

3 Days FACULTY DEVELOPMENT PROGRAM ON NAAC ORIENTATION

Date: 20th May 2022 to 22nd May 2022

Venue: Auditorium (Small)

Introduction: The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) conducts assessment and accreditation of Higher Educational Institutions (HEI) such as colleges, universities or other recognised institutions to derive an understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well-being and student services. An FDP was conducted by ASM's Institute of professional studies for briefing of the basic requirements related to all 7 criteria of NAAC to all faculty members. It was conducted on 20th May 2022 in small auditorium.

Objective:

To make the faculties understand the criteria of NAAC and requirements thereof. To make them understand the importance of criteria as per the number of points assigned against each criterion.

Speaker / Resource Person: Dr. V. M. Magare, Vice Chancellor of Pravara Institute of Medical Sciences, Deemed University

Report: A 3 day's Faculty Development program (FDP) on NAAC orientation was conducted by Audyogik Shikshan Mandal's IPS from 20th May 2022 to 22nd May 2022. With an objective to educate and train faculties of colleges about NAAC new guidelines & upgrade about various Criteria and new metrics formed by NAAC.

The program began with inauguration of workshop by Dr. V.M. Magare, Vice Chancellor of Pravara Institute of Medical Science.

Sir was then felicitated by Dr. Sudhakar Bokehode, Director ASM's IPS. The program was conducted by Dr. Magare, wherein he spoke about the importance of NAAC and quality education. He guided the faculties about criteria 1 to 7 in detail and the

requirements of each of the criterions. He explains how IQAC can be the nerve center of a institution, and is attributed with the presence of members who constitute the ‘think tank’ of the institution. The IQAC is responsible for all ‘Quality Assurance’ giving attention to every stage of educational processes and support systems in colleges, to achieve and maintain a desired level of quality in service and ‘product’ – the student. With this preamble, it is established that the IQAC has a managerial position in the institution’s hierarchy and should be constituted of members who can contribute to the institutions well-being and academic progression. The role of the IQAC therefore becomes multifaceted (administrative, directorial, executive, and supervisory), and should be recognized so by the college management in its deliberations.

The IQAC is not just another committee in the college, but it is responsible for affairs. and work related to NAAC accreditation, working in conjunction with the ‘Documentation Committee’ and other committees to organize curricular, co-curricular, and extra-curricular activities aimed at improving quality of entire teaching learning process.

The IQAC shall be proactive and instrumental in deploying all quality enhancement mechanisms and processes for the overall development of institutional quality based on the benchmarks laid down by NAAC and other accrediting bodies. The IQAC Coordinator is the most vital member of this team, both as a leader, colleague, and motivator and to achieve the core functions such as:

1. Framing Policies and Procedures for assurance of quality, and settings standards for the programs to be conducted.
2. To develop and implement Formal strategies for continuous Quality Enhancement (QE) with involvement of students and other stakeholders.
3. To coordinate the dissemination of information on various quality parameters of higher education.
4. To coordinate the documentation of the various programmes / activities leading to quality improvement.
5. To coordinate the quality-related activities of the institution.
6. To coordinate in preparation of the IIQA and AQAR to be submitted to NAAC based on the quality parameters.
7. To coordinate the timely and efficient execution of the decisions of IQAC committee.
8. To develop a mechanism for academic audit.
9. To define criteria, rules and methods for internal assessment of students.

10. To ensure availability of adequate learning resources and student support facilities in the institute.

11. To comply with the requirements of all statutory bodies.

The Quality Assurance System may be divided into 5 major areas:

A) Academic Programs

- a) Intended Learning Outcomes
- b) Curriculum
- c) Student assessment
- d) Student achievement

B) Quality of Learning Opportunities

- a) Teaching and learning
- b) Student support
- c) Learning resources

C) Research and other scholarly activities

D) Community Involvement

E) Effectiveness of Quality Management and Enhancement

To monitor and assess the course of events in all the above, specific tools / instruments suggested below need to be designed and implemented:

1. Academic Audit
2. Administrative Audit
3. Feedback
4. Appraisal
5. Examination Results
6. Student Satisfaction Survey
7. Self-evaluation At the end of the planning stage.

The IQAC should have come up with processes integrative with the curriculum (academic syllabus) of study. Though the institute may have a range of academic courses and technical skills may vary, the functional and employability skills to be imparted remain fairly the same, hence, the need for integrative planning.

He also categorizes planning that can be done on the basis of:

- **Sources:** Department (including Sports and Library), College Office, UGC, State Govt., NAAC, IQAC, Seminars / Workshops / Conferences.
- **Directed segregation:** NAAC Criteria; Departments / Activities (including Office); Feedback / Students Survey.

- **Stand-alone and shared files:** Stand-alone (raw data / information); Shared (data useful to several stakeholders)

Dr. Magare discussed various key indicators and criteria and guided on following major areas where institute need to focus more for developing research culture in institution:

- Policies, practices, and outcomes of the institution.
- Facilities to be provided and efforts to be made by the institution to promote a ‘research culture.’
- Encourage & enable faculty members to undertake research projects useful to society.
- Serving the community through extension, which is a social responsibility and Value as write research, innovations and metrics covered in this a core.

He explain the following Steps for Starting Incubation Centre

1. Assess the market conditions and entrepreneurs’ requirements.
2. Identify team and service providers.
3. Arrange for resources.
4. Establish industry linkages.
5. Draw out a calendar of activities.
6. Attract, select, retain, and manage startups.

Apart from the above he also explained about how to write an answer to each metric related to all criteria and how the data can be collected and computed. He suggested a few funding agencies who support research activity and funds also can be collected from alumni.

He also suggested how to write a research proposal where he covered few aspects like – Innovation, Time, Cost, linkage with industry etc.

Dr. Magare explained “Quality, autonomy, research and innovation are key pillars of our vision for improving higher education in India”.

All the session were successfully conducted.

Outcomes: Faculty gain the knowledge about various steps involved in accreditation process and experienced how to prepare SSR for NAAC. The FDP provided platform to faculties and participants to gain experience about various updated process and guidelines and to share their views on different issues. After the end of FDP the teaching staff was divided into 7 teams to take care of each of the 07 criterions of NAAC. Each staff member was given the responsibility to work on the criterion allotted to him/her.

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