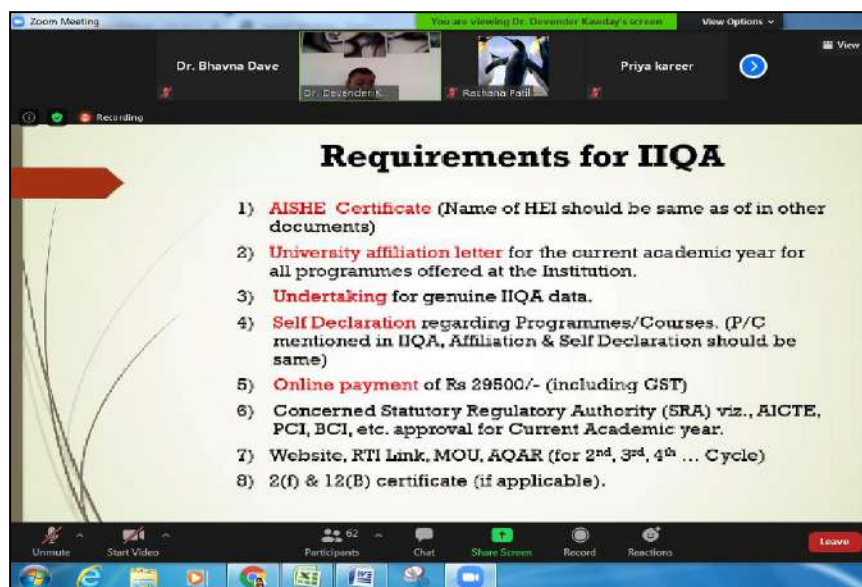




assessment was qualitative and subjective in nature. Now almost 70% of assessment is metrics and it is objective in nature. Qualitative metrics are assessed by the data and documentation submitted by the Institution. The Peer team visits the Institution and whatever aspects are written in the qualitative metrics on that basis being given by the Peer team. The percentage is very less as compared to the objective nature that is quantitative metrics based in this process. The last five years activities matter a lot for this assessment process. The core part of the entire process is documentation whatever activity takes place in the institution should be recorded carefully, filed carefully along with the photographs. **The whole ‘A and A’ process is based on data and documentation:**

1. The first step to begin the process is to register with the institutional mail ID supplying all the details such as the name of the institution, type of Institution, certificate email id, mobile number, details of previous accreditation and so on.
2. Completion of registration an auto generated email to the registered email ID is received by the institution which contains a link for activation along with login credentials for accessing the HEI Portal. The link for activating the HEI portal is valid for 7 days. The institutional mail ID is the login ID for further correspondence.
3. Eligible higher education Institutions seeking assessment and accreditation are required to submit institutional information for quality assessment online anytime during the year.





4. There are certain requirements for IIQA process. AISHE certificate with the name of the higher education institution same as in other documents is the first requirement second is University affiliation letter for the current academic year for all programs offered at the Institution. Third is the undertaking for genuine IIQA data. Next self declaration regarding programs ,courses mentioned in the IIQA-(affiliation and self declaration should be the same) online payment of rupees 29500 including GST is required, concerned statutory regulatory authority AICTE for the current academic year, website, RTI link MOU, AQAR for all the cycles, 2f and 12B certificate if applicable is also essential.
5. On acceptance of IIQA, the institution through the HEI portal needs to fill the data in SSR application and upload the required documents. The TEIs shall submit the SSR along with required fee within 45 days from the date of acceptance of IIQA. The SSR of the TEI will then be subjected to further process. Those institutions who fail to submit SSR within 45 days will have to apply afresh starting from IIQA with required fees. In any case fees for IIQA will not be refundable. It is advised to read the manual carefully and be ready with the data and the relevant supporting documents needed for SSR application before submitting IIQA. This will help the institution in submission of SSR well within the timeline.

6. The Self - Study Report should contain:

- Executive Summary
- Profile of the Institution
- Extended Profile
- Quality Indicator Framework(QIF) for TE

7. Institutions have to submit the details of students including name, programme enrolled for, e-mail id/mobile numbers, at the time of filling online SSR itself. On submission of SSR, TEI 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.

8. 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 ( $Q_1M$ ).

**Optional Metrics (Applicable only for Colleges)**

- In these diversified education system, there can be few metrics which may not be applicable to the HEI's. Thus in order to facilitate the HEI's NAAC has come out with this concept of Non Applicable Metrics.
- Thus the provision is made for the HEI's to opt out some of the metrics which may not be applicable to them for various reasons.

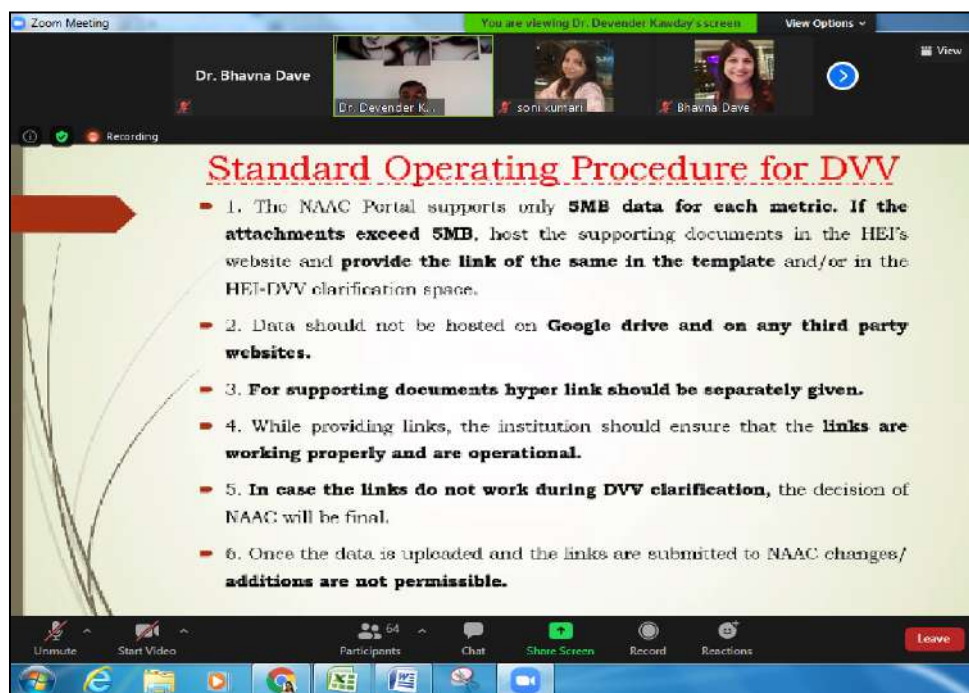
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**Optional Metrics (Applicable only for Colleges)**

- Maximum weightage of metrics that can be opted out shouldn't exceed 30 (up to 3%).
- Metrics with maximum of total 10 weightage per criteria can only be opted out.
- All metrics in Criteria 1, 2 & 7 are essential. None of the metrics in these Criteria can be opted out.
- Metrics identified as optional can only be opted out (list of optional metrics are stated in Appendices 3 of Autonomous and Affiliated College Manual).
- Qualitative metrics cannot be opted out.

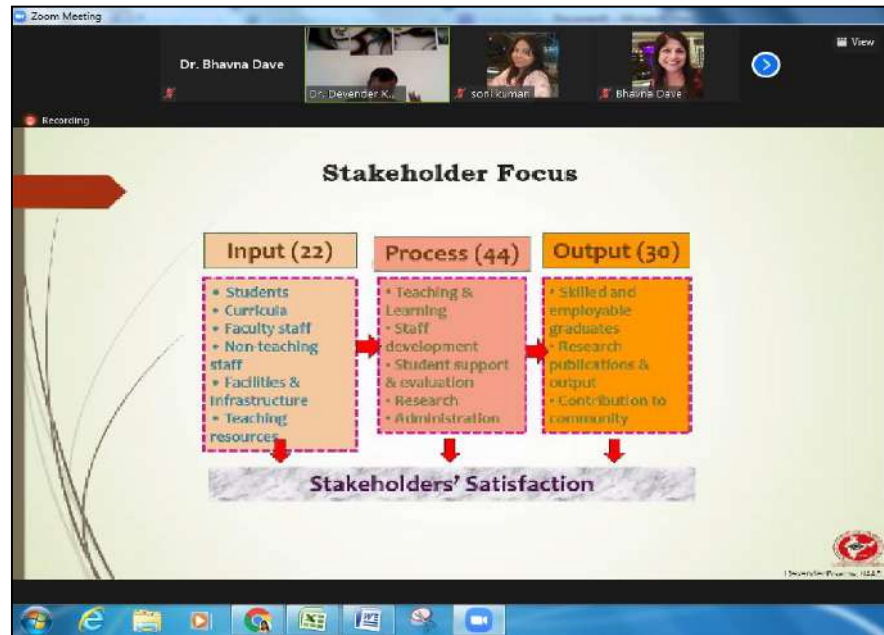
NAAC

9. The data submitted on Quantitative Metrics (Q<sub>n</sub>M) will be subjected to Data Validation and Verification (DVV) process. The responses to Qualitative Metrics (Q<sub>l</sub>M) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.
10. During Validation and Verification process, if any data is inconsistent or not supported by the documentary evidence, clarification will be sought from TEIs. On the basis of clarifications provided/documents submitted by the TEIs the metric value will be decided. The process of Data Validation and Verification (DVV) by NAAC will be done in not more than 30 days.
11. There is a fixed timeline for the entire DVV process. Institutions must respond within the stipulated time given by DVV partner, during DVV clarification stage. Failing this, the value for the Metric as given by the DVV partner will only be considered.

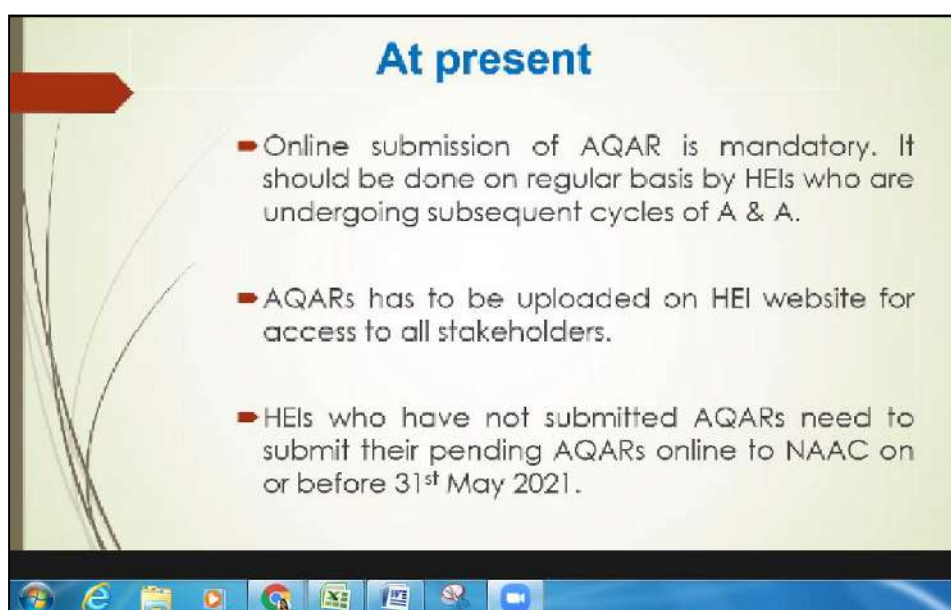
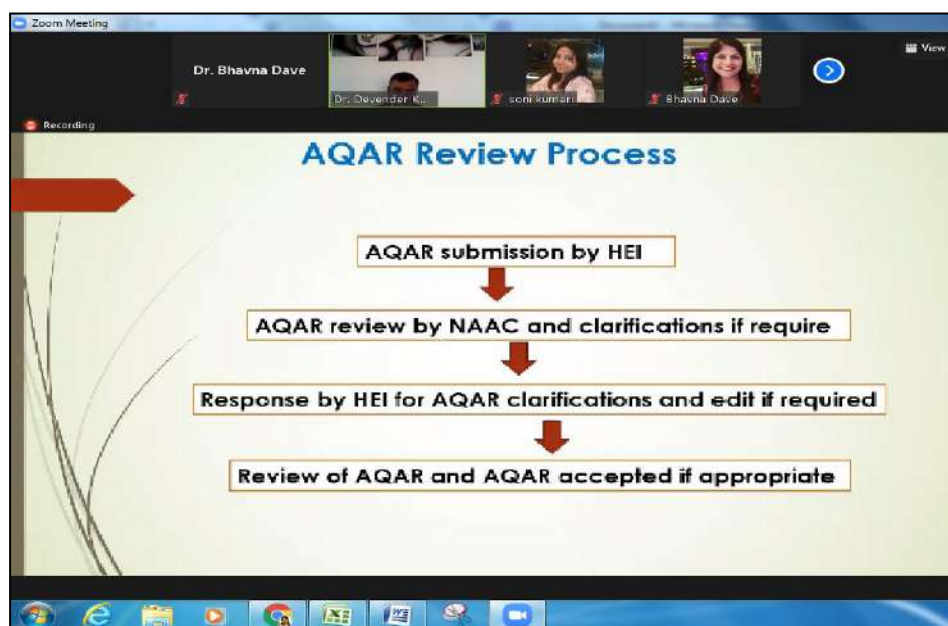


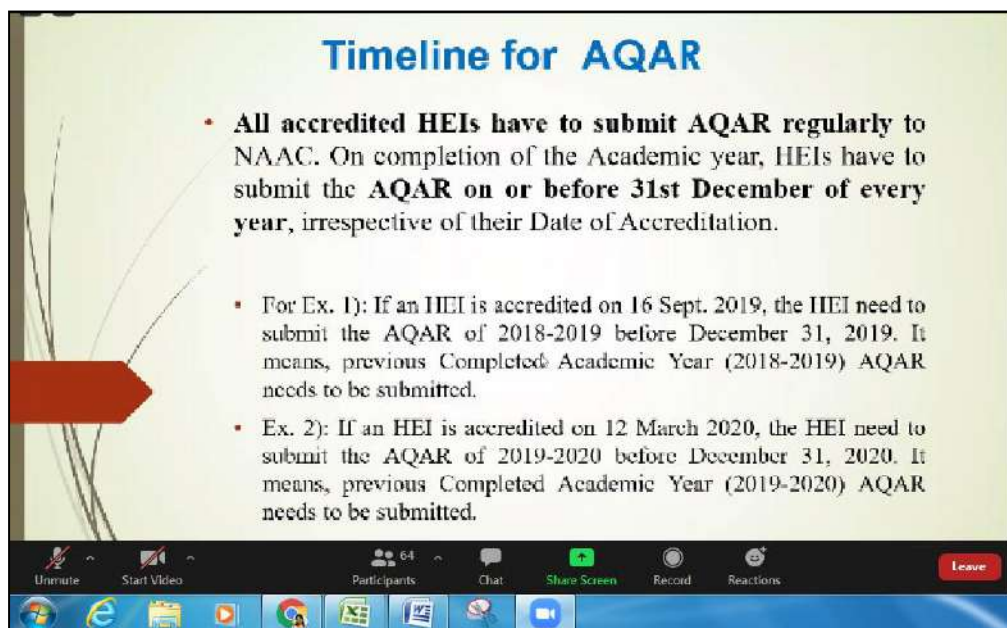
12. SSS will be conducted simultaneously with DVV process. Immediately on submission of SSR, system will select 60% of the total student population using stratified random sample selection method and send the SSS

questionnaire to those students' emails. SSS will be closed one month after its initiation. To analyze and to score this metric at least 50% of the total student population or 50 students (whichever less) should respond to the survey. If the response rate is lower than the limits mentioned, the metric score will be zero.



13. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.





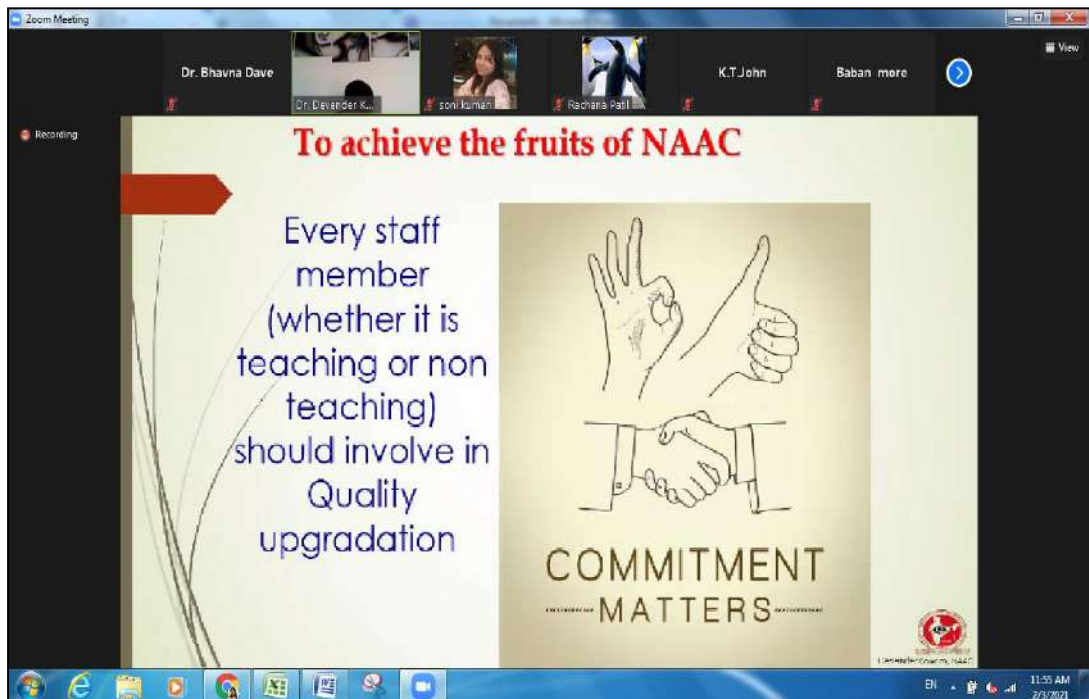
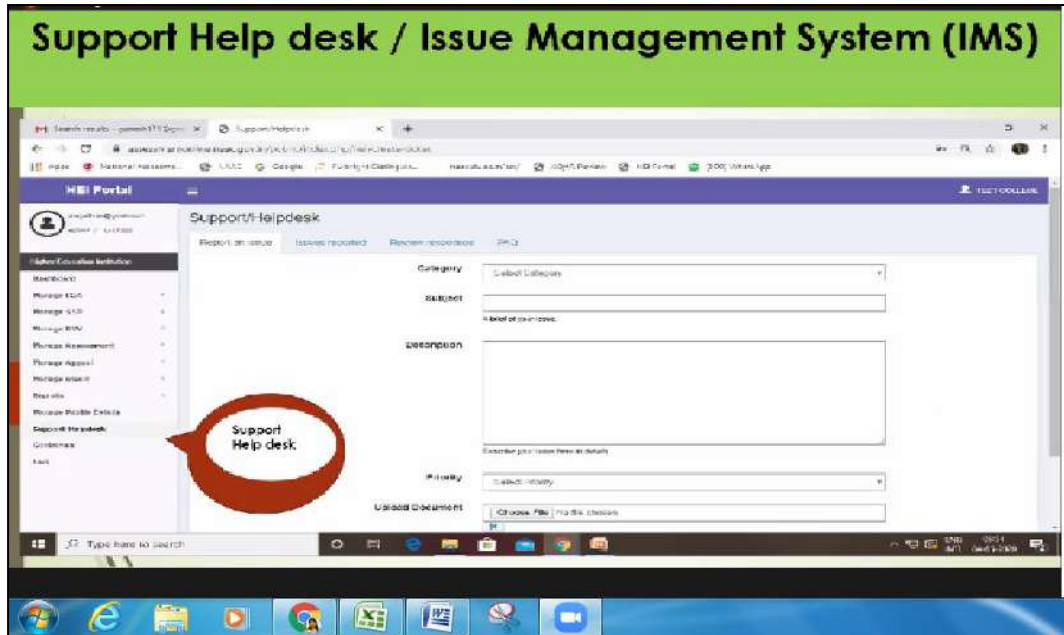
The screenshot shows a slide titled "Timeline for AQAR" with a light green background and a decorative graphic of thin lines on the left. The slide contains three bullet points. The first bullet point states that all accredited HEIs must submit AQAR regularly to NAAC by December 31st of every year. The second and third bullet points provide examples: Ex. 1) HEI accredited on 16 Sept. 2019 must submit AQAR for 2018-2019 by Dec 31, 2019; Ex. 2) HEI accredited on 12 March 2020 must submit AQAR for 2019-2020 by Dec 31, 2020. Below the slide is a Zoom meeting control bar with icons for Unmute, Start Video, Participants (64), Chat, Share Screen, Record, Reactions, and a red Leave button.

**Timeline for AQAR**

- **All accredited HEIs have to submit AQAR regularly to NAAC. On completion of the Academic year, HEIs have to submit the AQAR on or before 31st December of every year, irrespective of their Date of Accreditation.**
- For Ex. 1): If an HEI is accredited on 16 Sept. 2019, the HEI need to submit the AQAR of 2018-2019 before December 31, 2019. It means, previous Completed Academic Year (2018-2019) AQAR needs to be submitted.
- Ex. 2): If an HEI is accredited on 12 March 2020, the HEI need to submit the AQAR of 2019-2020 before December 31, 2020. It means, previous Completed Academic Year (2019-2020) AQAR needs to be submitted.

14. The process of Assessment and Accreditation is viewed as an exercise in partnership done jointly by the NAAC and the TEI being assessed. Every stage of the process is marked by transparency and the TEI is consulted at various stages of the process. Despite of this participatory approach, some TEIs might have grievances to be addressed. To provide a review mechanism for such institutions aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved Mechanism for Institutional Appeals.

15. On announcement of the A & A outcome, the institution not satisfied with the process or the accreditation status may submit: The application for *Appeal* in the format prescribed by NAAC (refer Grievance Redressal Guidelines) should *be submitted within 30 days* from the date of announcement of the result by NAAC. The requisite non-refundable fee of Rs. 1,00,000/- + applicable taxes should be remitted online before the submission of online application for appeal. An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. For details, refer Grievance Redressal Guidelines available on the NAAC website: [www.naac.gov.in](http://www.naac.gov.in)



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### SESSION-3

## QUANTITATIVE METRICS WITH RESPECT TO NAAC CRITERIA FOR TEIs

*Report written by Dr. Bhavna Dave*

**Resource Person: Dr. Priam Pillai** graduated with a PhD in mechanical



*engineering from MIT in 2011. He is currently an Associate Professor at PIIT in Mumbai, India as well as serves as the Chief Operating Officer of Mahatma Education Society (MES). He has started many new initiatives at MES including launch of Google Apps for Education in its 48 institutions,*

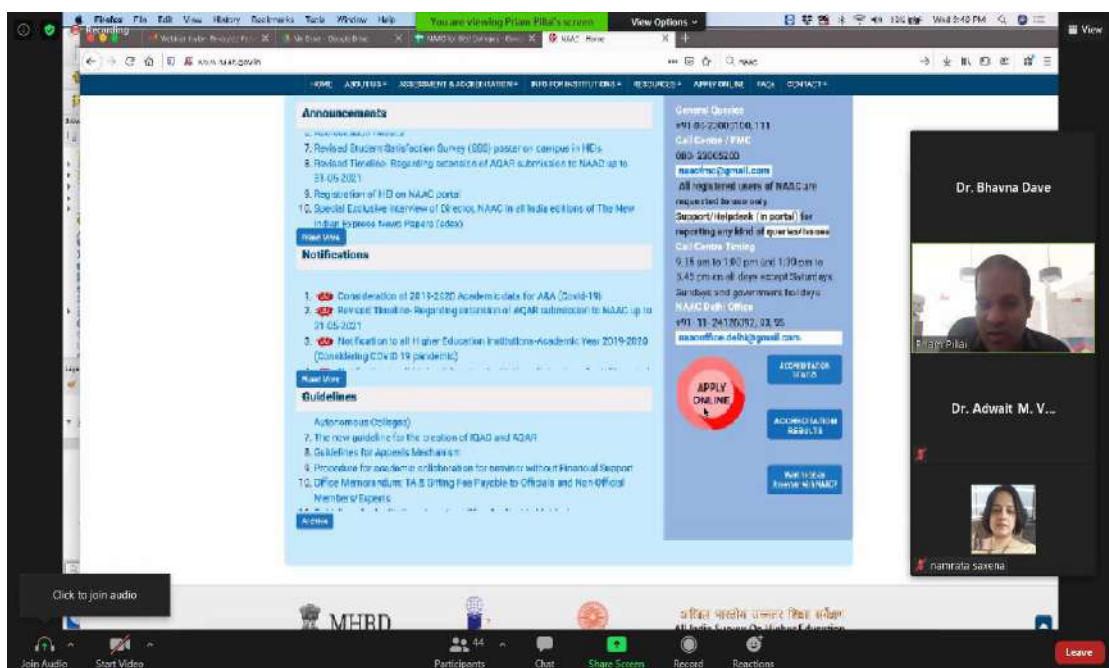
*Industry-Academia Interface with Airbus Industries, development and adaptation of open-source software and technologies for education and many others. As a faculty member at PIIT, his research interests include development of novel sensors and instruments. His research focus is on the development of smart materials for applications in engineering, medicine and many others. He is the Founding Partner of the India Urban Expansion Observatory, an Urban Research Center setup jointly with New York University, Stern School of Business and UN Habitat. Dr Priam Pillai is the founding Partner of the Urban Expansion Observatory, a United Nations Funded, multidisciplinary research center studying various aspects of Urbanization at the national and international level. The center has gathered data on the urban expansion areas of 200 small, medium and large cities from around the world and classified them as planned, unplanned, open and commercial spaces. The center has also been commissioned to study cities in Colombia as well as develop new methods obtaining building heights from remote sensing data. It has also tied up with CIDCO the nodal planning agency for Navi Mumbai to conduct drone surveys of various nodes in Navi Mumbai. He is the winner of numerous awards from the US government as well as private organizations. He was awarded the Gore Award for innovation by the Institute of Soldier Nanotechnologies sponsored by the US Army, the National Science*

Foundation Graduate Research Fellow Award, the UC Berkeley Materials Science and Engineering Department Citation. In 2010, he received an outstanding service award for assisting the Boston police department and district attorney’s office in the use of thermal cameras in their investigations.

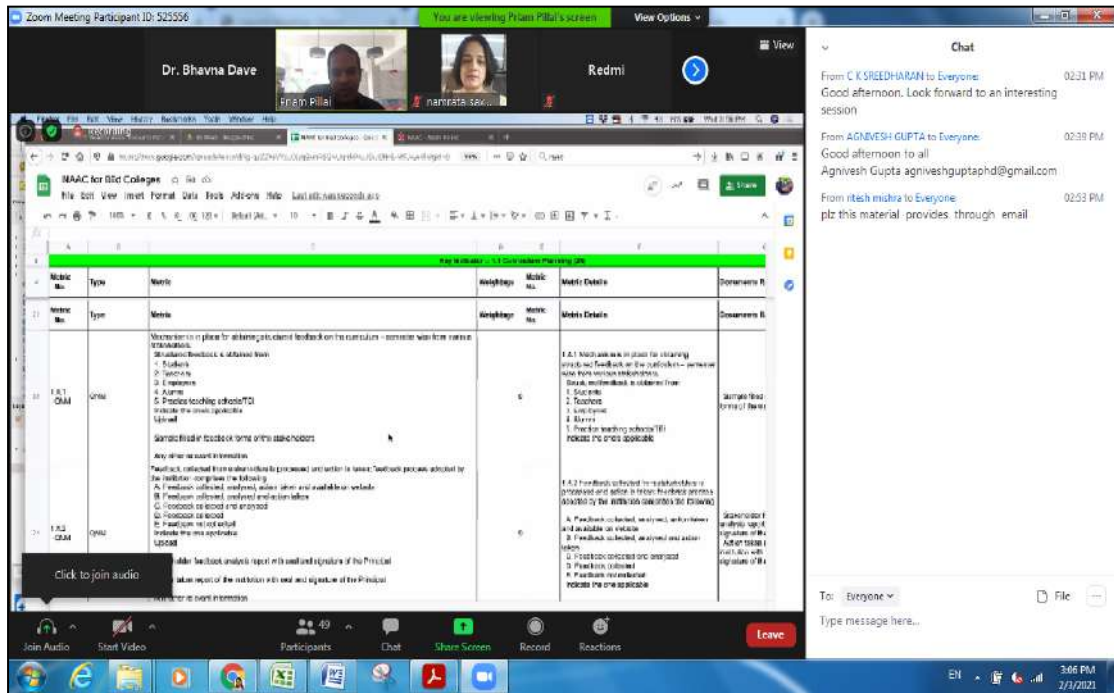
The Revised Assessment and Accreditation Framework represents an explicit paradigm shift from qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency. This session was focused on the Quantitative metrics only.

Dr. Priam Pillai emphasized the fact that the quantitative metrics of assessment is based on numbers and since the assessment of quantitative aspect is done online and carries a big chunk of the total score, institutions must carefully look into these aspects and prepare themselves. NAAC has attempted to enlarge the digital coverage of the entire process of A&A to bring in greater objectivity into it. The institutions scoring high in the quantitative metrics automatically obtain a good grade and so getting the online assessment done correctly is essential.

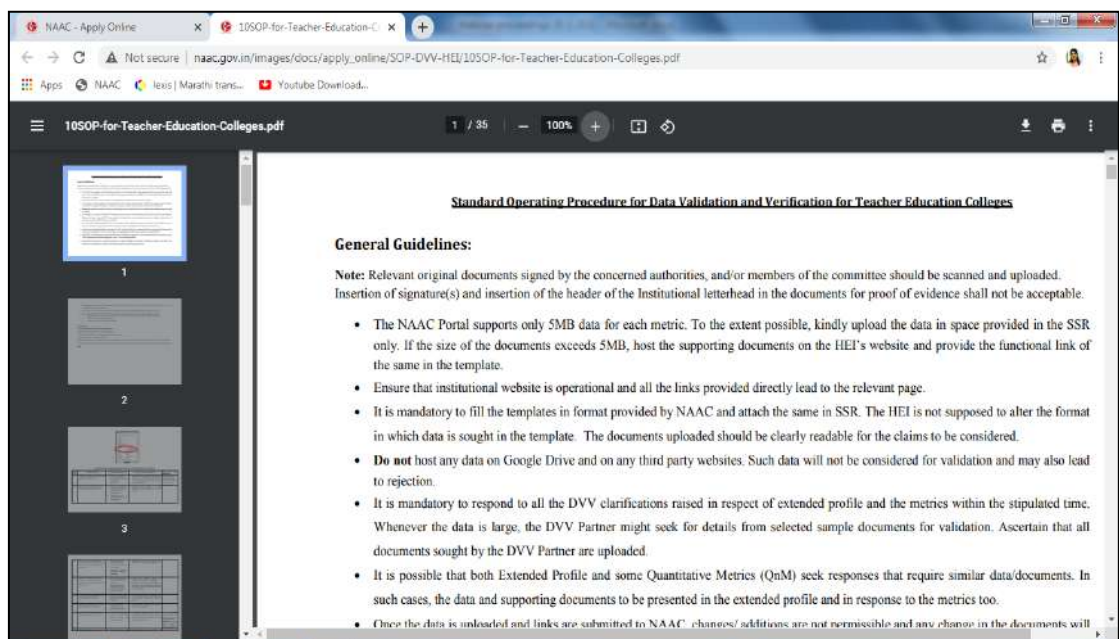
Dr. Priam began by showcasing the NAAC Website, and how to look for the important manuals, other aspects like-How to apply online. He then explained that the meaning of **Qlm** is **Qualitative** and **Qnm** is **Quantitative**.



The quantitative metrics in all the criteria were discussed with the help of a spreadsheet which helped the participants to understand the metrics, documents that need to be prepared, maintained and uploaded.



The NAAC website has the SOP which means the Standard Operating Procedure which contains the guidelines on which documents are needed for the different key



indicators with quantitative metrics under the various criteria and how to upload them with appropriate specifications with respect to the size of the documents, geo-tagged photographs, what details are required and other specifications. It is important to download this document and understand every detail mentioned, as it will enable the institutions to cater to the quantitative metrics accordingly for the process of Data Validation and Verification (DVV).

The tables from the manual and the necessary details in the SOP can be merged together for better understanding. It gives better clarity to complete the process. If a particular supporting document is missed out the DVV team may raise a query and it needs to be rectified later.

In certain criteria the documentation required is specifically mentioned for the current academic year, however for the others all the five year data has to be provided. The data templates available on the NAAC website mention the details.

Generation of reports and filing them on a regular basis will make the work easier to satisfy the quantitative metrics and its requirements.

Dr. Pillai also explained about the Students Satisfaction Survey and how it is to be administered. All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful.

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### SESSION-3

## NAAC CRITERION-1: CURRICULAR ASPECTS

*Report written by Mrs. PradnyaJadhav*

**Resource Person: Dr. Shilpa Puranik** holds the dual responsibility of Assistant Professor and In-charge Research Center at Tirpude college of Social work,



Nagpur. Her academic qualifications include Masters in Social work, M.Phil. and Ph.D., Her area of specialization is Community Development. She is a multifaceted personality with nearly 30 years of experience in academics as well as administrative roles. She is also an approved Ph.D. guide with Rashtrasant Tukadoji Maharaj Nagpur University and currently has 4 students under her guidance. Her

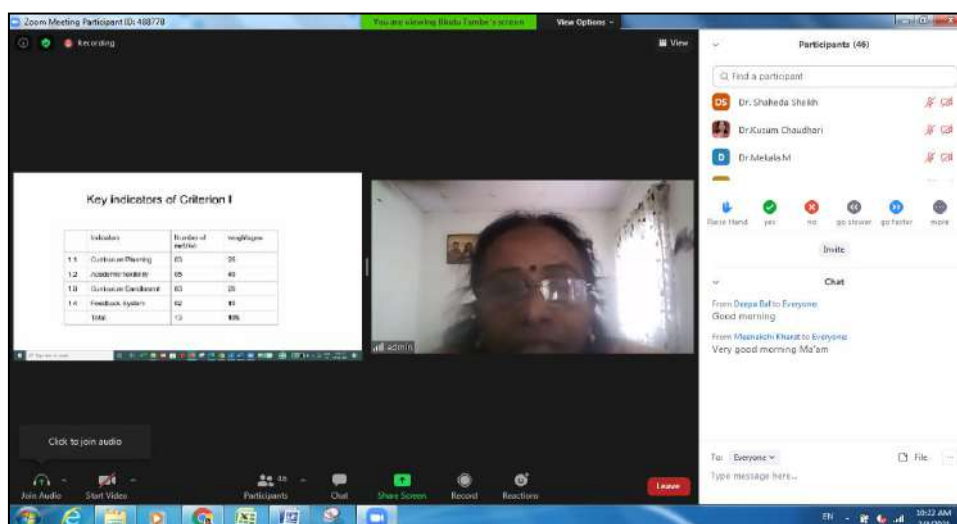
research work spans across areas from governance to solid waste management to counselling to challenges of women police in Maharashtra to the Status of women in India. Dr. Puranik has also published more than 20 articles and research papers in national and international seminar proceedings. She shares her expertise and experience as a resource person for various workshops and seminars organized by various colleges and NGOs. She has also organized various national and international seminars with themes of women and children. She is also wielding the responsibilities as Member, Board of Studies Social Work at RTM Nagpur University, IQAC Co-ordinator of Tirpude College of Social Work, Local Managing Committee member, nominated as special Task Committee of the syllabus framing of UG and PG social work course and nominated as Project work Evaluator of continuing Adult Education Department of RTM Nagpur University. She is a trained assessor for NAAC.

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#### **Report of the session:**

The criteria-based assessment of NAAC forms the backbone of the A&A. The seven criteria represent the core functions and activities of an institution and broadly focus

on the issues which have a direct impact on teaching-learning, research, community development and the holistic development of the students. The two primary eligibility criteria for institutions to apply for NAAC Accreditation are: The Institution must have at least two batches of graduated students. The age of the institution must be 6 years or above. While preparing for the first cycle of NAAC accreditation, we have to work on curriculum aspect. For the second cycle, our report should reflect on curriculum aspect. We have to be not only concern about writing skill but the content in the writing as well. We are asked to present the report of five years. Accordingly we have to plan our writing. NAAC assessment lays focus on the institutional developments with reference to aspects like: quality initiative, quality sustenance, quality enhancement and quality culture. The overall quality assurance framework of NAAC thus focuses on the values and desirable practices of TEIs and incorporates the core elements of quality assurance i.e. internal and external assessment for continuous improvement. The criterion on ‘Curricular Aspects’ deals with curriculum development and implementation process. The criterion looks into how the curriculum either assigned by a University or marginally supplemented or enriched by an institution, or totally remade, depending on the freedom allowed in curricular design, aligns with the institutional mission. It also considers the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum update, are also gauged under this criterion.



Total number of metrics allotted to all these indicators is 13. Curriculum planning and curriculum enrichment have got equal weightage 25 whereas academic flexibility has got highest weightage 40. Less weightage 15 is given to feedback system. Total weightage given to all these indicators is 105. In assessment of criterion I , the focus is given on how the institute is engaged in curriculum development procedural detailing and assessment procedures. In next stage what are the practices of an institution in initiating a wide range of program option. Assessment will be based on- Are those programs in harmony with emerging national global trends and do they cater to the local needs? In third stage, it is seen that the curriculum prescribed by the University is meaningfully translated into activities. Emphasis given on the particular activity is also taken notice of, which will help in ensuring the understanding of the professional perspective among the students. Fourth aspect is about mission and vision of the institute and the values institute stands for. Whenever the mission and vision of the institute is in harmony with the University prescribed curriculum-For instance the mission of the Tirpude education was to uplift the depressed classes and bring them on par with the society. Uniqueness of the Institute is determined by the NAAC. Overall curriculum aspect to criterion 1, report should include issues of diversity, academic flexibility, aspects of curriculum orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating.

#### ❖ **Curriculum Planning :**

The affiliated/constituent colleges’ curriculum is given by the affiliating University or other regulatory agencies. However, the colleges have to work out details for effectively operationalizing the given curricula. The process involves orientation of the teachers who would handle the curriculum and proper planning of the transaction. It also requires an understanding on the various teaching learning practices and their appropriate use. Since acquisition of competencies occurs at different paces for different learners it is required that the institutions have specific implementation plans identifying the time to be spent on specific components. In addition if the institution is providing specially designed courses it also has the responsibility to develop appropriate need based curricula in consultation with stakeholders.

It is assumed that every college follows the prescribed curriculum in its own way which is its USP. Four aspects which influence the curriculum implementation are:

1. Resource potential
2. Institutional goals and concerns
3. Local conditions
4. Cliental system

One has to put in sincere efforts for the mechanism of planning, revising the curriculum and adopting to the local needs. In addition to this, details of:

- a) The procedure adopted including periodicity, kinds of activities.
- b) Communication of decisions to all concerned ,and
- c) Kinds of issues discussed are to be uploaded.

Along with these, plan developed for the last academic year, plans for mid- course correction wherever needed and any other relevant information is to be uploaded. It is said that efforts should not to be dictated but collaborative. Persons involved in the curriculum planning process during the last completed academic year, Contribution on behalf of the 1.Faculty of the institution, 2. Head of the institution, 3.Schools, 4.Employers, 5.Experts, 6.Students, 7.Alumni is also mentioned. Thus, the inputs by all the stakeholders enrich the quality of planning the curriculum. Herein , uploads are to be made pertaining to:

1. Data as per data template
2. Documents showing the participation of the persons indicated in the curriculum planning process.
3. A copy of the program adopted during the completed academic year, and
4. Any other relevant information.

While planning the institutional curriculum, focus is to be kept on the program and course learning, outcomes for all programs offered by the institution which are stated and communicated to teachers and students. For this task they can get maximum 9 marks out of 25.

How the institute communicates the stated program and course learning outcomes to the teachers and students through:



1. Website of the institution
2. Prospectus
3. Students induction program

4. Orientation program for teachers;

is to be described in two paragraphs. In this task one has to upload the following:

1. Data as per data template
2. URL to the page on website where the PLO and CLOS are listed.
3. Prospectus
4. Details of student induction program. Along with report and photograph, documents should be updated.

❖ **Academic Flexibility:**

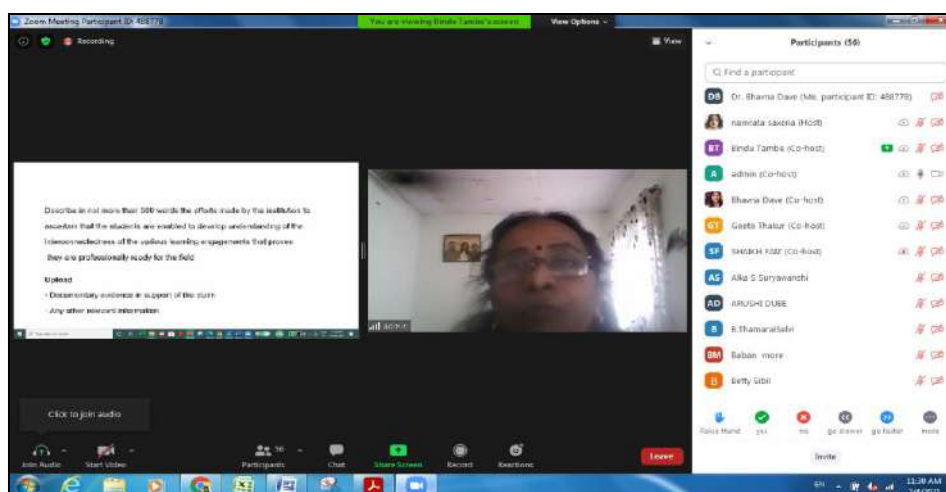
Curriculum provides adequate choice of courses to students as optional/ electives including pedagogic courses for which teachers are available. Academic flexibility refers to freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

❖ **Curriculum Enrichment:**

Holistic development of students is the main purpose of curriculum while this is attempted through prescribing, dynamic, and updated curricular inputs. the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive university would provide a wide range of such “value-added courses for students to choose from according to their interests and inclinations.

Every academic institution translates the curriculum framework and the specified syllabus by rendering them into practical forms, in which the main focus is on the

student attributes and on holistic development of the students so that he/she can display multiple skills and qualities. For effective transaction of the curriculum it is required it is up-to date. For keeping the curriculum up-to-date and introduce appropriate changes within the given curriculum, several inputs are provided parallel or sequentially. All these would be possible through introduction and use of quality materials which would enrich the curriculum and provide concrete referents for organizing the curriculum. The curriculum of the college is reviewed every five years by the academic council after the receipt of feedback from the students, teachers and external experts to make the curricula socially relevant, job oriented and meeting the emerging needs of students.

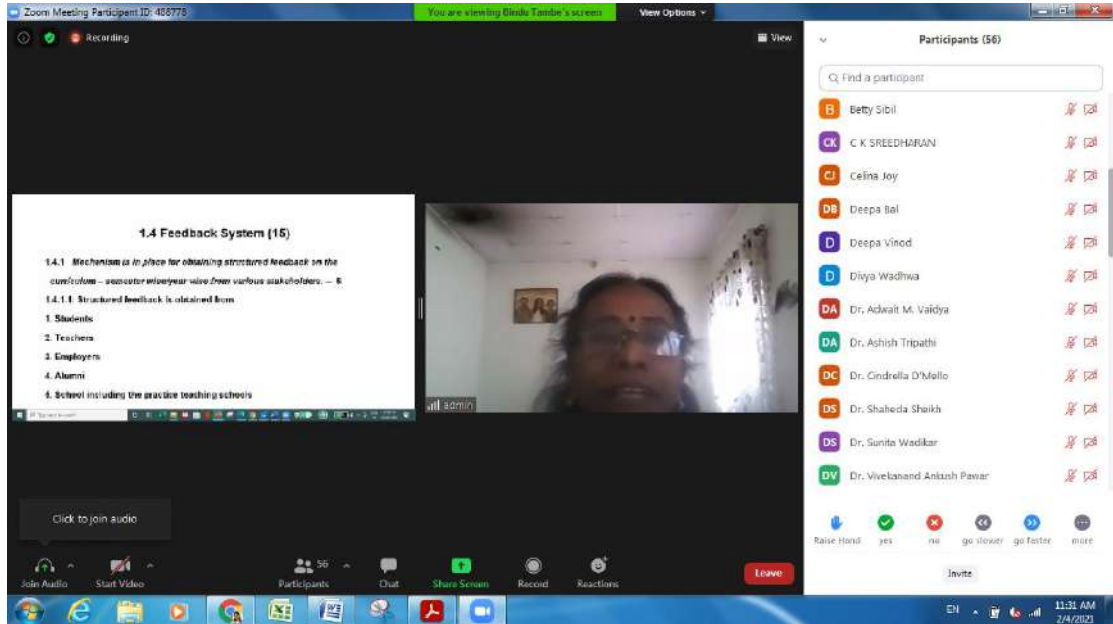


### ❖ **Feedback System:**

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society/ economy/ environment are also considered in this key aspect. The College has a formal mechanism of obtaining feedback from the students involving specific questionnaire. The feedback obtained are analysed and suggestions incorporated in the form of change in syllabi, teaching methods and administrative measures after approval by the academic council.

A TEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analysing it and identifying and

drawing pertinent pointers to enhance the learning effectiveness. This paper gives both interesting and instructive tips to modify the curriculum keeping in tune with students’ point of view and local requirements.



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## SESSION-4 NAAC CRITERION-2: TEACHING-LEARNING & EVALUATION

*Report written by Dr. Bhavna Dave*

**Resource Person: Dr. Sunita Wadikar**, holds a Masters in Science, Masters in



*Education and a Ph.D. in Education. She is the former Principal and Research guide of Pillai College of Education & Research with over 32 years of experience in the field of education. She has guided many research scholars at M.Ed., M.Phil. and Doctoral level.*

*Dr. Wadikar is the Programme Coordinator for the Bachelor of Education programme conducted by Indira Gandhi National Open University and is also involved in the M.A. in Education of Institute of Distance and Open Learning, University of Mumbai as course writer for Psychological Foundations of Education. She is also the convener for an add-on course conducted by University of Mumbai called ‘International Education’. She has also convened a number of Research forums, Conferences/Seminars/ and Symposiums and has also presented and published a number of research papers. She is a Peer reviewer and on editorial board of several research journals and is wielding the responsibility of Member of the Board of Studies at MIT, Pune & Texila American University.*

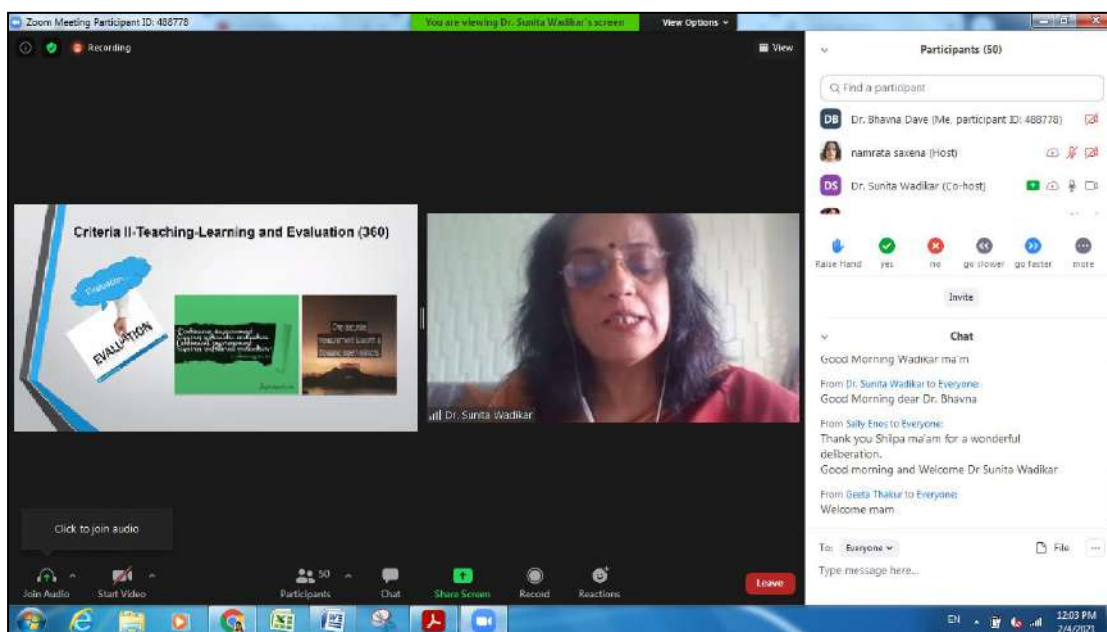
*Dr. Wadikar is the Ex- President of Soroptimist International Women’s Club of Chembur which works towards improving the life of women and children. She is Member of Women Graduate Union, All India Association of Research, Higher Education Online Forum, Association of Indian College Principals. She received the Best Teacher Award from Higher Education Forum for Outstanding Contribution to Teaching & Education Management and was also recognized as ‘A Distinguished Research Paper Presenter’ at Higher Education Forum’s International Research Conference.*

*Dr. Wadikar successfully completed three cycles of NAAC assessment at Pillai College of Education and Research, Chembur under her leadership with a CGPA of 3.36 in the 3<sup>rd</sup> cycle.*

### Report of the Presentation:

In the world ranking of the topmost universities, India’s name is not reflected. India had a very rich heritage, culture and education system. But down the lane, something has gone wrong and therefore we need to reflect on our education system. NAAC has kept ‘Quality’ as the defining element in higher education.

Teaching-Learning and Evaluation forms the backbone of the NAAC criteria and has been given the highest scores. It is very important to have interaction and deliberations amongst the IQAC members and all the staff members on the various key indicators given by NAAC so that a consensus is achieved on what is expected out of them. Team spirit and a positive attitude are required in every member of the institution to achieve success in the A & A journey as prescribed by NAAC.

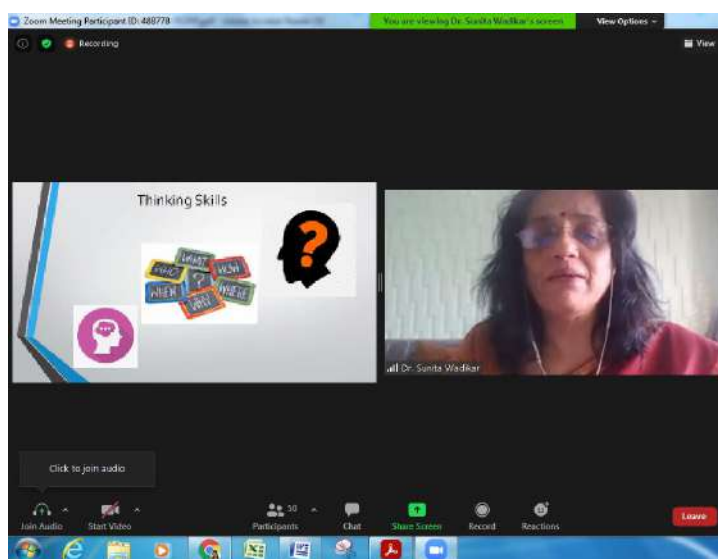


Criterion -2 Teaching, Learning & Evaluation has eight key indicators which are further divided into qualitative and quantitative metrics. **The session focused only on qualitative metrics.**

The learning paradigm has totally changed to implement these changes in our classrooms. We have to adopt not a teacher-centred but a child-centred model today. The focus should be on production of learning and not on delivery of instructions. We

should focus on ‘why’ and ‘how’ learners learn, not on ‘what’ and ‘how’ faculty teaches. Faculty should do less teaching and learners should do more active learning. Education is not the learning of facts but the training of the mind to think. According to Albert Einstein, **education is what remains after one has forgotten what one has learnt in school.**

There is an urgent need to change the teaching methodologies in the classrooms. We should **not teach our students to memorize but rather how to think.** Deep learning



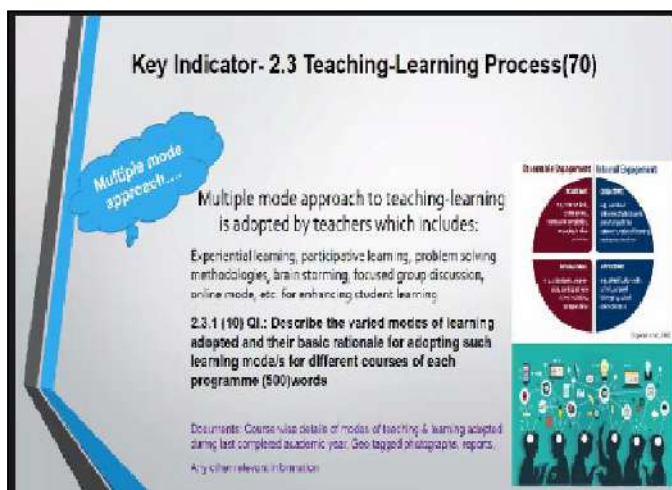
happening in the classrooms is very important so that when the child leaves the portals of the institution- the schools and colleges he can carry forward that education for his entire life. The national education policy focuses on constructivism today and so we need to follow

student-centred learning. Continuous improvement requires a systematic evaluation and continuous improvement requires unfiltered evaluation. **One accurate and objective measurement is worth a thousand expert opinions.**

Assessment process at entry level is very important as we need to identify the needs of the learners and to check the level of readiness to undergo professional education program. You also have to give academic support to students and for that a test conducted at the entry level will help us in the process.

In teacher education institutions, students come from various backgrounds. They are graduates from various disciplines and so the classroom is a heterogeneous one. We really need to find out their needs and to do this we need to have the assessment process in place at the entry level. The planning process becomes easy if you know the learning styles of the students. It is important that Institutions check the motivational level of the students in teacher education institutions so that activities and curriculum can be designed in such a manner that students understand the importance of the teaching profession. If it is found at the entry level that the students

are not very good in the content- knowledge of their pedagogy, then add on courses can be introduced right in the beginning in the B.Ed course. It is also important to identify the talents and abilities the students possess so as to enhance their potential. Some students may have language issues for which the entry level test would help to find out specific problems they have and introduce certificate courses for the same. Documents showing the performance of students at the entry level with respect to content knowledge, learning styles, motivational level, aptitude and any other specific talent possessed by the students should be kept. Assessment tools to be developed, administered and documented along with the responses. Workshop on ‘Infographics’ will help make comprehensive reports for the SSR.



Teacher should use multiple mode approach to teaching learning which includes experiential learning, participative learning, problem solving methodologies, brainstorming, Focus Group discussion, on line mode etc. for enhancing student learning.

Course wise details of modes of teaching and learning adopted during the last completed year should be documented along with Geotagged photographs and reports. Hands-on learning and reflection will help to culminate into deep learning.

Students’ thinking has to be activated. A lot of interaction is necessary. Teachers need to make the students whack their brains and enhance the thinking process. It is essential that we follow the principle of learning by doing. When the students go for workshops, seminars, webinars and conferences, a habit among students and teachers has to be cultivated to have a focus group discussion. Let students reflect on what they have learnt and share with the class. In this way information is passed on. Multiple mode approach will help to cater to the needs of each individual learner and promote inclusiveness. Take the feedback of the students because they are involved in the use of multiple mode of approach used by the teachers. Make the students responsible for own learning and peer-teaching. It helps to develop a ‘we’ feeling in the students.

Continual mentoring has to be provided by teachers for developing professional attributes in students. Various mentoring efforts have to be put in by the institution with respect to working in teams dealing with student diversity- with self, with colleagues, balancing home and work stress, keeping oneself abreast of recent developments in education etc.

Knowledge is growing in leaps and bounds. Teachers have to be students forever. We have to keep learning lifelong. The more knowledgeable one has to keep mentoring the learners. Tutorial groups will help to do this. Groups of eight to ten students are placed under a teacher, lot of sharing happens and a bond that is created among the students and the teachers helps. The Teachers can help the students overcome the challenges in the B.Ed. course.



The screenshot shows a Zoom meeting interface. At the top, it says "Recording" and "You are viewing Dr. Sunita Wadkar's screen". The main content is a slide titled "Key Indicator-2.5 Teacher Profile and Quality (30)". The slide has a blue cloud graphic on the left that says "Professional Development of the Teacher". The main text on the slide reads: "Lifelong learning is the 'ongoing, voluntary, and self-motivated' pursuit of knowledge". Below this, it says "2.5.4 (B) Describe the nature of efforts by teachers to keep themselves updated professionally (500 words)". There are three bullet points: "In house discussions on current developments and issues in education", "Share information with colleagues and with other institutions on policies and regulations", and "Documents: Focused discussion groups, reports, research, continuing education and updates on the field, any long-term work, reflective courses, certificate/diploma/certified". To the right of the text is a graphic of a silhouette of a head with a city skyline inside, labeled "LIFELONG LEARNING". Below the silhouette is a quote: "read widely and often keep an open mind keep a list of things you need to read start your own project find out how you can bring all your various learning activities into a coherent whole combined with what was learned each other just a daily work". On the right side of the screen, there is a video of Dr. Sunita Wadkar, a woman with glasses and a red top, looking thoughtful. At the bottom of the Zoom window, there are controls for "Join Audio", "Start Video", "Participants" (48), "Chat", "Share Screen", "Record", "Reactions", and a "Leave" button.

This entire mentoring process has to be recorded in the written format called a dossier and can be used as evidence to upload for the ‘A and A’ process. This recording should be made a way of life and a regular habit. Review meeting can be held to find out what worked best and what went wrong during this entire process.

2.3.7. talks whether the teaching learning process nurtures creativity, innovativeness, intellectual thinking skills, life skills etc.

In this criterion reports have to be made showing cases, how teachers have attempted to develop creativity, innovativeness, intellectual and thinking skills, empathy among students. For example, if community service has been taken up in an orphanage or literacy campaign in a socio economic backward area, report can be written on these



aspects and the impact on the students can be seen if the students continue with this activity even after the course is over. This impact can be analyzed and added in the documentation with Geo-tagged photograph details of different modes of teaching and also the links of resources used. Lesson plans can be made if teachers have used different methods or tools to enhance creative thinking and critical thinking skills among students. Higher order skills have to be developed among students. When they teach others they learn better.

2.4.8 talks about internship program and how systematically it is planned with necessary preparedness.

Practice-teaching incharge teacher should look for schools for internship in which the heads of the school allow the interns to have hands on experience. Therefore identification of schools for internship participation is very important. Orientation to school principals and teachers has to be given as to what activities are expected to be done by the interns during the practice teaching for internship. Orientation to students is also very essential before they go to the respective schools-the need to maintain records, writing of reflective journal, how to assist the school teachers, what aspects they need to observe, use of ICT tools and a comprehensive manual to record all the daily activities in school has to be briefed to the students.

In the request letter sent to the schools the defining role of teachers of the schools has to be clearly mentioned. The modes of assessment have to be streamlined. The students should be getting exposure to a variety of school set ups. All these preparatory efforts of the institution in organizing the internship program have to be recorded in not more than 500 words. **Learning, practice, experience and exposure** are the four aspects of internship that the school should take care of. This will help in developing the necessary skills and competencies of teaching among the students. All the supporting documents have to be carefully uploaded. Seek the Cooperation needed from the school principals by involving them in the IQAC team. Activities related to the Vision and Mission of the institution can also be conducted in the school during internship with the permission of the school authorities. For example, sessions on child sex abuse, environmental consciousness etc. can be taken.

2.4.11 talks about institution monitoring mechanism during internship program and how effectively it is adopted. The optimal impact of internship in school with specific

reference to the teacher educators, school principal, school teachers and peers has to be analyzed and recorded.

Indicator 2.5 talks about Teacher profile and quality. Development of the teacher is very important. **The ongoing voluntary and self motivated pursuit of knowledge is called lifelong learning.**

The institution must organize intellectual forum, wherein capacity building of teachers is taken care of. When teachers attend webinars, seminars, workshops and conferences they must share information with colleagues. Knowledge about policies and regulations with reference to the course should also be shared. In house discussions can be organized on current developments and issues in education.

Brainstorming sessions, focus group discussions, debates among the faculty can be recorded and submitted as documentation. The principal of the college should also motivate the staff to attend orientation courses, refresher courses, faculty development programs and so on.

The profile of the learners is changing very fast due to technological advancement and so teachers have to keep themselves updated, have to be well read and well informed. The student's span of attention, their motivation level has to be catered to by the teachers and so the flame of light has to be kept burning.

Point 6.1 focuses on continuous internal evaluation of student learning. The University has given a particular format in which assessment of the students has to be taken. Apart from that, the institution has to frame a mechanism to assess the outcomes of the add-on courses, certificate courses and evaluation of any other such activities.

Evaluation will help to bring about changes and modify the curriculum if needed.

Continuous comprehensive evaluation has to be followed by the institution.

**‘Continuous’** means regular activities conducted throughout the year to achieve all round development. **‘Comprehensive’** means mental, emotional and physical aspects of the students’ progress that is all round development of the student is measured.

**Evaluation** is a variety of tools and techniques used to assess and evaluate the students’ progress. As Albert Einstein has rightly put **'Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid.'** We must remember that we as teachers are responsible to make our students feel stupid. One size fits all strategy will not work in evaluation. Different

students have different abilities and they have to be judged in different ways and so we must have a variety of tools that are developed to assess different activities.

2.6.3 talks about the Institutions' mechanism and procedure for grievance redressal related to examination. Relevant documents reflecting the transparency and efficiency related to examination and grievances have to be maintained with the seal and signature of the principal. Grievances can be collected through the complaint box for the tutorial groups. The alumni can be involved in giving suggestions and redressal as they would not hesitate to speak up once the course is over. The institution can have feedback sessions of the students and the teachers in which the students are shown their answer sheets and their marks, wherein their doubts are resolved. In this way an open internal system will help students perform better in their university level exam.

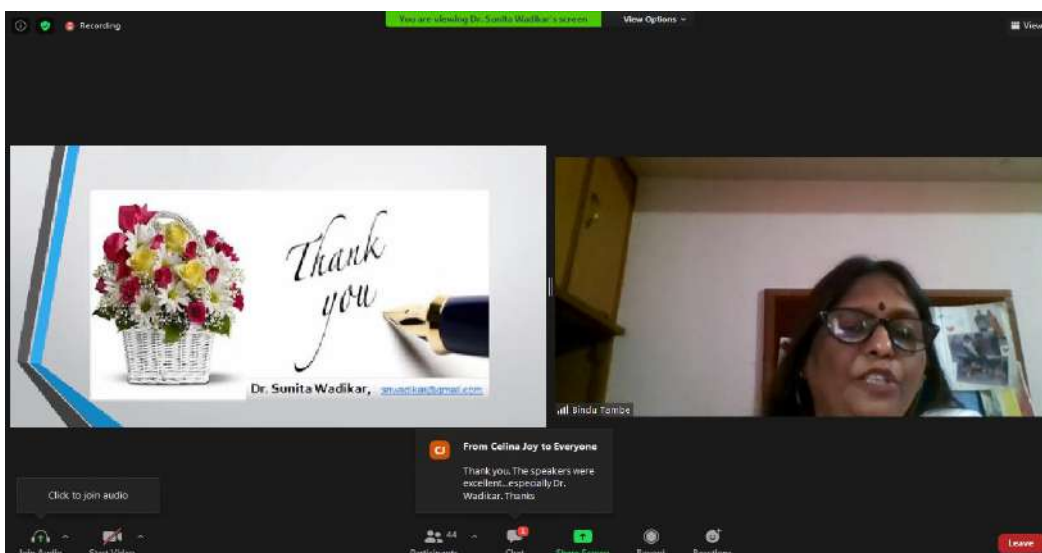
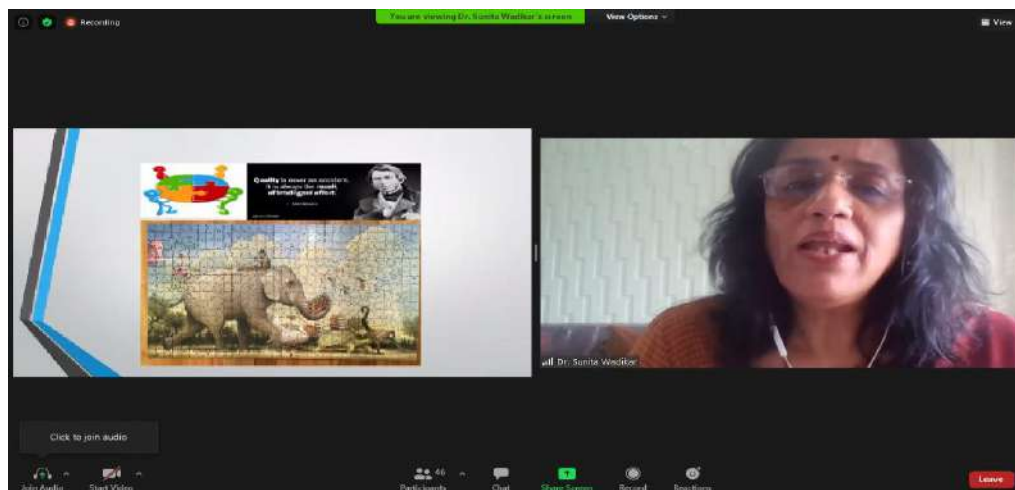
2.6.4 requires description of how the institution adheres to the academic calendar for the conduct of internal evaluation. The entire mechanism right from commencement of the course to the end of the course has to be entered in the academic calendar- the Teacher's annual plan, dates of the examinations with respect to internship, practicals, feedback dates, diagnostic and remedial testing, co-curricular and extracurricular activities have to be mentioned in the academic calendar. As far as possible the academic calendar has to be adhered to by the institution.

2.7.1 refers to the program learning outcomes and course learning outcomes and how they are aligned to the teaching learning process of the institution. Many a times methodology used by the teachers, the evaluation process and the teaching learning activities do not align with the program learning outcomes. The institution has to ensure that these PLOs and CLOs are properly aligned with all the academic and co-curricular activities of the course. Documentary evidence in support of the claim showing the alignment of the program learning outcome with the mission and the vision of the Institution has to be maintained.

2.7.3 refers to the progressive performance of students and attainment of professional and personal attributes and whether they are in line with the program learning outcomes and course learning outcomes. Monitoring and further improvements have to be described. The manner in which progress on learning tasks is recorded in the transcript in respect of both cognitive and professional attributes of students' performance, has to be maintained in not more than 500 words. Documentary evidence showing the performance of students on various internal assessment as

learning outcomes achieved can be shown with the help of a graphical representation in comparison with the entry level data.

2.7.5 requires the institution to describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs. NAAC is a journey and everything and anything is possible when you have the right people there to support you. Teamwork and cooperation amongst all stakeholders will definitely help to achieve success in the assessment and accreditation process. Skill and passion together will definitely help to create a masterpiece. **The institution must make the accreditation journey enjoyable by making quality as a way of life.**



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## SESSION-5 NAAC CRITERION-5: STUDENT SUPPORT & PROGRESSION

*Report written by Dr. Geeta Thakur*

**Resource Person: Dr. Shirish Chindhade** *holds a doctoral degree in*



*English Literature and has taught English literature in UG and PG colleges. As a PhD guide, he has been instrumental in moulding the careers of many Ph.D. aspirants. Sir is a mesmerizing speaker with a multifaceted personality. He has a profound love for literature both English and Marathi and*

*Hindustani classical music. He inherits his deep love for poetry from his grandfather and his late father Shri Vasant Chindhade. He is a writer and has to his credit 12 books with diverse interest such as critical appreciation of poems, research, essays, NAAC assessment and textbook editing of English Poetry for undergraduate students. He not only exhibits his love to write but also translates text from Marathi to English. His much-acclaimed work is the English translation of the autobiography titled “Bhimsen Joshi, My father” published by Oxford. He was awarded the **State Level Adarsh Guru Sanman Puraskar** instituted by the Shukla Yajurvediya Madhyadin Maharashtra Brahman Madhyavarti Mandal, Pune. Sir is a trained NAAC assessor.*

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### **Report of the session:**

Dr. Chindhade started his session by putting forth a truly relevant and thought-provoking question: What is NAAC driving colleges at? **OR** What do they really want us to do as higher education units? He went on to answer the question by saying that the Ultimate aim or goal is to achieve Excellence i.e., the highest input of quality. To achieve Excellence, NAAC is driving all colleges at these below mentioned aspects:

1. *KYC (Know your customer) and KY (Know yourself -SWOC): Individual and institutional sensitization.*

He pointed out that a great paradigm shift is seen in the way Education system and students are being perceived in the present times all over the world. Education system has become an industry and students are termed as stakeholders or customers. However, in India, because of our cultural, metaphysical and religious traditions it is little difficult to us to accept the students as our customers and knowledge as a commodity.

Since the entire education system is customer driven, the students/customer becomes the supreme concern for institutions of Education. The institution must reconcile to the idea that the customer is the king, and their satisfaction is of prime concern to the institution.

He also emphasized that there is a need to know yourself i.e., the employees of the institution must identify and understand the Strength, Weakness, Opportunities and Weakness of their institution. Therefore, internal communication among employees must be in place. We must sensitize ourselves and the institution to the idea of KYC ad KY.

2. *Enhanced Expectations*

Every month the UGC is declaring, promulgating new ideas, new things and new expectations. Things around us are changing at a very dizzy speed and we are fumbling and getting confused as to keeping pace with the change happening around. It is like a vortex and we are at the midst of the vortex. There is an atmosphere of fear and confusion due to a constant demand to learn new things and new expectations. Expectations related to our performance are increasing and we are expected to outdo our own performance. We are no longer in competition with others but with self and we must become a better version of our present self. Everyday is a day of change for us and we must be mentally prepared for change. We must orient ourselves to accept change and learn new things. In other words, students are changing, their expectations are changing, and hence quality standards are also changing. We have set our standard at par with the needs of the learners.

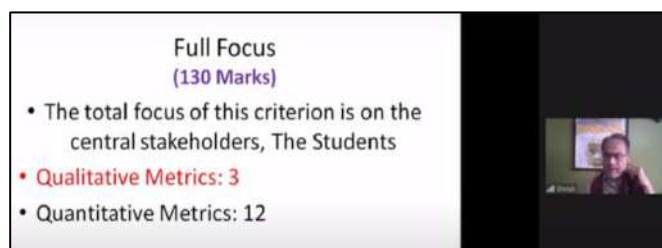
### 3. *Ever-elevating benchmarks*

We are living in a globalized world hence the competition is not within the state or between state or within nation it has acquired a status at the global level. Benchmarks across the globe has elevated therefore even we need to elevate our standard of education and be at par with the global standards. The best example is the changes we were forced to adapt during the recent pandemic. The entire educational system went on the virtual mode.

The expectations are going up, the quality standards are also going up...hence the issue now is the survival of the fittest. By the year 2031 most colleges must go autonomous and in-order to get autonomy they need to get an A grade from NAAC. The students are already changing and there is a need for the institutions to change and be at par with their needs.

The Criterion V: Student Progression and Support is next to Criterion II when it comes to weightage. The criterion V has 130 marks and is an important part of the A&A process. The main purpose of the educational institutions is to provide quality education to the students.

Colleges are functioning for the benefit of the central stakeholders hence our actions must be directed towards their



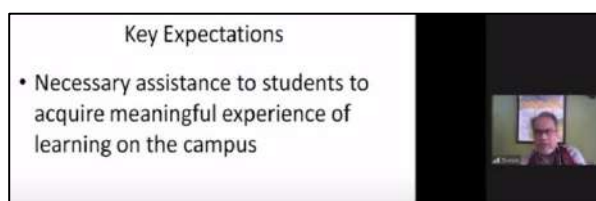
Full Focus  
(130 Marks)

- The total focus of this criterion is on the central stakeholders, The Students
- Qualitative Metrics: 3
- Quantitative Metrics: 12

satisfaction; customer satisfaction becomes the watch word here. There are 15 metrics in this criterion, of which 3 are qualitative and 12 are quantitative in nature. The qualitative and quantitative metrics are mutually supportive and linked to each other.

There are 3 key expectations of this criterion:

1. To provide necessary **assistance** to students to acquire meaningful experience of learning on the campus. The emphasis has shifted from teaching to learning and the paradigm is being shifted slowly in favor of the central stakeholders. We are expected to become facilitators; provide whatever



Key Expectations

- Necessary assistance to students to acquire meaningful experience of learning on the campus

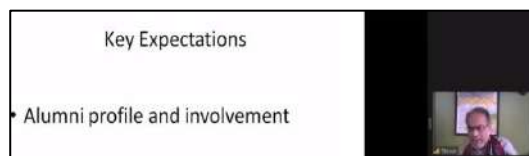
is needed for the sake of making the learners’ campus experience fruitful. The stakeholders should be satisfied after the completion of their course and feel empowered.

2. To **facilitate** holistic (all round) development and progression of the stakeholders to higher goals.



Apart from the academic needs of the learner, the learner has many other needs like metaphysical, psychological, emotional, religious, social, aesthetic. It is the role of the educational institutions to cater to this complex array of the learners’ needs. As per him, all education is altruistic (meant for the benefit for others). He rightly pointed out that teaching is for the benefits of other and not self. So, this thought forms the basis of this key expectation.

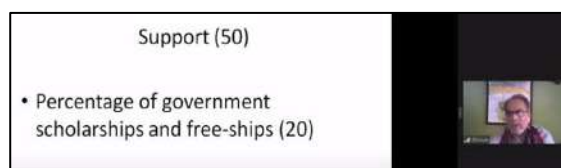
3. **Alumni profile and involvement** is the 3<sup>rd</sup> key expectation of this criterion. We are social beings; instinctively gregarious people and we love to live as per the likes of others. We love being a part of the society and accept different roles offered by the society. Alumni is the biggest asset any institution can have and as per the requirement by UGC, Alumni profile (past student record) and their active participation is important towards



the growth of the institution. Alumni involvement has become a universal activity, and every institution must establish connection with their Alumni. Every institution should have a registered Alumni association.

**Student Support** carries 50 points and in this part of the criterion there is a bifurcation of marks which is elaborated further in the below paragraphs.

1. The first part of the bifurcation is the **percentage of government scholarship and free-ships** which carries 20 marks.



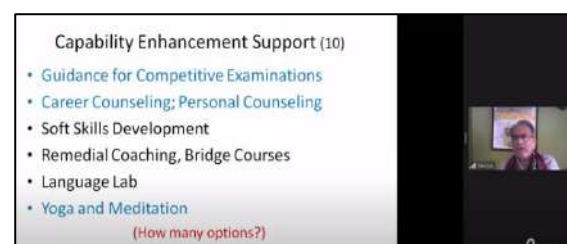


2. The next part is **Institutional initiative**. He highlighted that initiatives must be taken by the institutions to support the



students economically. It focuses on the number of students who have benefitted. (5 points) This part of the criterion is important as it stresses on the efforts taken by the institutions towards student support.

3. The next part is **capability enhancement support** for 10 marks. If an institution chooses maximum number of options out of those mentioned by NAAC

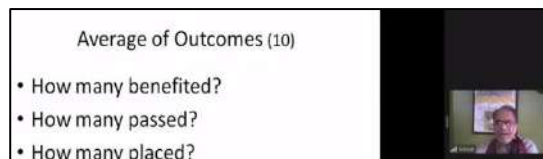


then the institution stands a chance to gain higher marks. Preparing students for competitive examination is the need of the hour. Colleges are expected to become centers for different career counselling and personal counselling (psychological counselling). Personal counselling is an important factor in any institution to cater to problems beyond academics hence a dedicated personal counselor should be appointed. Soft skill development is basically about developing a huge range of mental qualities like ethical behavior, attitude, aesthetic and emotional needs, cooperation, sympathy, norms, accountability, responsibility. These qualities help to make the students an excellent human being, acceptable in society. Apart from these, remedial teaching, bridge course, language lab and yoga meditation should also be a part of the institution.

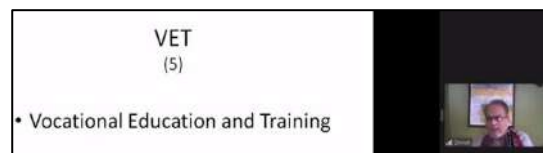
The entire Philosophy of NAAC revolves around three basic ideas Process, Feedback and Outcome.

- i. Creation of system or processes i.e., Systemic Thinking (process, mechanism, methodology, procedure) - NAAC is driving us at is building of creation of systems in order words if our processes are correct our outcome will be correct.
- ii. Feedback and analysis – NAAC want institutions to take structured feedback i.e., a feedback that has a procedure or is systemic.

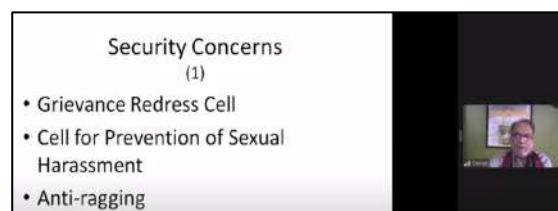
iii. Tangible/concrete outcomes - he went on to quote that all activities are futile if they do not result in a positive, substantial, dependable, noticeable, tangible outcome.



4. NAAC has been reminding us again and again that education is for employment. The next part of Student support is **Vocational Education and Training** for 5 marks. The students invest in a particular course to gain competencies and skills to earn a livelihood after completing their course therefore vocational education and training has become important. It is a product of education and we are training our students for employability.

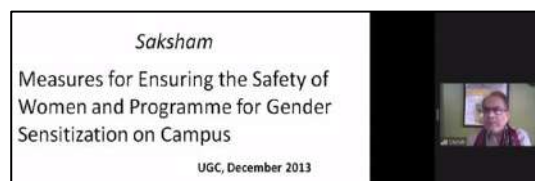


Sir elaborated on the other important aspect of the criterion i.e., **Security concerns**—cells for Grievance Redressal, prevention of sexual harassment, and anti-



ragging. In an institution, students come from various families and come with different attitude, training, habits, mentality etc. hence it is the responsibility of the institution to cater to the different Grievances of these students.

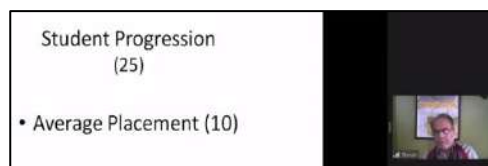
Ragging is a reality; it takes place at different levels and take different forms; there are severe fallouts of ragging. Due to lack of awareness, harassment occurs even at offices which have highly qualified employees. UGC circulated an important document named **Saksham** which talks about



measures for ensuring the safety of Women and Programme for Gender Sensitization on Campus. As per him, this issue is relevant even for Women’s Colleges. Ragging is a normal human tendency of those human beings who are not sensitized to important ideas and expectations of life. Gender

sensitization on campus is a big and important concern for all educational institutions.

**Student progression** carries 25 points and in this part of the criterion there is a bifurcation of marks which is elaborated further in the below paragraphs.

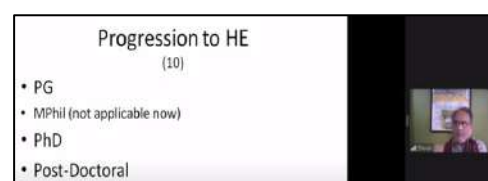


Student Progression  
(25)

- Average Placement (10)

1. **Average placement** is for 10 marks. As an educational college catering to B.Ed. and M.Ed. training program, we can claim 100% placement.

2. **Progression to Higher Education** is for 10 marks. This section is crucial for all the institution and it shows our ability to track their progress and

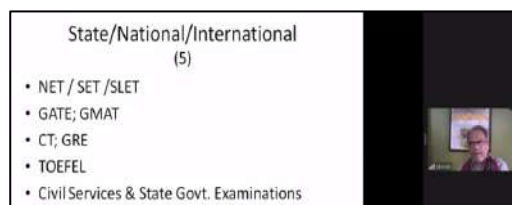


Progression to HE  
(10)

- PG
- MPhil (not applicable now)
- PhD
- Post-Doctoral

maintain a record of the same. The students are our treasure, and we need to store information related to them. Maintaining an LMS is the strength of the an institution and it must be used to the best of our advantage.

3. **State/National/International certificates** carry 5 marks. This part of the criterion also focusses on the institutions ability to track students



State/National/International  
(5)

- NET / SET / SLET
- GATE; GMAT
- CT; GRE
- TOEFEL
- Civil Services & State Govt. Examinations

who have cleared their NET/SET/ SLET, GATE, GMAT, CT, GRE, TOFFEL, Civil Services and State Government Examinations and to maintain a database. It is a task which we can achieve by keeping in touch with all our students post completion of their course.

The next important aspect is **Alumni participation and activities** which carries 45 marks. This part of the criterion focuses on the number of activities the alumni participate in. A team event that the alumni participates in is awarded 20 points.

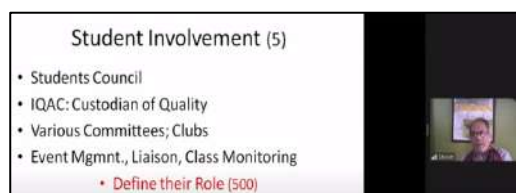


Participation & Activities  
(45)

- Awards, Medals, Outstanding Performance in Sports
- Cultural activities

(Team Event is one Award) (20)

The next part of the criterion carries 5



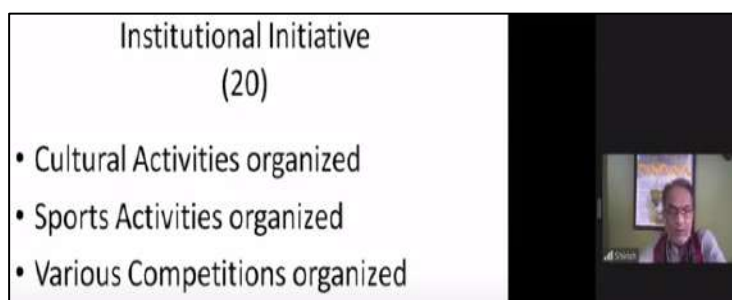
Student Involvement (5)

- Students Council
- IQAC: Custodian of Quality
- Various Committees; Clubs
- Event Mgmt., Liaison, Class Monitoring

• Define their Role (500)

marks and it focuses on **Student involvement** in Student council, in IQAC for suggestions and help extended for improving the quality of the institution, their involvement in various committees and clubs, in event management, class monitoring and Liaisons. Since students are the central stakeholders it is essential to have a student council in place. IQAC being the custodian of quality, it is concerned with every possible activity monitoring, guiding, record keeping, training etc. Therefore more active the IQAC is then the better prospects the college has in doing well in assessment as well as a social image. The number of clubs and committees depends upon the need of the college. The institution should coopt for as many members as possible with varied skills and knowledge. This sends a message of involvement and students feel happy to be associated with or be a part or contribute towards activities organized by different clubs and committees. This amounts representative, accommodative participation; large scale broad base participation of the central stakeholders. Liaison is about contacting people, connecting with alumni is an important task which cannot be handled by one teacher or student. A group of students with good communication can be given the task to connect with the Alumni. These students become contact people and can reach a large section of the community. The alumni in return will also appreciate the efforts taken by the institution to maintain relationship with them. This part of the criterion also consists of a qualitative metric wherein the role of the student have to be described in 500 words.

The next part of the student support and progression is **Institutional initiative** which carries 20 marks. It is important for the institution to not only participate in activities organized by other institutions but more important is to organize cultural, sports activities and various competitions for other colleges.

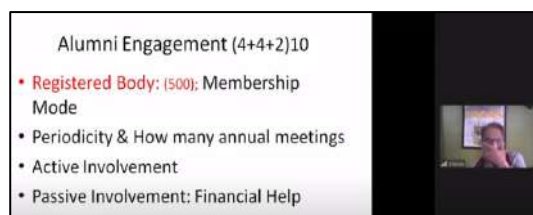


Institutional Initiative  
(20)

- Cultural Activities organized
- Sports Activities organized
- Various Competitions organized

The image shows a presentation slide with a white background and a black border. The title 'Institutional Initiative (20)' is centered at the top. Below the title is a bulleted list of three items: 'Cultural Activities organized', 'Sports Activities organized', and 'Various Competitions organized'. In the bottom right corner of the slide, there is a small video inset showing a person's face, likely a speaker or participant in a webinar.

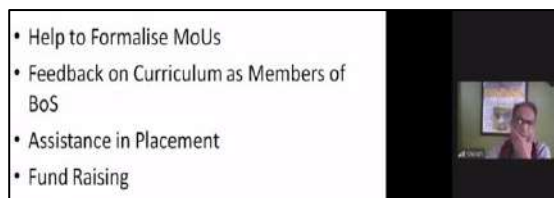
**Alumni Engagement** is the next part of Criterion V which carries 10 marks and focuses on Alumni as a registered body, actively and passively involved with the quality enhancement of the institution. Registration of the Alumni Association is an important aspect and NAAC does not take cognisance of it if it is not a registered body. A database of the Alumni registered with the college must be maintained. There must be a record of the number of times the alumni meets and the various activities it is involved in the institution. A record of the donations received and used by the institution for community outreach programmes should also be maintained.



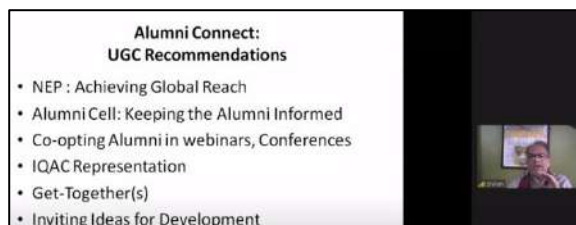
Very recently the UGC has given guidelines for the **roles the alumni** have to play in the institution. Mentoring, visiting faculty, facilitator of apprenticeship, CSR based research projects, on-time-job training facility are some of the roles that the alumni can be actively involved. In addition to that the alumni should help to



formulate MoUs, should provide feedback on the curriculum, provide assistance in placment and help in raising funds for social causes.



UGC has circulated a document called **Alumni connect** which contains recommendations to the institutions. As per NEP 2020, Alumni connect is a medium to achieve global reach. There must be an Alumni Cell that keeps the Alumni informed through pamphlets, newsletter or e-newsletters of the various activities done in the college as well as the activities done by the Alumni



association. There has to be get together organized by the Alumni at the campus and ideas for the further development of the institution should be invited.

Sir supported his deliberation with examples from his NAAC experience and gave us tipsto have a better chance at getting better grades. With an interesting saying in English ‘**he who rides a tiger cannot dismount**’ he warned us



that NAAC is like a tiger that we are riding and must ride carefully. The new education policy has a garbed threat, and the threat says by 2031 all the colleges must be autonomous.

But the colleges cannot become autonomous without a NAAC “A” grade and if the college does not become autonomous by 2031 then it will either be merged with some other better unit or dissolved.

He pointed out that: Excellence is a process and a permanent pursuit, so we need to keep putting our best efforts to enhance ourselves. He supported his statement with a lovely picture of the Chinese model of excellence; he explained that the fire ball is a symbol of excellence which can never be captured by the dragon. Just like that we have to keep pursuing excellence.



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**SESSION-6**  
**NAAC CRITERION-3: RESEARCH AND OUTREACH**  
**ACTIVITIES**

*Report written by Mrs. Namrata Saxena*

**Resource Person:** *Dr Vivek M Nanoti* is a renowned Academician,



*administrator & management guru, presently working as the Principal of Priyadarshini Institute of Engineering and Technology, Nagpur and is Senate member of RTM Nagpur University ( 2018 – 22 ) & Vice Chair , IEEE Nagpur Subsection. He has completed his PhD in*

*Physics in 1996 under sponsorship of Dept of Atomic Energy Commission ( DAE) at BARC Mumbai from Nagpur University. He has 29 years very rich experience of teaching, research & Administration & his area of specialisation / research is Materials Science (Nano Magnetic Materials, Soft ferrites, Hexa ferrites). He has published / presented around 140 research papers and guided 12 students for their doctoral research. He received the ‘Most Promising Engineering College Teacher Award’ in 2005, ‘Bharat Jyoti Award’ in 2012 for excellence in Education and Research and National award - Outstanding Academic Leader of 2019.*

*He has visited several countries that include Scotland, England, Portugal, Israel, Germany, France, Belgium, Istanbul, Netherlands, Malaysia, Singapore, Poland, Dubai, Nepal and Russia for academic purposes. He is currently heading three international projects on SOCIAL ENTREPRENEURSHIP, GREEN ECONOMY & FAKE NEWS, total worth Rs 1.2 Crore. He was the National Exe. Council Member of ISTE during 2012-14, Secretary cum Treasurer of ISTE Mah-Goa Section during 2003-2005 and 2009-11, and Editor, ISTE Mah-Goa Section News Letter during 2003–2011. He also worked as Editor–in–chief for International Journal of Knowledge Engineering. He holds memberships of several professional bodies such*

as ISTE, IEEE, IAPT, ISCA, MRSI, STAMI, VIA , VMA etc. He has delivered more than 1000 Guest lectures on topics such as Nanotechnology, Communication Skills, Nano-Materials, Research Methodology, Pedagogy, Teaching as Rewarding Career, NEP 2020, Lifelong Learning, Goal Setting, Stress Management, Time Management, Education Technology, Green Economy, Social Entrepreneurship, Fuel Cells and Knowledge based Learning for faculty and students.

During Pandemic Lock down he has delivered 100 plus webinars in last 06 months attended by 18,000+ PARTICIPANTS from 23 different countries & 30 + cities in India on 42 Different topics to various sectors of society.

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### Report of the Session:

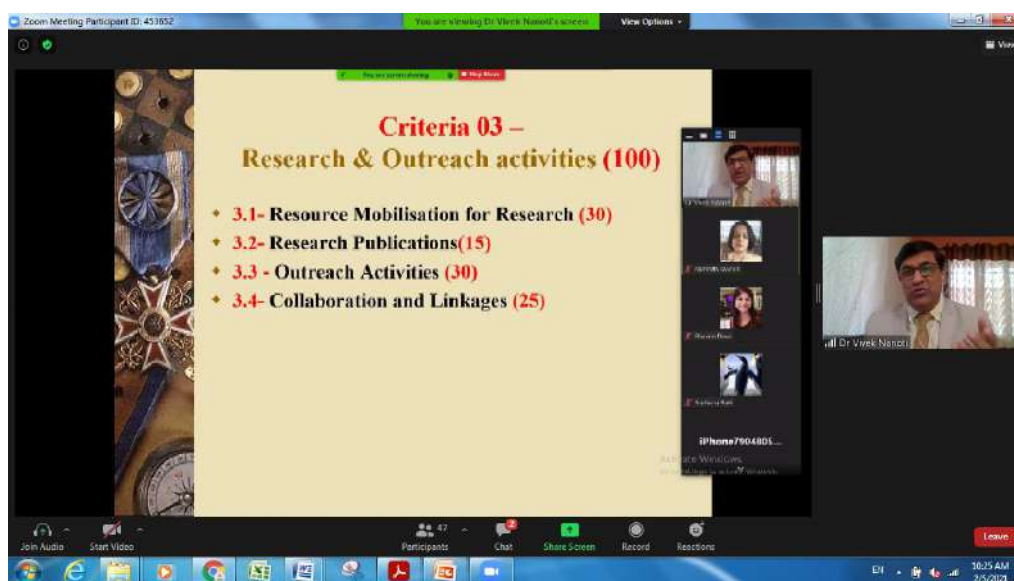
Dr. Vivek Nanoti took over the session by introducing the topic as very close to his heart. He set the session on the right note by sharing his belief that it is the research & innovation inculcation among teachers and students, and through teachers among students as teachers are also innovators and that research and outreach should be not about Ph.D or only 12 papers. He congratulated all at PCER, Panvel for being a part of an elite educational society like the Mahatma Education Society as it is a great place for innovation and research.



He then began by giving a brief overview on the criteria by highlighting the marks allocated for the same as 100 marks. But talking of marks he brought to attention to



the importance of accreditation whether it's the NBA accrediting programmes or NAAC accrediting colleges, he said accreditation is the stamp of quality. With this he advocated that the focus of this criterion should never be numbers. He rightly convinced how numbers is a byproduct of the quality focus for research and outreach activities. He shared his experience with many colleges where the focus is of numbers and marks. But he strongly recommended going for quality work covering all topics, as it will ensure that quantity falls in place too on its own.



He then marked the importance of proper documentation for the 100 marks to be tallied with the quality work. He motivated all and gave inspiration for all in the teaching profession to become role models whereby people start following them and such should be the quality of work. He expressed his happiness that NAAC has given a worth of 100 marks to this criteria. He again urged all to come out of the typical mindset of working for marks. He appealed that it has to be culture system approach. He brought out the need of the activities to be significantly present as a culture with growth mindset perspective towards it among the head to the ancillary staff of each institution. He brought out the growth mindset perspective by explaining these activities as win-win criteria to both individual and the institution. He convinced that teachers should see it as an area for personal profile enhancement and by way of it the institution and departments gets benefitted thereby fetching full marks. He said that the more one contributes to this criterion, more one's career becomes rewarding. He pointed how by working on this criteria, teachers would end up writing more papers, reaching to society, bringing research grants ,reaching the unreached in the society,

bridging academia and industry, network, collaborate, attend and organise many conferences, workshops and how all this would enriches personally and add an edge to one's own profile. He urged to adopt this perspective of growth mind-set for personal growth and showed its relation to the department or institution's growth and the marks fall in place too.

He then listed and explained the activities that could be included under the research criteria as Funded Research Projects, Consultancies, Collaboration with Foreign Universities, Research Labs, etc. Adding to the growth mind-set perspective to take up research and outreach activities, he moved on to share the benefits of the above listed research activities as follows:

- ◆ Besides tremendous monetary benefits it helps one to
- ◆ up- grade Qualification
- ◆ Name and Fame
- ◆ Opportunity to visit foreign Universities / labs
- ◆ Reputation in the field
- ◆ Immense Satisfaction :end of day we need satisfaction peace
- ◆ Chance to oblige many for their career

Speaking on the above benefits he pointed to regular teaching as a matter of bread and matter whereas research and outreach activities as a matter to collaborate and gain reputation other than monetary benefits. He highlighted how it should be seen as a chance to innovate, create, discover or invent and as a contribution with relevance than being satisfied with a paper written 10 years back or so.

With this background on stressing the need and importance of the criteria, Dr. Nanoti moved on to the individual criteria under criteria 3.0.

He listed all the four sub-criteria under criteria 3.0 and explained them in short before taking up each individually.

- ◆ 3.1- Resource Mobilisation for Research (30)
- ◆ 3.2- Research Publications (15): he highlighted importance of writing in recognized journals.
- ◆ 3.3 - Outreach Activities (30): brought a social angle to this criteria by reaching the unreached.
- ◆ 3.4- Collaboration and Linkages (25): explained how easy it is to network by sharing profile and proposing interest to work together.

### **3.1- Resource Mobilisation for Research (30) overview and suggestions by Dr.Nanoti**

- 3.1.1 - Average number of funded research projects by government and/ or non-government agencies during the last five years – 08 marks
- 3.1.2 - Average grants received for research projects from external agencies - government and / or non-government agencies during the last five years – 08 marks
- 3.1.3 - In-house support is provided by the institution to teachers for research purpose during the last five years- 09 Marks
- 3.1.4 - Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge – 05 marks

Talking on 3.1.1 and 3.1.2, Dr. Nanoti asked to keep a big picture while looking for grants. He explained there are ways and systematic approach to get grants by thinking of the success of the activity and not marks. He suggested setting for big goals and big targets for the research work than individual teachers’ calculations of the number of grants procured. He emphasized the importance of networking and collaboration as research ideas come out as offshoots of collaborations and discussions.

Explaining the criteria 3.1.3, he discussed how teachers could propose projects of value to the institution benefit whereby even the institutions do not mind sponsoring or investing for the research activities. Elaborating on 3.1.4, Dr.Nanoti stressed the importance of eco-system in an institution for undertake research work. He stressed that research should be at the heart of such ecosystem and suggested if institutions can create a space and time for people to get together, innovate and research, then there would be lot of valuable work which would result from this.

He very well focused attention on 3.1.4 saying that if this sub-criterion is taken seriously, then all the above sub-criterions would fall in place.

He also stated that the criterion 3.4 is the most important sub-criterion as with it all other sub-criterions under 3.0 would fall in place.

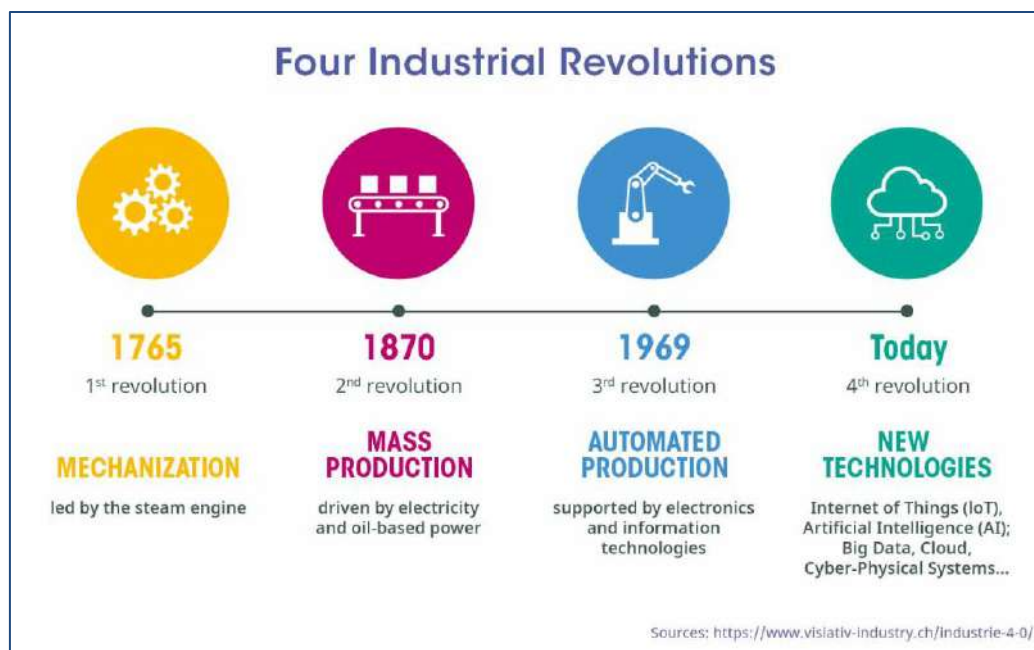
Sharing on possible research areas, Dr. Nanoti spoke on Education 4.0. He explained that education is in 4th generation industry.

He listed Education 4.0 for Industry 4.0 as:

Modern Learning Techniques **for UG, PG, PhD or Post Doc**, Modern Teaching styles, Modern Motivations.

Explaining it further, he shared a timeline of the four industrial revolutions.

#### TIMELINE



Talking of the industry revolution, he connected it to Teacher education colleges by rightly emphasising that TEs have to now create teachers who would be able to create students ready for the 4th generation industry jobs. He stressed how education also has to thus be of 4th generation as every employee is a global employee and education 4.0 is needed.

He further explained the timeline of education similar to industry revolution and discussed details of Education 1.0 to Education 4.0.

- ◆ EDUCATION 1.0 - Lectures & Memorisation

He explained Education 1.0 by reminding how in olden times education was all based on memorization and mugging up using rote learning methods and teaching was equivalent to lecture method.

- ◆ EDUCATION 2.0 - Internet Enabled Learning

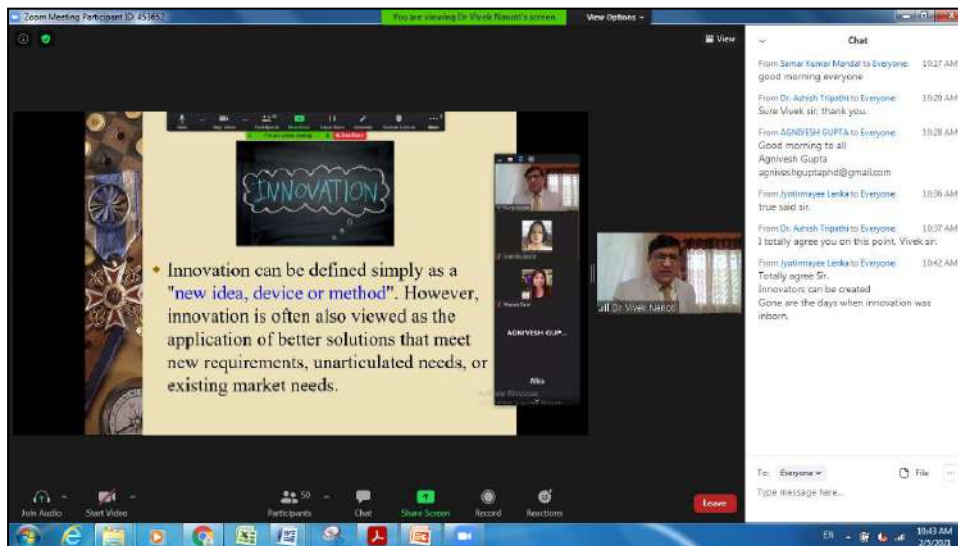
He explained Education 2.0 as highlighting all that used e-teaching technologies. YouTube, MOOCs, etc. He listed them as Generation 2 education.

- ◆ EDUCATION 3.0 - Education producing Knowledge

He explained Education 3.0 as one that should produce knowledge. Knowledge society, knowledge worker, knowledge teaching are all 3rd generation education.

♦ EDUCATION 4.0- Education producing Innovation

Talking of Education 4.0, Dr. Nanoti explained that 4th generation students are curious of asking new things, of knowing new things and for this he rightly pointed on the importance of having growth mindset for teachers as only then they can instill this mindset of innovation among students.



Dr. Nanoti discussed on the meaning of innovation, saying it's not an 'Eureka' moment as we have all thought it to be. He explained how Google, Apple have created an ecosystem of training and programmed design thinking on how one can think creatively. He explained it to be a systematic approach which can create innovators.

He further quoted the definition of innovation as a "new idea, device or method". He urged education to shape up to give industry what it wants by thinking of innovation as any new idea, a new device, a new method that can be inculcated in everything.

He also explained how innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs.

Joining the dots of innovation and education to research activities, Dr. Nanoti shared from his own example where he studied the need of teacher training for Engineering teachers, and he innovated a model of teaching them. Further to this model, there was lot of demand that came in from many colleges to conduct this innovative training model of teaching for engineering teachers. He discussed how he was able to generate consultancy, case study, monetary benefits for college, outreach activities, research activities on this one single innovation in education activity. He showed how

innovation in education is about processes and approaches in changing the pattern of education to ensure learning of students and that education can do lot of magic. He thus brought to light the area of innovation in education for research activities and the importance of innovation to all by sharing his ideas on why to nurture innovation as given below

- ♦ To make India innovative and adding value to India's outstanding traditional knowledge base
- ♦ To help India become inventive and creative, and to become a global leader in sustainable technologies without social and economic handicaps affecting the evolution and diffusion of green grassroots innovations

Talking further on what kind of research activities one could aim for, he then shared his views and understanding on who does the best innovation in the country by showing levels/types wise the quality of research work produced.



## LEVELS/TYPES

- ♦ **Level 1: Scientists / Engineers / professionals (highly educated):** he mentioned they are doing the best kind of research which helps society. It is difficult to aim to match their kind of research work.
- ♦ **Level 2: Kids (out of Amusement & imagination):** at level 2, he showed how children are able to come up with some good research out of amusement and imagination. It is possible as they are full of dreams, ideas and imagination and open mind which is equivalent to a scientist's thinking if

brought to reality. So one way to think of research activities was by having imagination, open mind and creative thinking.

- ◆ **Level 3: Grass root (out of need) – without any formal Education – Farmers / Mechanics:**At level 3 he discussed how research work at the grass root level nurtures out of need. Drop outs, farmers, mechanics, field workers are able to come up with great innovation and research work, with some amazing Jugaad technology. They may not be patenting it but their innovation and research comes out of experience than education. Thus he brought to importance the value of research ideas through experience in field.
- ◆ **Level 4: Formally pursuing research / Doctorate:**He said this research work sadly for most occasions is for a Ph.D or for a webinar. He requested all to not work for seminar only as then it is of lowest contribution to society.

He thus convinced all to work on sharpening of skills. to focus on the need of society and community and give them and kids what they need. Keep in mind needs of industry also while thinking of changes and research required and not just work for completion of syllabus.

He then explained the commercial value of research as

- ◆ Knowledge into wealth: he discussed the value of good research work as knowledge which can procure wealth.
- ◆ Idea to prototype to product: he explained that a research with a product at end would be the best action.
- ◆ Production: he suggested that research could even lead to production.
- ◆ Business Viability: he pointed that research could bring in business viability.
- ◆ Incubators: he suggested having idea incubators to enhance research activities.
- ◆ Accelerators: he shared the importance of accelerators to making research of commercial value.

With this he gave a mantra ‘Sab kuch ho jata hai sur chakhrana chaiye’ (everything is possible, the thought should be there) to think of research activities as a possible endeavour. With the aspect of looking at innovation in education for good research work, he also emphasized on need based focus of research work. Also, he requested all to work on research not out of compulsion, but out of interest.

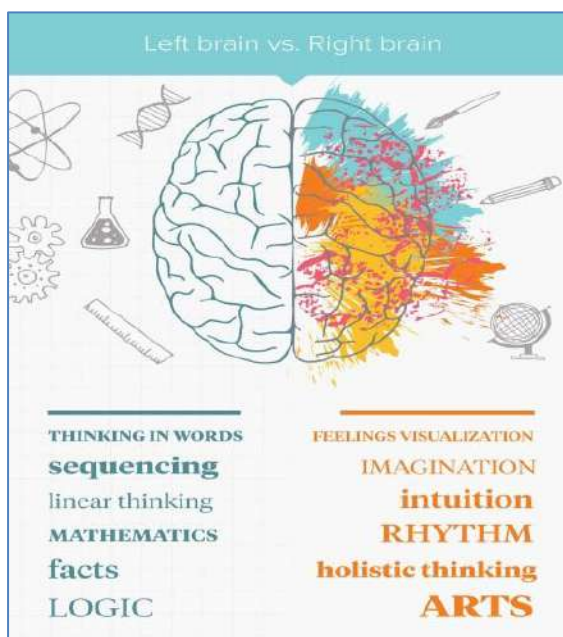
With the idea of bringing interest in research, he shared the Right brain approach to research.

He explained the right brain activities being related to feelings, visualisation, imagination, intuition, rhythm, holistic thinking, arts etc. And so he brought to light the area of research emerging from need, passion and dreams. He showed how right brain approaches could bring new areas of research activities than the left brain researches when we are able to feel and connect to the need of the research.

On this note, he shared an inspiring story of a research by a teenage girl, Shalini Kumari which was born out of strong feeling and connection to the need for her own disabled grandpa being unable to climb staircase by innovating adjustable walker boon for elderly, disabled. He shared how this innovation and research has brought her a number of awards for her innovation including **IGNITE award** of the National Innovation Foundation (NIF).

He then shared the role of a teacher in encouraging and mentoring research work of students as for Shalini, it was her teacher who encouraged her to follow up the idea and guided to get the right means to come up with the innovation. He thus reminded teachers of their role as the inspirers, motivators, encouragers, human mentors in the life of a student. He urged teachers to be always aware of this role and welcome ideas and innovation among students and among themselves.

To keep teachers positive on the power they have to take up good research work, he



gave some words of wisdom to inspire as:

- ❖ Never Underestimate yourself
- ❖ You are much more than what you think
- ❖ You can do whatever you decide
- ❖ You are your Master
- ❖ There is Nothing about you which you can't do

He then emphasized on the value of strong commitment, hard work and will

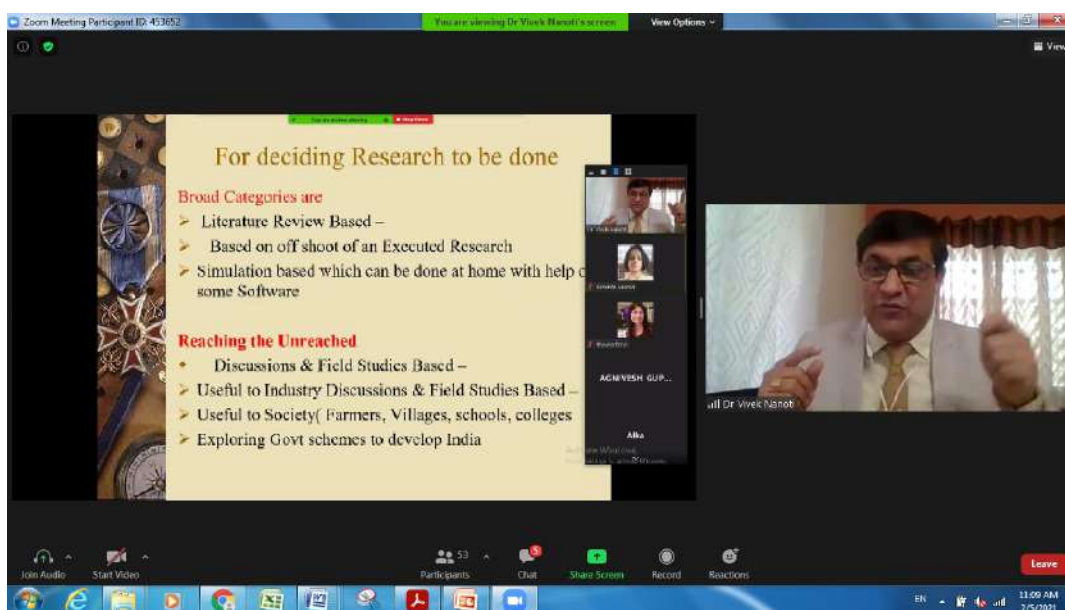
power to take over and carry out research work and invited teachers to write the following words of motivation in the chat box and always keep these as the mantra words for working towards research activities:



- ❖ I want to do!
- ❖ I will do!
- ❖ I am different!
- ❖ I am Special!
- ❖ I am Blessed!
- ❖ I am Unique!

With the above exercise he stressed on the need for a change of mindset of seeing research as a possible activity.

He then gave the other areas where research ideas could be generated from.



He listed the Broad Categories for generate research work activities as

- Literature Review Based – ways and means
- Based on off shoot of an Executed Research
- Simulation based which can be done at home with help of some Software

But other than the above three, he marked the most important as Reaching the Unreached

- Discussions & Field Studies Based –
- Useful to Industry Discussions & Field Studies Based –
- Useful to Society( Farmers, Villages, schools, colleges innovation needed in slums roadsides industry
- Exploring Government schemes to develop India

He added other areas to look for research activities as

- Identify Learning and training opportunities is must
- Identify & find out relevant trainings & learning possibilities. ( physical or Online)
- Or Experiential learning

He emphasized on the importance of experiential learning in looking for research activities. He urged all to come out of the four walls and look for experiential learning opportunities which he listed the areas for the same as lectures, fieldtrips, Site visits, discussions, Case studies, research, consultations, Individual and team-designed assignments and presentations.

Another very important aspect which helps in developing researching activities is by dissolving boundaries. He shared his own research areas ranging from social entrepreneurship to green economy to fake news, AI and its role in education etc. He explained that we do not have to limit to our own discipline but rather explore and contribute to other disciplines as well.

With this plethora of ideas to make the 3.1 criterion successful, he moved on to the next criterion 3.2.

### **3.2- Research Publications (15) ideas and discussions by Dr. Nanoti**

- ◆ **3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years (07)**
- ◆ **3.2.2 - Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years (08)**

Talking on criterion 3.2, Dr.Nanoti emphasized on the need for looking at newness of ideas and topics of social concerns. He asked to focus on content with high impact factor giving an example that if the content can find a place in a medical journal, environment journal etc. then the content is able to impact many different strata of society. He also highlighted the importance of writing a book chapter as it is gives an opportunity to connect to many different ideas and topics.

To be able to come up with topics for research, in addition to his discussion on criterion 3.1, he emphasised the need for creating a **flourishing environment** for innovation. He also stressed on the importance on learning to use contemporary approaches and methodologies(e.g. design thinking, business model canvas as tool for development of innovative idea how to respond entrepreneurially to particular social

problem, effectuation entrepreneurship principles, mapping techniques, etc.) in order to develop and manage functional innovation hub and actively participate in creating supportive ecosystem for providing solutions to social problems.



He then explained the new approaches and methodologies in brief starting with Design thinking.

He shared and explained a simple model of design thinking as a framework for innovation. He explained the various steps of the model and asked everyone to align thinking on these steps to



come up with innovative ideas for research.

He shared more such frameworks and ideas for bringing innovation research.

### 1. Scamper out of box thinking

- ◆ Substitute
- ◆ Combine
- ◆ Adjust
- ◆ Modify
- ◆ Put
- ◆ Eliminate

### 2. Social innovation:

He requested all to focus on social innovation while taking up research work and also to look for frameworks of innovation as that would help in taking up quality research work.

### 3. Network to Networth

He emphasized on the value of network and collaboration for getting close to new ideas of research. He stressed on Travel, Meeting new people and Covering Entire Band of Society. He marked Connections as prime in bringing ideas. He brought attention to the use of various Social media platforms to easily connect with people across the world.

With so many different ways to approach research activities, he then proceeded to criterion 3.3

#### **3.3 –Outreach Activities (30) – ideas and discussions with Dr.Nanoti.**

- ◆ 3.3.1 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to holistic community development (10)
- ◆ 3.3.2 - Percentage of students participating in outreach programmes conducted in collaboration with industry, community and Non- Government Organizations during the last five years(08)
- ◆ 3.3.3 - Percentage of students participating in activities as part of current National priority programmes, such as, Swachh Bharat, AIDs awareness, Gender issue, Yoga, etc. during the last five years (07)
- ◆ 3.3.4 - Number of awards and recognitions received for outreach activities from government/ recognized agency during the last five years (05)

Dr.Nanoti connected the sub-criteria to the earlier discussions on areas of research activities and emphasized similar outlook for bringing more outreach activities.

One major idea for outreach activities he shared was Creating Clubs (green club, Social Club,etc). He stressed on the role of students in driving the clubs too and brought out the need of having such clubs for even their development. He also shared how institutions should work on Membership of Social Clubs like Rotary, Jaycees, Lions club etc. as they are closer to the field problems too and this could give lot of areas to conduct outreach activities. He also discussed on the importance of a strong NSS in the institution whereby the focus of outreach activities would be a systemic inclusion.

#### **3.4 Collaboration and Linkages (25): ideas and discussion with Dr.Nanoti**

- ◆ 3.4.1 - Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years (08)
- ◆ 3.4.2 - Average number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years(08)
- ◆ 3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities (09)

Adding on to the importance of collaboration as shared in discussion with criterion 3.1, Dr. Nanoti reminded all about this being an era of international/ interdisciplinary, Symbiotic research.

He recommended that the walls of Subjects, branches, Cities, universities, Sr. and Jr. are to be dissolved immediately. He also explained that every in depth and successful research has its problems and solutions in each other's fields. He again emphasized on the importance of networking and collaboration and made the process as simple as carrying one's profile and work, also showcasing institution's merit and work and approaching various people in industry, organization, setting a meeting, exploring and accomplishing goals together.

Adding further he listed the various areas for collaboration as follows:

1. Experiments (actual and virtual)

- ◆ Simulations
- ◆ Virtual Experimentation
- ◆ Mathematical Models
- ◆ Statistical Models / tools
- ◆ Reliability of the models
- ◆ ANN Fuzzy logic ....controllers

2. Industry (local) oriented research

- ◆ Survey
- ◆ Industrial waste/Waste Water treatment
- ◆ Textile, chemical, sugar, and other industries
- ◆ Who can work – people with Physics, chemistry, chemical, mechanical, statistics, civil background
- ◆ Target – treatment plant – design, chemical process, byproduct generation, improving byproduct,

Concluding on this criterion, he stressed on Interdisciplinary Research being the need of the hour.



He also concluded with the need of creating intermediate space to ponder upon OUT OF BOX ideas dissolving the boundaries of Subjects, Branches and cultivating Interdisciplinary approach and call this space a dedicated centre as any thought provoking names like:

- ◆ Innovation Centre
- ◆ Co working space
- ◆ Knowledge Labs
- ◆ Knowledge Centre
- ◆ Think labs
- ◆ Design Studios
- ◆ Knowledge Café
- ◆ Open Libraries

**Conclusion:** Dr Vivek took us Metric wise on each of the criteria and each time he explained the criteria, he kept consciously encouraging and motivating all to drive it all through a positive approach. He very well connected the research, outreach, consultancy AND innovation, to the growth of the institution and individuals bringing in a growth mindset perspective to this area. He introduced a plethora of ideas for taking our research and outreach activities at so many different levels, scientist level, kids level, grass root level and formally pursuing research. And opened THE NEED

BASED RESEARCH AND OUTREACH OUTLOOK as a meaningful area for reaching the unreached and driving social concerns.

Bridge academia to industry, interdisciplinary research, collaborations, Create an environment of innovation in research, design thinking, network to net worth, various student clubs, innovation cells, KNOWLEDGE TO WEALTH were the key takeaways from Dr. Nanoti’s session. His session was very enriching and helped all to get a comprehensive understanding of the subject along with the much needed energy and enthusiasm to undertake some good quality work under these areas.



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**SESSION-7**  
**NAAC CRITERION-7: INSTITUTIONAL VALUES AND BEST PRACTICES**

*Report written by Mrs. Bindu Tambe*

**Resource Person: Dr. Shirish Chindhade** *holds a doctoral degree in English*



*Literature and has taught English literature in UG and PG colleges. As a PhD guide, he has been instrumental in moulding the careers of many Ph.D. aspirants. Sir is a mesmerizing speaker with a multifaceted personality. He has a profound love for literature both English and*

*Marathi and Hindustani classical music. He inherits his deep love for poetry from his grandfather and his late father Shri Vasant Chindhade. He is a writer and has to his credit 12 books with diverse interest such as critical appreciation of poems, research, essays, NAAC assessment and textbook editing of English Poetry for undergraduate students. He not only exhibits his love to write but also translates text from Marathi to English. His much-acclaimed work is the English translation of the autobiography titled “Bhimsen Joshi, My father” published by Oxford. He was awarded the **State Level Adarsh Guru Sanman Puraskar** instituted by the Shukla Yajurvediya Madhyadin Maharashtriya Brahman Madhyavarti Mandal, Pune. Sir is a trained NAAC assessor.*

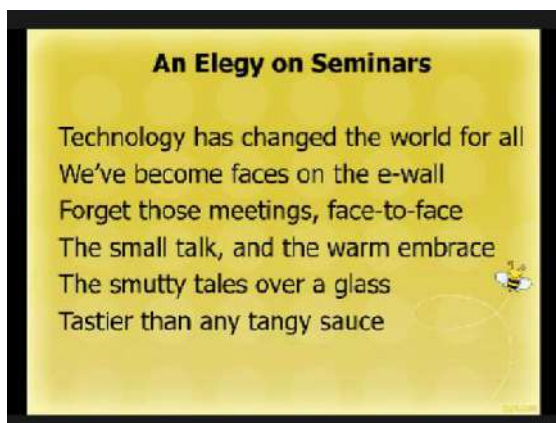
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**Report of the Session:**

The session began by the narration of a sonnet titled “An Elegy on Seminars” written by the resource person, Dr. Shirish Chindhade and recited by Mrs. Bindu Tambe.

The poem can be read in the following pictures:

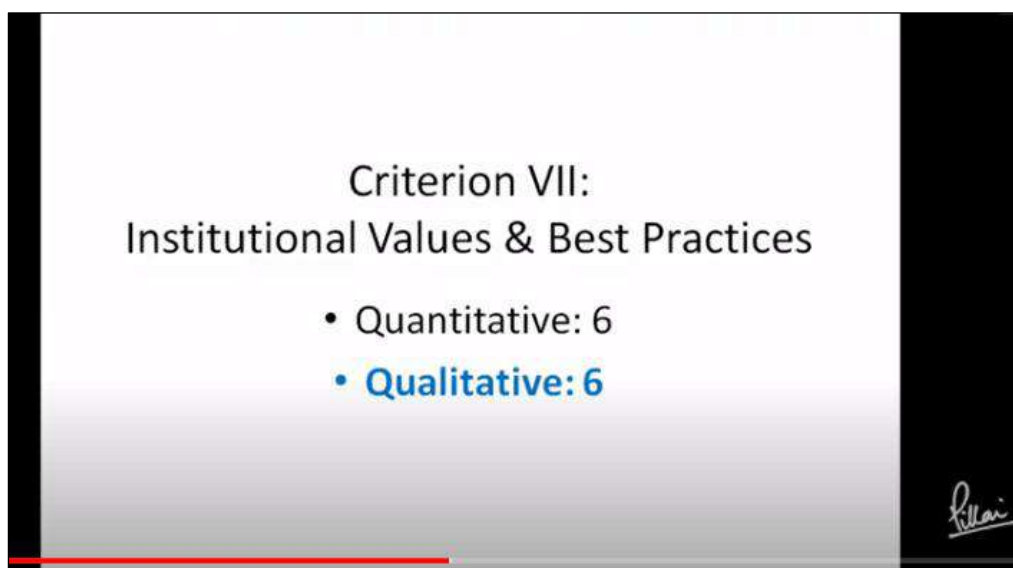




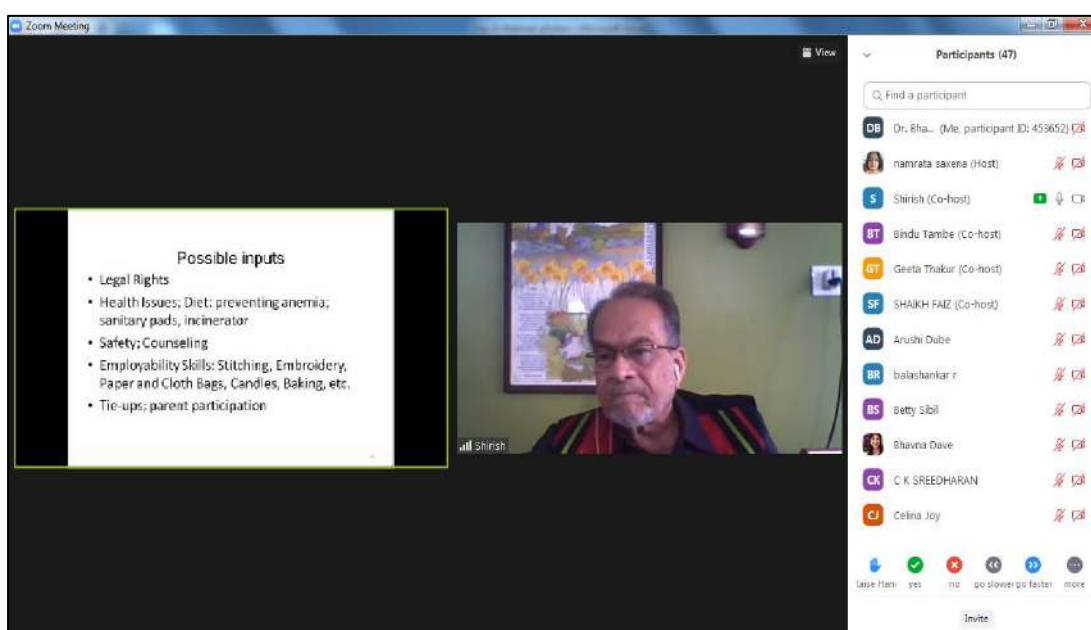
### Expert Talk:

NAAC wants to make quality the defining feature of higher education. Institutional values and best practices final outcome of institutions. Academics is important but the values are another very important aspect of quality.

Any process of transaction of education is creating of a good citizenry useful for the institution, society and the nation, must be able to make contribution to the nation and the society. Broad way of looking at education was called as healthy practices. More than 70 - 75% of ideas and concept has been borrowed by NAAC from the industries, corporate world and management faculty. Earlier there was no concept of best practices even though wonderful things were happening in colleges and universities. So, this concept is from the industry, corporate and management studies. Hence it became an important hallmark of quality production on the part of an educational



institution. It is important to understand this from the NAAC point of view. This word is interchanged with innovative practices. Institutional values are the values we are working with. Values of the institution are declared in the mission and vision statement of the institution and must be placed in such a manner that all the stakeholders are able to see it all the time. And it has to be on the minds of the stakeholders all the time. Focus on this criterion very comprehensively as values are also part of all the other criteria of NAAC. Other criteria are indirectly related to the institutional values whereas this criterion deals with it directly, there is a direct emphasis. NAAC borrowed from industry and management



Why are the best practices needed? There are 12 questions out of which 6 are quantitative which demands statistical data /information and must be spread across all the five years. The activity must be spread across all the five years. He gave the example of a college on Pune where they forgot and when NAAC came, they created nearly 15 activities at the end of the five years. They were told that this will not be accepted and institutions cannot make these best practices at the end of the 5 years. A practice must continue in any institution and by an individual over many years. It is important to remember that practice is not an event; it is an on-going process. These 6 questions seek information on the facts and figures of our institution.

The remaining 6 are qualitative and are challenging because quality as we are aware is an abstract concept. We cannot define it but we can understand. Quality means

different things for different people. We understand quality intuitively but here it becomes challenging as we have to define it. Define them in terms of the processes that we are following, the methodology that we are following, the crux of the matter or the secret to answering questions of qualitative matrix.

7.1 Institutional values and social responsibilities carries 50 marks. It begins with a very important idea, gender equity promotion programme. We read about the various atrocities against women in the society. The society must know that 50% of the world population is women and they are partners in every possible activity that we can think of including progress and development. So if men deserve respect and dignity, the same quantity, same quality and same amount of respect is deserved by women also. We need to inculcate this great awareness in the young generation. It is very important and it has not been happening very consciously so far in our institutions and colleges. UGC took cognisance of this way back in 2013 and circulated a very important document called ‘Saksham’. The entire document spells out in great detail about how the idea of gender equity can be explained, practiced and implemented in educational institutions

**Gender equity is not an activity, it is a ‘Samskara’.** It is an effort of character-building, which is a great challenge for us. Building character, good ideas, good attitude is a big challenge for all of us. If we focus only on the academics, then it boils down to only bookish learning. In the fast-changing world with fast changing expectations, mere book learning has no importance any longer. Colleges must have multiple copies

The kind of programmes we are expected to conduct under gender equity promotion programme, the spirit behind them, the methodology adopted and the expected outcomes must be understood. Saksham which has been neglected so far has become very important and it has the final important message given to all by colleges, NAAC, by Universities, UGC, Supreme Court, by the government, WHO. The message given is that a lot needs to be done for gender equity. So the 7<sup>th</sup> criterion opens with this idea, what are the institutional values you are teaching, you should be in a position to relate that this is one institutional value that we are transferring to our students. The value is equal respect for all irrespective of the gender considerations, providing equal opportunity, equal empowerment, equal respect, equal honour, equal dignity. We have

to clinch this message in the minds of our students. One of the most asked question by colleges is that we teach our girl students a lot of different skills and they excel in it but how do we incorporate that in NAAC. The answer is to include it in the curriculum with credits and issue certificates at the end of the course. If students also earn using these skills, it indicates quality and it must be encouraged. It is based on the Supreme Court ruling that the value of woman’s work at home is at par with spouse’s work in the office. Any work/activity conducted in colleges must not go unnoticed or unrecognized because that work/activity adds to the quality of work.



Gender equity programmes can be undertaken with the help of various members of the society. Experts from various fields in our society should be invited to conduct sessions on various topics. Many of these experts can be your alumni who will be very proud to be associated with the college. They will not expect any emoluments either. Legal rights, health issues, safety, counselling, employability, tie-ups, parent participation, etc. are some of the topics that can be discussed. Networking and asking for help are what is needed because these activities enhance the quality of the institution. A combination of knowledge and capacity building is what is required when we discuss gender equity programmes. Both boys and girls must be equipped with some skills which will be useful for their careers. Stretching beyond just

academics so that we have a bigger field to conduct activities and projects is mandatory if we have to have value inculcation.

Another aspect of institutional values is sensitivity to issues like climate change and environmental issues like environment-friendly practices, energy conservation, rain-water harvesting, waste recycling, green practices are some of the other value-added activities that institutions must take up with special emphasis on sustainability. Tying up or collaborating with corporates and industries will help gather the technical know-how as well as financial help. As part of the corporate social responsibility of companies, institutions of education can work with them for the above-mentioned activities. Recognizing and realizing that we come from society and we are obligated towards the society is important and educational institutions must keep this aspect in mind when designing activities for quality enhancement. The activities must be such that we create awareness among our students regarding these issues and sensitize them. Simple and affordable activities must be planned and implemented. We have to understand that our resources are limited but our wants are not. Minimalism is the new buzzword and conservation is the new watchword and through this sustainability can be achieved. We must make our learners understand this and embrace this further and make it a part of our lives. Activities like the green audit must be conducted by the institution with the help of students and should not be outsourced to any external agency. Preparing a detailed report on the size of the campus, on the flora and fauna present are all activities that can be conducted with the help of students. Providing facilities for differently-enabled students is another aspect of institutional values. Enough if the college/institution did not have such students, they must have a futuristic outlook and create opportunities for students. Institutes must be ready for such students in the future, like wheelchair ramp, braille books, sound laboratories must be planned in advance. Do not have a negative attitude towards this. These activities are explicit ways of indicating institutional values, including stated ethical professional code of conduct which must be uploaded too. Our existence as educational institution is justified only if we are useful to the society. This is a new parameter and challenge which must be answered satisfactorily.

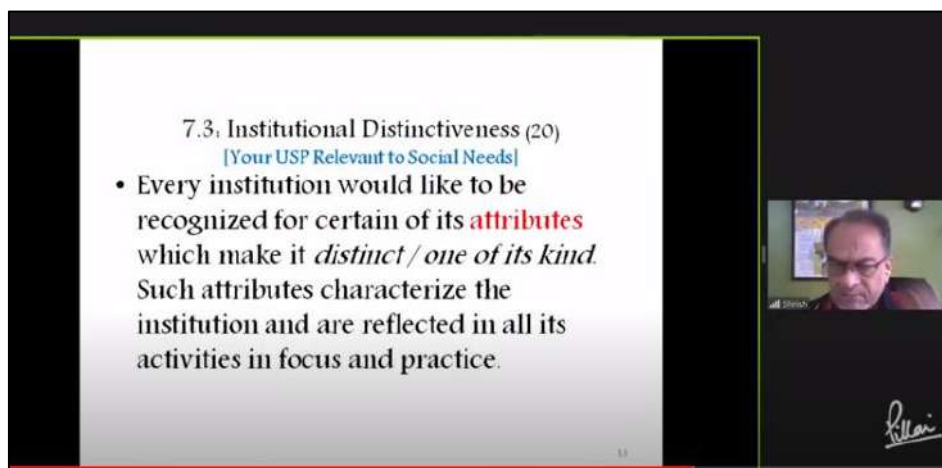
## **7.2 Best practices**

Earlier it was called as healthy practices. This involves any practice or practices that the institution had internally evolved and used for the last few years that resulted in the positive impact on the regular functioning of the institution. These can also be developed as SOPs (standard operating procedures). There must be tangible outcomes because of these practices. These activities must not be prescribed by any authority, must be relevant to the institution and its working. It could be in teaching-learning, office practices, maintenance and upkeep of things dealing with human beings and money matters. It is a comprehensive and inclusive idea. The practice must be such that it has brought about or resolved the difficulty or made the working of the institution easy. Best practices are relevant within the educational context and may pertain to academic, administrative or organizational aspect of the functioning of the college.

Best practices move into innovative practices and the difference between them is hair-thin. The main difference between best practice and innovative practice is that the best practice is a requirement of a better performance whereas as an innovative practice is a breakthrough approach- in other words, a problem-solving approach. The qualitative matrix says two best practices that have been successfully implemented must be thoroughly discussed. These must be uploaded as per the format given by NAAC. Best practices are a long -established activity, they are institution-driven though not necessarily institution-specific. They have proved their usefulness with tangible outcomes. These activities could be learned from other institutions as well. Colleges can learn from other institutions and NAAC is concerned with how it is outcome based for your institution.

## **7.3 Institutional distinctiveness**

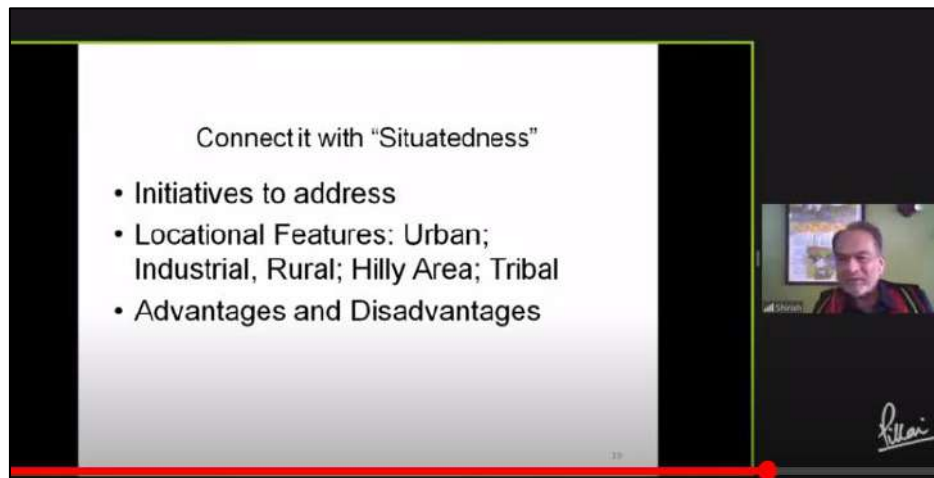
Introduced by NAAC for the first time, it means the unique selling point of your institution. It is creating a brand for your institution, what our institution is known for, the speciality of the college. Every college is expected to create its own brand.



Here, we need to describe or explain the performance of the institution in one area distinctive to its vision, mission and thrust. In order to understand our distinctiveness, a model can be used in which there are 7 aspects can be understood like academics (offering a large number of elective courses, defining the learning outcomes, learning management system, etc.), research (increase in research profile, patents and publications), infrastructure (state of the art facilities, digitalization, laboratories), governance (administrative and academic audit), and placement.

Another concept is ‘situatedness’ which as per NAAC means the situation under which the institution performs or works. It means taking advantage of the place where the institution is located or the resources available to be distinct. Also, if there are any disadvantages of location or geographical problems, how the institute takes care to remove those negative aspects is also distinctiveness. The best way to find out any institution’s distinctiveness is to involve the alumni of the institution who can describe and explain how the institution has helped in them becoming effective citizens, what they have learnt from the institution and its practices. There could be exit interview of the students and some of the questions they can answer are: what values would you take with you when you leave the college? What are the features that you will remember about the college? What skills have you learnt from here? How do you plan to help the college? What changes/suggestions would you like in the syllabus or curriculum? Another way is to create awareness and sensitize staff and students on human values like peace, non-violence, secularism, social cohesion, national integration, fundamental rights. These aspects are what desperately needed in the society. The institution can create brochures and manuals to spread awareness and

consciousness about these aspects. Institutions can take the help of the experts in the field and create small courses that can be beneficial to all.



The volume of work expected from staff is tremendous and expectations from the different governing bodies are very high, the society's expectations are high. Hence, all have to work to improve the quality of the institution. We have to change our attitude towards work and everyone has to put in their best efforts for the quality of the institution. **There are five things necessary for success in life as per 'Bhagvad Gita' – noble cause, dedicated doer, rich resources, all-our efforts and destiny.**

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# PARTICIPANT REVIEWS

## PARTICIPANT REVIEWS: SESSION-1

### *-Review by Ms. Malka Shaikh*

Dr. Devender spoke about the core Value of NAAC and outline-RAF. He deeply explained each process of assessment and accreditation. He talked about the registration process , how the IIQA process and what all are requirements for IIQA. At the end Dr. Devender encloses the session by saying to achieve the fruits of NAAC, every staff member( whether it is teaching or non teaching or non teaching) should involve in quality upgradation. In the question and answer session he clarified the doubt of the participants. Dr. Geeta formally presented a vote of thanks to Dr. Devender for his valuable time and informative session.

### *-Review by Ms. Uma Mishra*

Dr. DevenderKawday first introduced how NAAC facilitates the institution before starting his session to give brief idea about the NAAC. He focused on intra & inter institution interaction. He also mention the important role of non-teaching staff because administration work is also important. He also talked about focus on quality and important role of education department to provide with quality in education. He explained about the process of Assessment and Accreditation in detail using both quantitative & qualitative method. Registration process was explained in detail. It was very knowledge gaining session criterions were explained wonderfully. At the end of the question answer session was held to clear the doubt of the participant.

### *-Review by Ms. Radhika Dave*

Session 1 was conducted by Devender Kawday Sir. He started his session with brief introduction about NAAC and it's workings. He also mentioned outline and seven criteria of quality of NAAC. The main theme of the session was Assessment & Accreditation Process which he explained through various examples and schematic representation of process in his presentation. He also threw light on IIQA the requirements of the same. He also highlighted DVV, QIM and QnM. Lots of information was provided on AQAR as well. Overall it was very useful session for us. Personally, I liked the quotes he has used .... like your vision can change picture of the world.....another one was people have enough resources but they don't use it in a correct way. The presentation was very attractive and diagrammatic representation was there to catch the attention of the participants.

## PARTICIPANT REVIEWS: SESSION-2

*–Review by Ms. Meenakshi*

Second session by Dr. Priam Pillai was on the quantitative metrics across all criteria. He gave useful tips and suggestions for preparing the quantitative metrics

Accreditation report of any institution can be verified on the NAAC websites

Online Application manual for various UG's PG's and many more institutions were discussed. Manual for Self-Study Report for TEI's was taken up for session discussion by the speaker. Criterion I- Q n M ( Quantitative Metrics were discussed of different criteria) SOP( Standard Operating Procedure for Data Validation and Verification for Teacher Education Colleges/Institutions. General Guidelines /Metric wise discussed regarding the required/submitting documents. Importance & Procedure of SSS ( Student's Satisfaction Survey) were discussed. Every kind of internal assessment/marking should be documents as per NAAC regulations. Educational Grant/ Sponsorships for research purpose and others, should be mentioned in the institutional Balance sheet along with the sanction letter.

NAAC needs only UGC approved Journal/research papers along with documentation/Links. Outreach activities along with number of students participation and other documentation. MOU's is not a compulsion for faculty linkages or student exchange programmes, but a stamped letter head with details will be enough but with an active renewal procedure. Metric no 3.4.1. Physical Facilities aspect of an institution (Percentage of classroom and seminar halls with ICT enabled ) should be documented. Geo Tagged photos. ILMS ( Integrated Library management system) should be taken care of.

Reports on the Students support like career and personal counselling, e-content development, special educators provided, etc. Student placement count along with documentation should be provided. Students certificate qualifying state/national level examination, documentation should be readily available within the institutions.

Implementation of E-governance in the following areas of operations.

Follow up was done with Q & A.

*–Review by Ms. Divya Wadhwa*

Dr. Pillai began the session by sharing his experience in NAAC process which he was involved in. He wanted to provide the insights of his practical experience in the process and prepare the institution for NAAC. He spoke about the methods of evaluation i.e qualitative & quantitative. Qualitative covers in terms of visit by concerned officials, to mention about the profile, to have a brief write up about the institute. Quantitative focuses primarily on scoring hard numbers, online evaluation. He shared a live screen of the NAAC website showing the various features of the website and various links and pages including accreditation of other institutions. He further in detailed spoke the online application process including referring the NAAC Manual for various categories of institutions, the documents to be submitted for the application, data collection required, etc. He emphasized the need to check & compare the latest versions of Manual and SOP as they are updated frequently and can vary by the end of application submission. He stressed on Teacher training Manual and gave a brief information on every aspect of the manual. He explained the matrix of evaluation. He spoke about the steps and process of Qualitative Management (QLM) & Quantitative Management (QNM). The session concluded with a Q&A session. He provided his views about the role of institutions and students to increase the presence and quality of institutions i.e. Work for students, students working to set up their institute, capability enhancement to create an impact on surrounding and community.

## PARTICIPANT REVIEWS: SESSION-2

*-Review by Ms. Soni*

Dr. Priam Pillai, Associate Professor (PCE) explained the online portal of NAAC's Accreditation where the stakeholders/we can get many of the important notifications and timelines needed to register for NAAC Accreditation. He also threw light on the different aspects of the portal which we need to register for B.Ed. NAAC's Accreditation as well as what other institutions are preparing for the accreditation whether it be grades or marks etc, the NAAC manual, templates for data collection and video tutorials for the same. He very effectively explained the 7 Criteria of the Qualitative & Quantitative Metrics and their weightage . Overall, both the sessions were very enriching and helpful for us to understand the concept and need for NAAC's Accreditation for B.Ed. Colleges.

*-Review by Ms. Isha Dhody*

**Dr. Priam Pillai** was a very motivational personality as he tried to make the participant's think differently on his topic. He highlighted the **Manual of the Teacher Education Institutions**.

He focused more on the practical knowledge and explained the reason of the manual was planned because to keep transparency and faith in the process of Accreditation. He focused on QIM and QnM and gave the basic idea about data collection and profile of the institution. As a first time listener on the NAAC webinar, keeping this thing in mind Sir used a very simple language to make participants understand and he also explained how to read numbers for .e.g. 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2 and so on. He mentioned to remember 2 points

1. Competency
2. Skill development.

It was a pleasure to hear from such wonderful personalities and to get some amount of their part of knowledge.

### PARTICIPANT REVIEWS: SESSION-3

*–Review by Ms. Jyotirmayee*

During the session, Dr. Shilpa Puranik discussed about the NAAC Criterion-I which concerns about the various practices of an institution. She analyzed the different aspects of criterion-I in a simple yet comprehensive manner. She pointed out the quantitative and qualitative aspects of the criterion along with the weightage. She explained each sub-criterion with relevant examples. The speaker emphasized on how to merge the curricular aspects with the vision and mission of the institution along with a number of relevant activities. She pointed out how the institutions can get the maximum weightage if they follow the NAAC guidelines and upload the appropriate documents at the right time to get a good grade from NAAC at the end.

*–Review by Ms. Radhika Dave*

Dr. Shilpa Puranik ma’am talked about curriculum aspects as a criterion of NAAC. the explanation was very good and in-depth. She discussed about various aspects of curriculum like how institutions are engaged and in which activities they are engaged, what are the practices of the institutions, plans for TEI and professional perspective among the students. How colleges translate curriculum planning, vision and mission prescribed by the university as per their norms. Apart from these she focused on key indicators of criterion I which are curriculum planning, academic flexibility, curriculum enrichment and feedback system. The power point presentation which used was appropriate along with clarity of content, she also mentioned what are the documents institutions need to upload for each key indicator. To clarify the doubts and questions she answered all of them. It was really a real learning for us.

*–Review by Ms. Sharmila Pathare*

Dr. Shilpa Puranik, explained in a simple manner the Criterion I- Curricular Aspects. What things needed to be uploaded plus the quantitative metric we have to work on. This was followed by highlighting the important points such as Presentations of the report, Documentation, Strategies(committee), Homework (focus area and weightage) and Timeline. It was also emphasized how to make the curriculum with the stakeholders point of view as well as the students point of view. How to incorporate the curricular plan which is inline with national as well as global aspects. This will enable in getting maximum points for accreditation.

*–Review by Ms. Soni Kumari*

Dr. Shilpa Puranik stated that focus of Assessment should be Qualitative Initiatives, Quality Sustenance, Quality Enhancement and quality culture which are controlled by NAAC. Key Indicators of Criterion I(curriculum planning, Academic flexibility, curriculum enrichment and the feedback system), no. of metrics and weightages. She also explained the various important aspects of criterion I, the presentation of the report, documentation, strategies, homework and timeline.

## PARTICIPANT REVIEWS: SESSION-4

*-Review by Divya Wadhwa*

Dr. Sunita Wadikar took the next session on criterion 2 – Teaching Learning & Evaluation which deals with the efforts of the institution to engage students from different background & abilities and relevant & effective learning experience. Dr. Wadikar began talking about the rich educational culture ancient India had and the current education and how NAAC was established to enhance the quality of education. A brief summary of his presentation is as follows:

Important to exchange ideas from the takeaways of reading the Manual process before working on the process.

The need of the hour is that the learning paradigm has changed and it is high time we focus on production of learning and not delivery, focus on how students learn and not on how teachers teach. We need to adapt to a child (student) centric approach and we need to change the methodologies of the class room. Evaluation system is the most neglected and we have to devise a number of assessment tools w.r.t the type of students.

We need to have assessment process at entry level to identify the type of learner, their readiness, academic support needed, is which helps in planning the program/ course.

Internship activities can be aligned with the vision and mission of the institute. Monitoring mechanisms ensure optimal impact of internship.

Capacity building can be done with teachers experimenting with new learning techniques, attending webinars, team discussion on new developments.

Feedback is great instrument for improvement. Every assessment should collect feedback.

NAAC is a journey which is possible only through about team work. Quality is never a accident, it is a result of intelligent efforts.

*-Review by Isha Dhody*

**Dr. Sunita Wadikar**, created a very Cheerful Atmosphere with her speech. Sunita ma'am mostly focused on how the learners learn and how to change the way of a teacher to look at things. She tried to change the stereotype mindset that if a student is looking at a particular thing in a different perspective that doesn't mean he is wrong because he did not answer as teacher wants. She started her presentation with picture of an elephant and very beautifully explained as how different persons have a different view like some may say it is a wall or a snake or a fan or a rope.....further she focused on the 7 criteria of NAAC. She emphasized on less teaching and learners do more active learning. She explained about the teaching learning process, competency and skipped based learning and honoring student diversity. It was a wonderful session and I really felt that there are so many other perspectives to look at things. I remember ma'am mentioned that education is not the learning of facts but the training of the mind to think. Ma'am also mentioned that Quality is never an accident it is always the result of intelligent effort.

## PARTICIPANT REVIEWS: SESSION-5

*-Review by Ms. Isha Dhody*

Dr. Shirish Chindhade, was a very enthusiastic and cheerful personality. Sir was having a very different way of seeing things and he mostly related his concepts to the daily situations and it was so well connected that understanding the concept seems to be easy. He started with the terms KYC i.e. to know your customer and KY i.e. to know you. He focused on the expectations and the Ever-elevating benchmarks; he further focused on the qualitative and quantitative metrics. He also focused on institutional initiative, capacity enhancement support, outcomes and he mainly focused on VET (vocational Education and Training), he highlighted the document Saksham. He explained the gist as he mentioned that the entire NAAC process revolves around 3 things:

Process

Feedback

Outcomes

I remember sir saying that we have to become a better version of ourselves as it should be the ultimate aim of every person and institution.

*-Review by Ms. Malka Shaikh*

Dr. Shirish Chindhade emphasized the criteria by saying the ultimate aim for excellence is to know yourself where full focus is on the central stakeholder in which quantitative metrics(12) is greater than qualitative metrics(3) for students support and progression. He explained Key expectations like holistic development, alumni involvement and support for the student through scholarship and free ship. He elaborated other criteria like economic support, capability enhancement support, Vocational Education and Training, and Security concerns. He talked about Saksham implemented by UGC in December 13 regarding safety of Women and Programme For Gender Sensitization on Campus. He explained other criteria such as Progression to HE, State/National/International exam, and participation & activities(45) this criteria carries high marks and important for bring best in the students. He concluded by saying NAAC is a tiger one should ride carefully. Vote of thanks presented by highlighting the points covered by Dr. Shirish and thanking for such enriching and informative session.

*-Review by Ms. Meenakshi*

Dr Shirish Chindhade started with the ultimate aim of NAAC that is Excellence, by enhancing expectations and Ever-elevating Benchmarks for colleges. VET (Vocational Education and Training ) average number of students benefitted through VET in last five years. Being in educational institution doesn't means you are safe at all time, so it also needs security for the students which mentions the security concerns revolving around students like Grievance Redress cell, Cell for Prevention of sexual harassment, Anti Ragging and for the same in December 2013 UGC took a measure SAKSHAM to ensure the safety of women and programme for gender sensitization on campus.

Student progression includes placement and progression to higher education like PG, PhD, Post-Doctoral, students participation and activities in cultural events, outstanding performance in sports, which also shows students involvement in students council, various committees, Event Management, liaison and class monitoring. Alumni also plays various roles like Mentoring, visiting faculty, Apprenticeship Facilitator, Industry based research projects, Surveys, on job training facility.

## PARTICIPANT REVIEWS: SESSION-6

*-Review by Ms. Divya Wadhwa*

Dr. Vivek Nanoti initiated his session with a wonderful statement, “Accreditation is the stamp of Quality”. He spoke on win-win criteria, how career could be rewarding, how one can enhance the personal profile. The crux for this criterion is “Outreach activities”. With motivational and inspiring words and examples, he covered the following points: The more you contribute, the more you share, the more you progress. Institutions to have eco-system for innovation and initiatives for creation & transfer of knowledge. He shared about the four industrial revolutions and Education 4.0 for Industry 4.0 He stressed on innovations, giving students strategies and methods to spread their wings, inspiring, encouraging teachers to take a lead to allow students to be creative and present new idea. He gave tips to present commercial value of your research, develop need-based thinking, He mentioned about right and left brain, spoke about passion & dreams. He rightly said Network is the net worth, travel around, meet new people, cover entire band of society.

*-Review by Ms. Isha Dhody*

The Session by Dr. Vivek Nanoti was one of my favorite session first when the sir started with his speech it was just wonderful the way he conducted the whole session was just amazing he was such an amazing personality that I could not withdraw my attention even for a minute I was feeling like going on listening to him, he was so good and the best thing I found that he was coming up with so innovative ideas and discussions while showing in his presentation and he was encouraging the participants so much that everyone was trying to interact with him and he was so free and easy going in his conversation that I really felt that even if i typed something out of the topic he related that conversation to his topic. Sir took the discussion metric wise to the criteria. He used keywords like Innovation research, knowledge to wealth etc. He gave so many realistic examples about innovation research. He really changed the mindset that don't run after marks or points but do it for your satisfaction till you are not satisfied work on it, truly as in the end he encouraged every participant to write I am unique or I am blessed I feel getting an opportunity to listen to his lecture it truly means that I am blessed.



## PARTICIPANT REVIEWS: SESSION-7

### *-Review by Ms. Meenakshi*

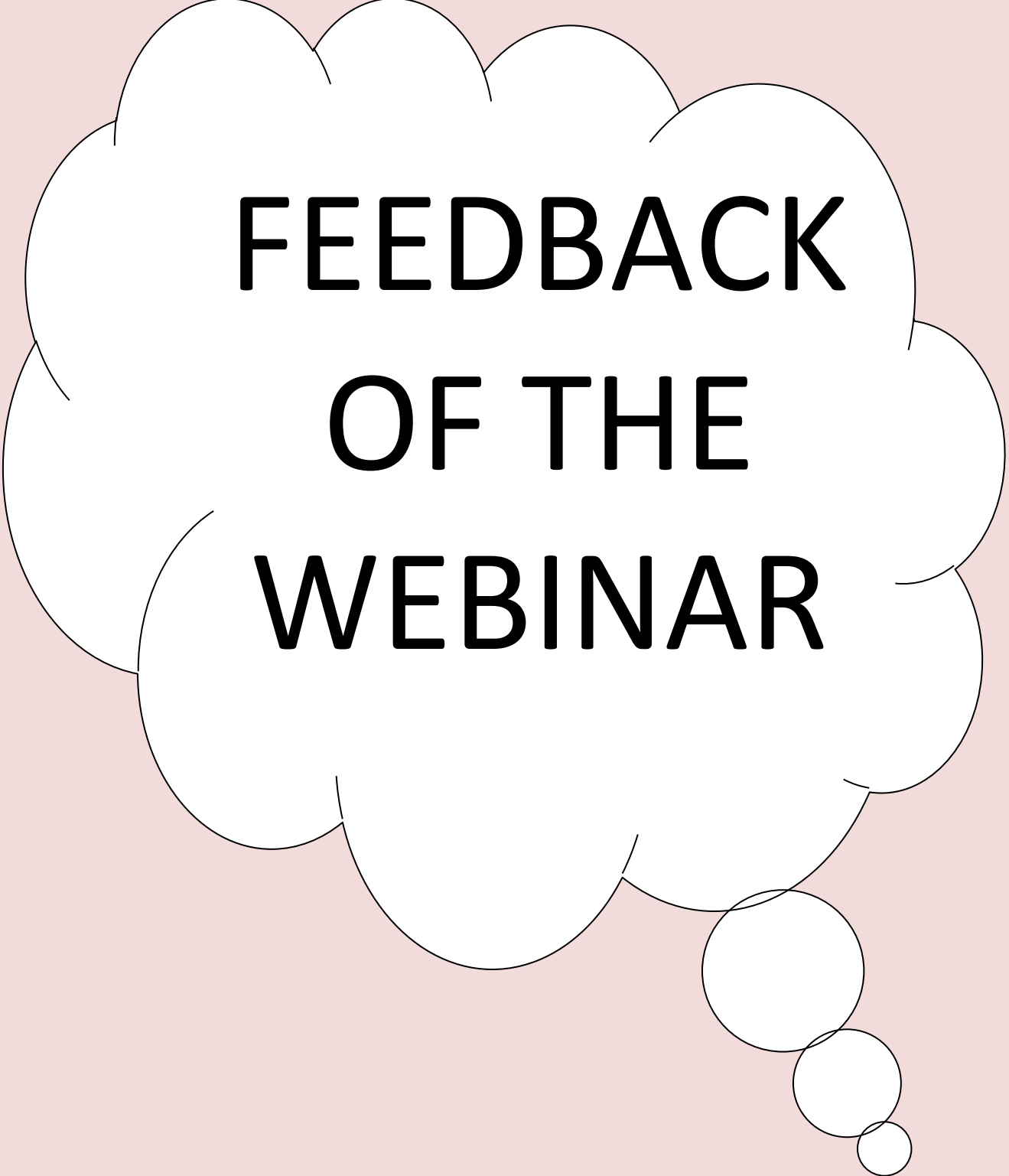
Dr Shirish Chindhade elaborated Criterion VII, the final perspective of NAAC's Accreditation. He elaborated the Institutional Values and best practices which is the aim of the education for the young generation of today. Also shared UGC guidelines in Saksham for promoting gender equity by inculcating the values and awareness about the inequality in gender roles and also character building. He gave real life situations like an article in newspaper “ Value of Women's work at home on par with spouse in office: Supreme court. He showed there are possible inputs that needs attentions like legal rights consultations and awareness, Health Issues and guidance, Safety and counselling, Employability skills like stitching Embroidery, candles, baking, promotions and empowerment activities, environmental issues. He talked about the sensitivity to issues like climate change, Rain water harvesting, waste recycling, green practices, taken up by the TATA group. Sir discussed about “Institutional Distinctiveness “with respect to academic, research, infrastructure and culture where the institution would like to be recognized everywhere for their attributes which make them unique and distinctive, one of its kind. Sir concluded the session with a beautiful shloka on success.

### *-Review by Ms. Sharmila Pathare*

Dr. Shirish Chindhade, Pune who had familiarized the audience about Student Support & Progression on Day 2 and on Day 3 he explained about Institutional Values & Best Practices. He further explained that an educational institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality. He further explained the Key Indicators, namely,

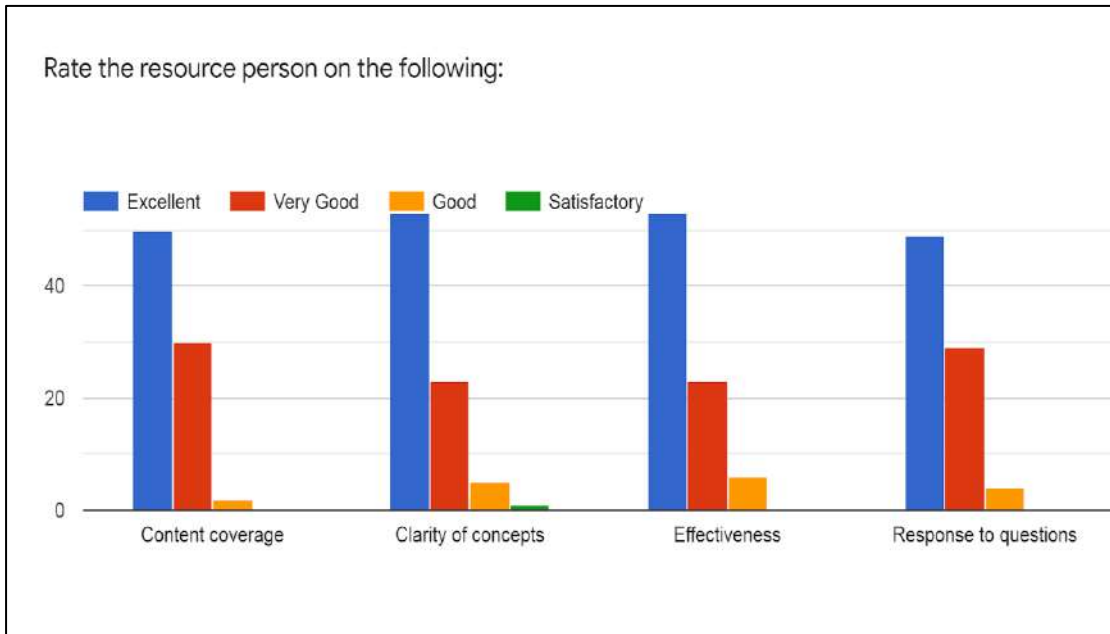
- 1) Institutional Values and Social Responsibilities
- 2) Best Practices
- 3) Institutional Distinctiveness

Many examples for each indicator were cited.

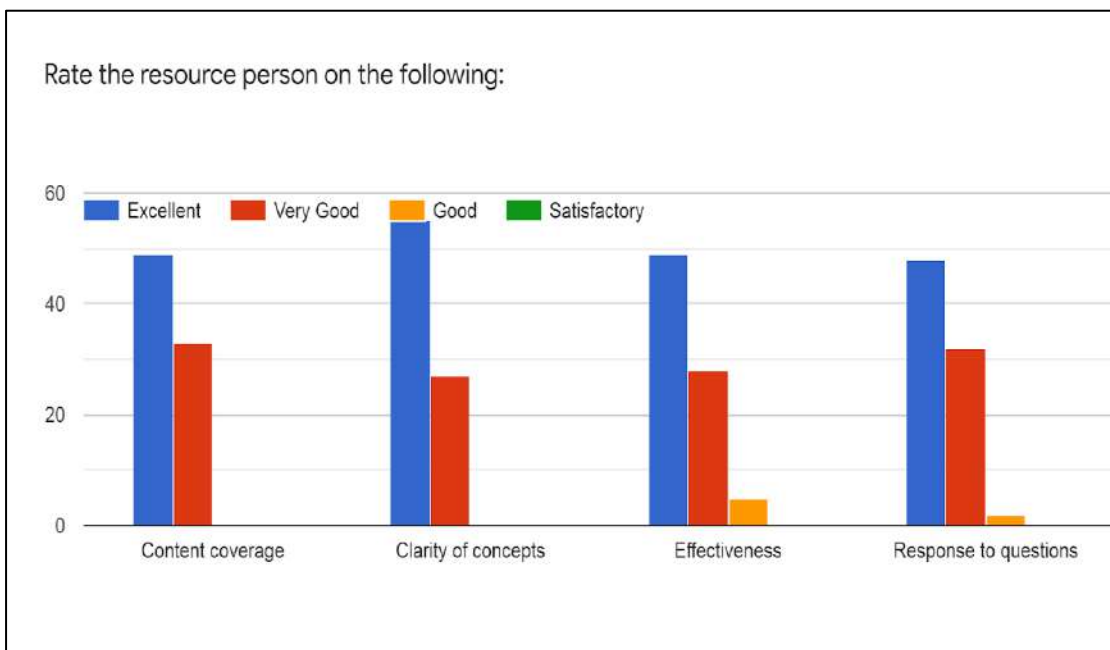


# FEEDBACK OF THE WEBINAR

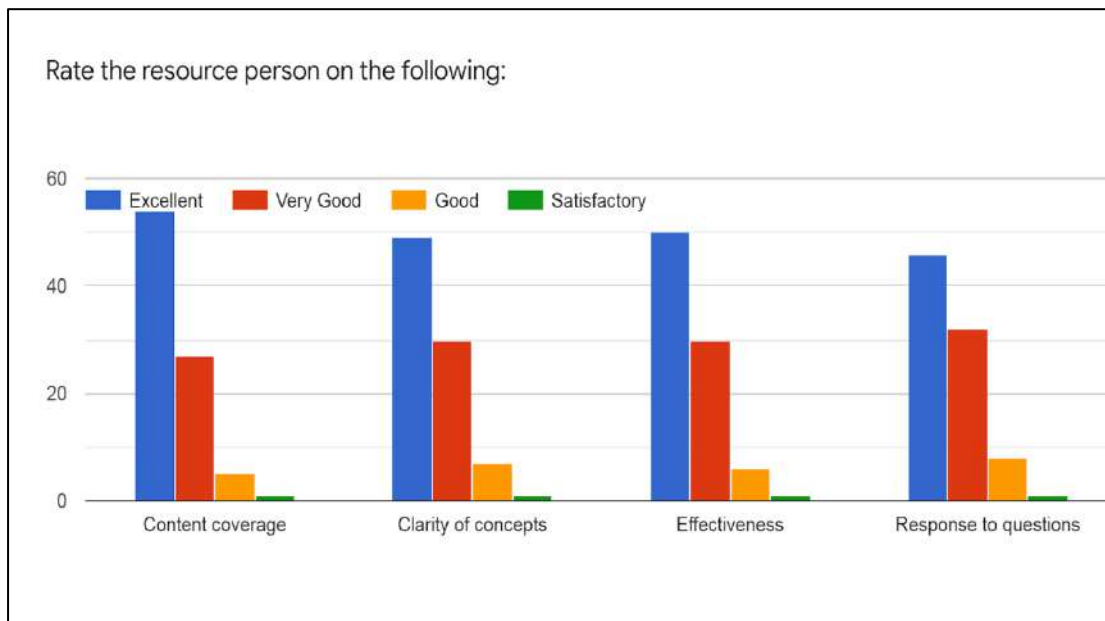
**Dr. Devender Kawday on ‘NAAC Assessment & Accreditation Process-An Overview’:**



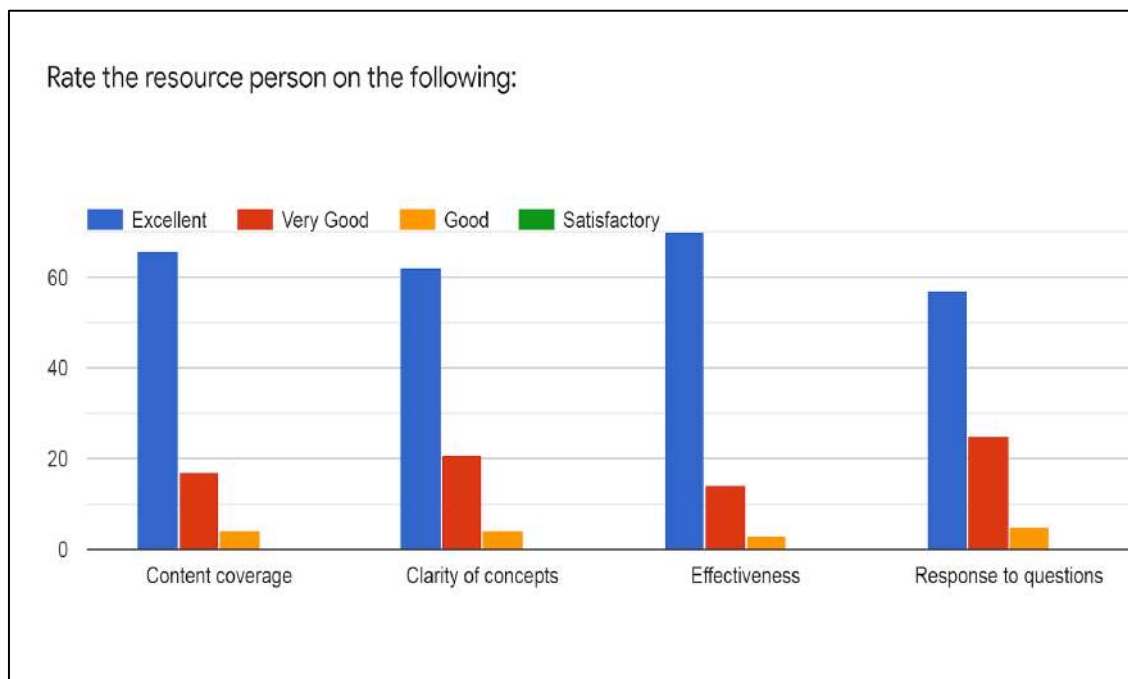
**Dr. Priam Pillai on ‘Quantitative Metrics with respect to NAAC Assessment in TEIs’:**

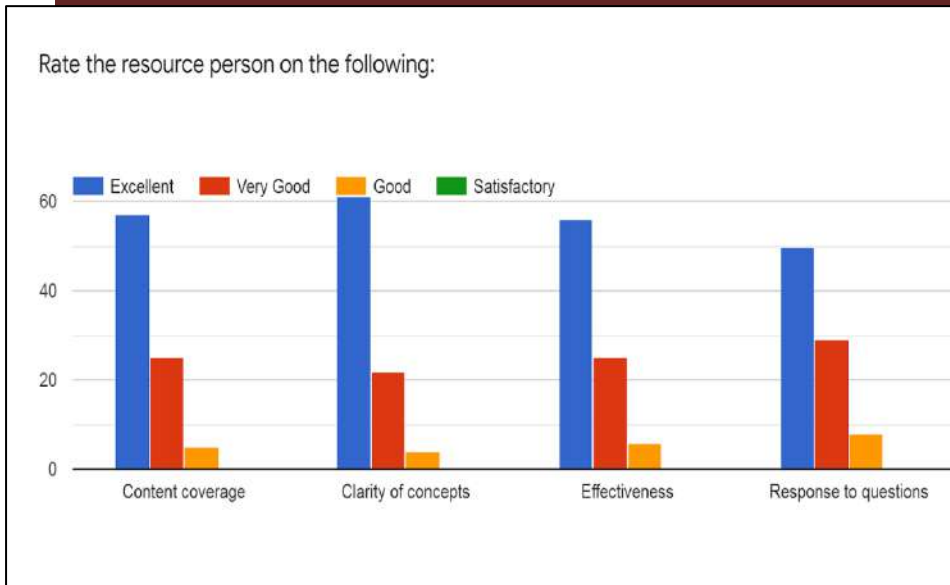


**Dr. Shilpa Puranik on ‘NAAC Criteria 1-Curricular Aspects’:**



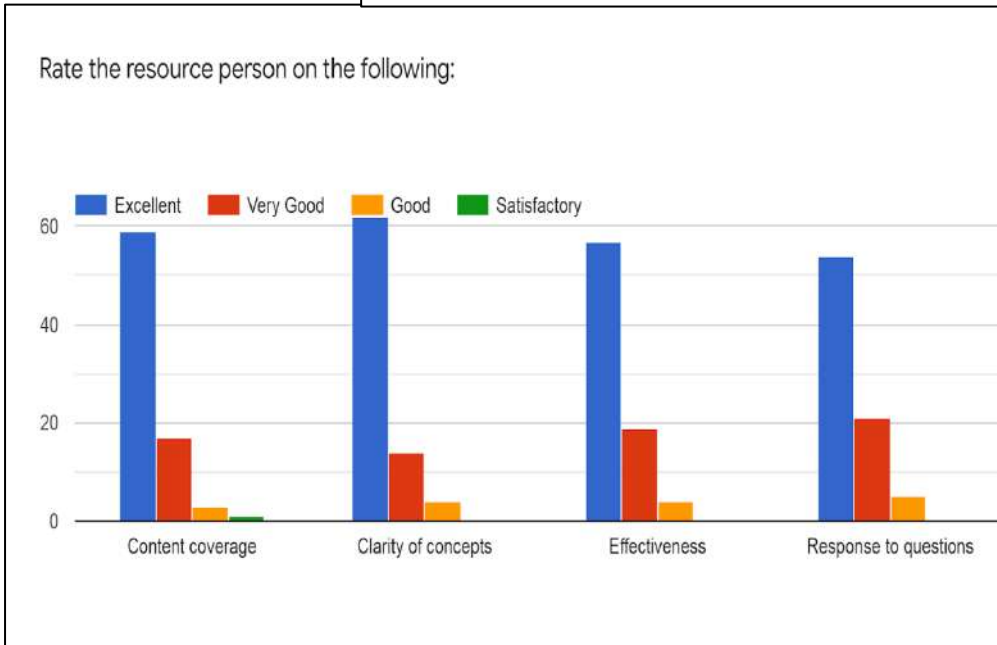
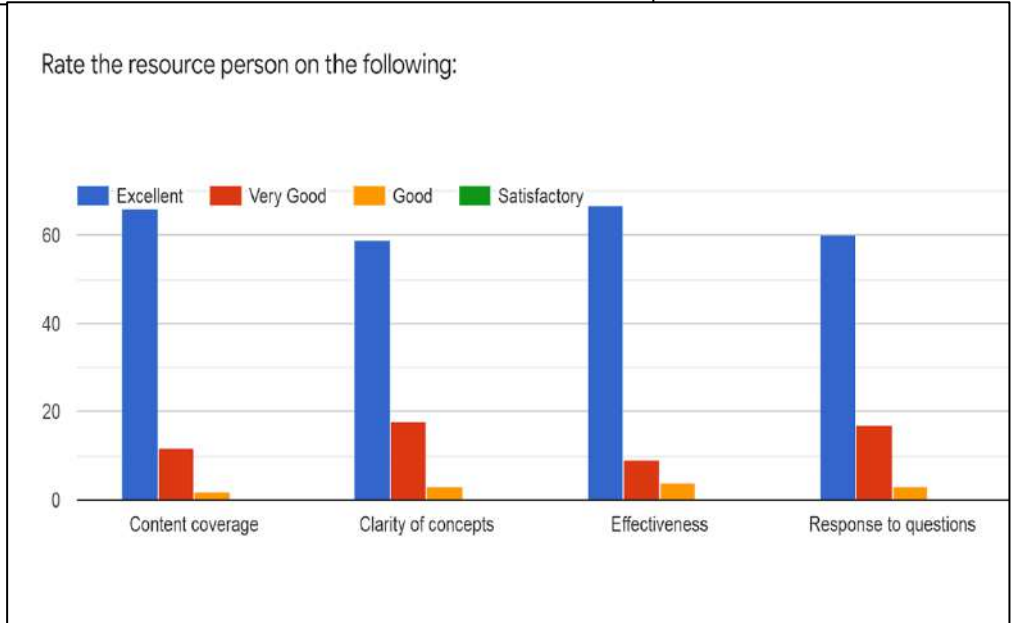
**Dr. Sunita Wadikar on ‘NAAC Criteria 2- Teaching-Learning & Evaluation’:**





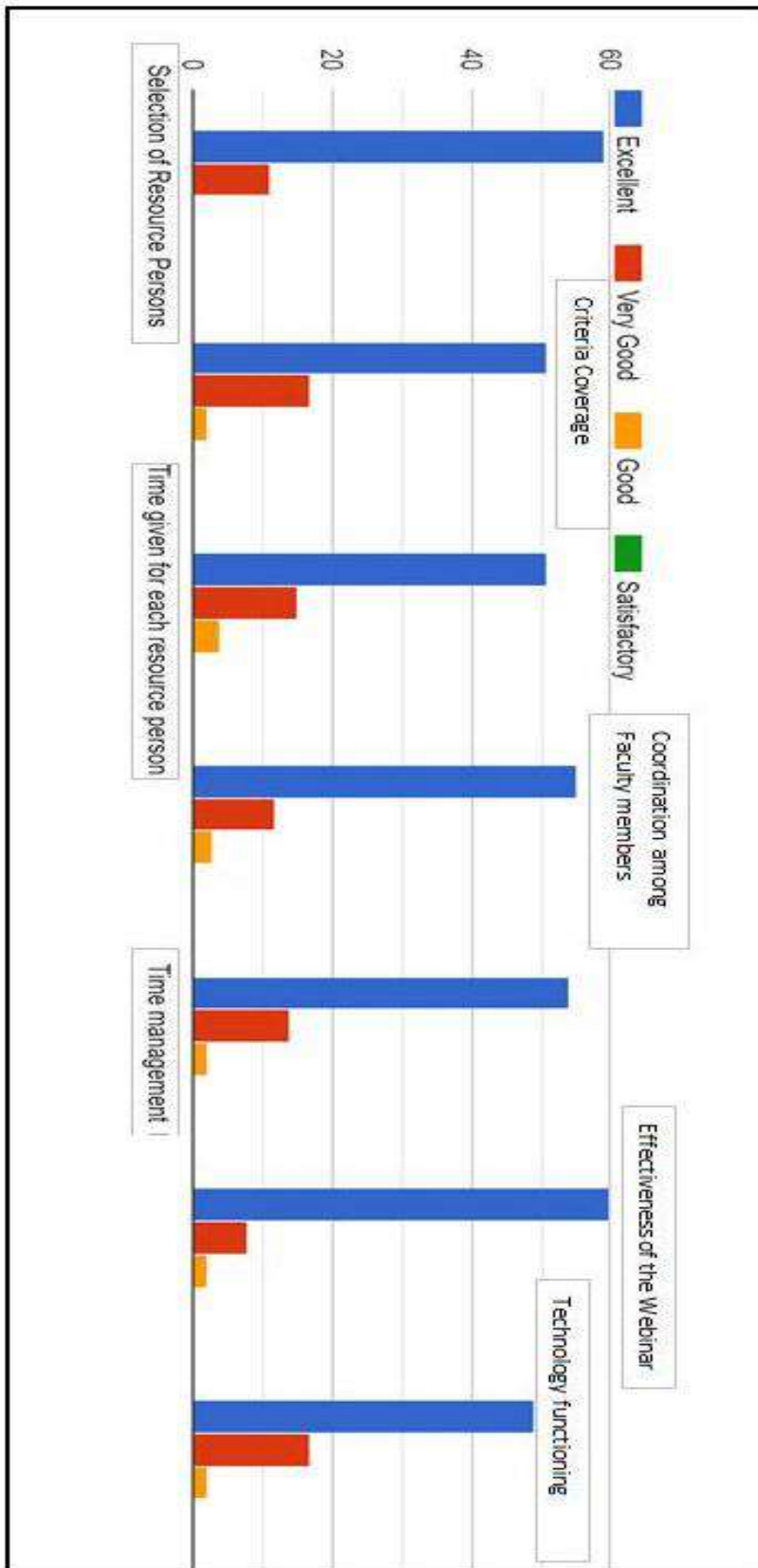
**Dr. Shirish Chindhade on NAAC Criteria 5- ‘Student Support & Progression’**

**Dr. Vivek Nanoti on NAAC Criteria 3 ‘Research & Outreach Activities’**



**Dr. Shirish Chindhade on NAAC Criteria 7- ‘Institutional Values & Best Practices’**

## OVERALL FEEDBACK OF THE WEBINAR





## INSTITUTIONS CONDUCTED

### SCHOOLS

#### (S.S.C. PROGRAMME)

- Chembur English Pre-Primary & Primary School - Chembur
- Chembur English High School - Chembur
- Chembur Marathi Madhyamik Shala - Chembur
- Powai Marathi Madhyamik Shala - Powai
- Mahatma School of Academics and Sports - Khanda Colony, New Panvel (Pre-Primary, Primary & Secondary, English & Marathi Media)
- HOC International School - Rasayani (English & Marathi Media)

#### (CBSE PROGRAMME)

- Mahatma International School - Khanda Colony, New Panvel
- HOC International School - Rasayani

### JUNIOR COLLEGES

- Chembur English Junior College - Chembur
- Mahatma Night Junior College - Chembur
- Mahatma School of Academics & Sports, Junior College of Arts, Science & Commerce - Khanda Colony, New Panvel
- HOC Junior College - Rasayani (Junior College of Arts, Commerce, Science with Vocational)

### TEACHERS' TRAINING INSTITUTIONS

D.T.Ed. B.Ed. B.P.Ed. M.Ed. Ph.D.

Approved by National Council for Teacher Education (NCTE) (Affiliated to the University of Mumbai & Recognised by Govt. of Maharashtra.)

- Mahatma Junior College of Education (D.T.Ed.) - Chembur (English & Marathi Media)
- Pillai College of Education & Research (B.Ed.), Chembur Re-Accredited 'A' Grade by NAAC
- Pillai College of Education & Research (B.Ed.), Accredited 'A' Grade by NAAC - Khanda Colony, New Panvel
- Pillai HOC College of Education & Research (B. Ed), Rasayani
- Vidyadhiraja College of Physical Education & Research (B.P.Ed), Khanda Colony, New Panvel
- Pillai College of Education & Research (M.Ed.), Chembur
- Pillai College of Education & Research (M.Ed.), Accredited 'A' Grade by NAAC - Khanda Colony, New Panvel
- Pillai College of Education & Research (Ph.D Centre), Khanda Colony, New Panvel

INTERNATIONAL SCHOOLS & INTERNATIONAL JUNIOR COLLEGES

(CIPP / IGCSE / ICSE / IB SCHOOLS) 'AS' / 'A' level and 'IB' Programme

- DR. PILLAI GLOBAL ACADEMY - Gorai
- New Panvel

### POLYTECHNIC (3-Year Diploma Programme)

AICTE Approved, Recognized by Govt. of Maharashtra & Affiliated to MSBTE

- Pillai HOC Polytechnic - Rasayani
- Diploma in Computer Engineering
- Diploma in Electronics & Tele-communication Engineering
- Diploma in Mechanical Engineering
- Diploma in Civil Engineering

### DEGREE COLLEGES

#### Bachelor and Master

- (Affiliated to the University of Mumbai & Recognised by Govt. of Maharashtra.)
- Mahatma Night Degree College of Arts & Commerce - Chembur
- Pillai College of Arts, Commerce & Science - New Panvel Re-Accredited 'A' Grade by NAAC
- B.Com.
- B.Com. (Accounting & Finance)
- B.Com. (Financial Markets)
- B.M.S.
- B.M.M.
- B. Sc. (I. T.)
- B. Sc. (Computer Science)
- B.Sc. (Biotechnology)
- M.Sc. (I.T.)
- M.Sc. (Biotechnology)
- M.Com. (Business Management)
- M.Com. (Accounting & Finance)
- Pillai HOC College of Arts, Science & Commerce - Rasayani
- B.Com.
- B.M.S.
- B.Sc. (I.T.)
- B.Sc. (Computer Science)
- B. Com. (Accounting & Finance)
- B.M.M.
- B.Sc. (Maths, Chemistry, Biology & Physics)
- B.A. (English Ancillary, History & Economics)

### ARCHITECTURE

#### Bachelor and Master

- (Approved by the Council of Architecture and AICTE) (Affiliated to the University of Mumbai & Recognised by Govt. of Maharashtra.)
- Pillai College of Architecture - New Panvel
- Pillai HOC College of Architecture - Rasayani (B.Arch. 5-year degree course)
- M.ARCH. (Urban Design)
- Pillai College of Architecture - New Panvel
- Ph.D.

### MANAGEMENT COURSE

#### MMS

- (Approved by AICTE) (Affiliated to the University of Mumbai & Recognised by Govt. of Maharashtra.)
- NBA Accredited 'A' Grade by DTE, Govt. of Maharashtra
- Pillai Institute Of Management Studies & Research - New Panvel
- (MMS: 2-year Post-Graduate Course) Executive MBA
- Pillai HOC Institute Of Management Studies & Research - Rasayani (MMS: 2-year Post-Graduate Course)

### ENGINEERING COURSE

#### Bachelor, Master & PhD

(Approved by AICTE) (Affiliated to the University of Mumbai & Recognised by Govt. of Maharashtra.) NBA Accredited

- Pillai College of Engineering - New Panvel
- Accredited A+ by NAAC

B. E. in Information Technology  
 B. E. in Computer Engineering  
 B. E. in Electronics Engineering  
 B. E. in Mechanical Engineering  
 B. E. in Electronics & Tele-communication Engineering  
 B. E. in Automobile Engineering  
 M. E. in Information Technology  
 M. E. in Computer Engineering  
 M. E. in Electronics Engineering  
 M. E. in Mechanical Engineering (CAD/CAM, Robotics)  
 M. E. in Mechanical Engineering (Thermal)

#### PhD (Technology)

Computer Engineering  
Mechanical Engineering  
Information Technology

- Pillai HOC College of Engineering & Technology, Rasayani Accredited 'A' Grade by NAAC
- B.E. in Mechanical Engineering
- B.E. in Electronics & Telecommunication Engineering
- B.E. in Automobile Engineering
- B.E. in Information Technology
- B.E. in Computer Engineering
- B.E. in Civil Engineering
- B.E. in Electrical Engineering
- M.E. in Mechanical Engineering (Machine Design)
- M.E. in Electronics & Telecommunication Engineering
- M.E. in Computer Engineering
- M.E. in Civil Engineering (Construction & Management)

#### PhD (Technology)

Civil Engineering  
Computer Engineering

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