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Every Good Work

SACRED HEART COLLEGE (AUTONOMOUS)

Tirupattur – 635 601, Tamil Nadu, S.India

Resi : (04179) 220103

College : (04179) 220553

Fax : (04179) 226423

A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

6.5.3 IQAC Conference 2022-2023

SACRED HEART COLLEGE (Autonomous)

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Ranked as 82nd College among the Colleges of India 2022.

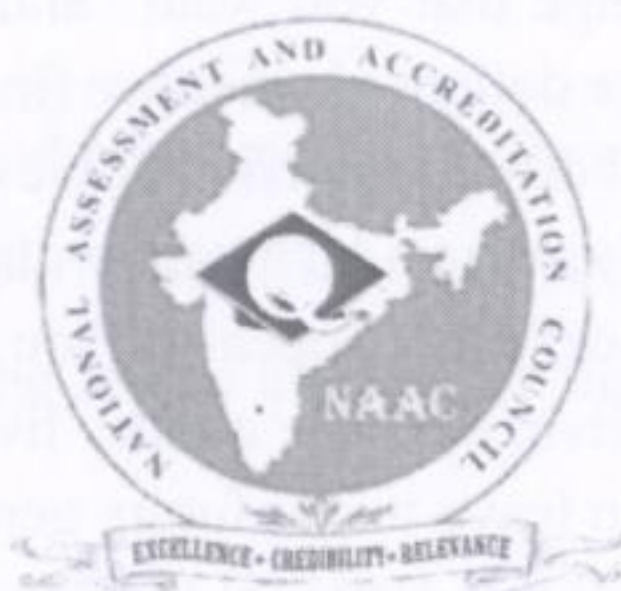


Proceedings of

National Level Conference

On

*Benchmarks in Quality Attainment in Higher Education
Institutions in Accreditation Process
held on 14th and 15th February, 2023.*



Organized by

Internal Quality Assurance Cell

Sacred Heart College (Autonomous)

Tirupattur – 635 601, Tamil Nadu

Submitted to

National Assessment And

Accreditation Council (NAAC)

An Autonomous Institution of the University Grants Commission

P.O.Box No.1075, Nagarbhavi, Bangalore 560 072, India

From the Rector's Desk.....

FOREWORD



Rev. Dr. John Alexander SDB
Rector & Secretary

Dear delegates of the conference

I am delighted to pen these words for the occasion of the *Two-Day National Level Conference on "Benchmarks in Quality Attainment in Higher Education Institutions in Accreditation Process"* organized by the Internal Quality Assurance Cell (IQAC) of Sacred Heart College.

"Education is the most powerful weapon which you can use to change the world" says Nelson Mandela and true to his words we are always striving to impart quality education to the young people who are being educated in our campus. Quality is the watchword in the domain of education and higher education in particular because it is during this stage of education that the young graduates are being molded to be honest and responsible citizens of our Nation

Mahatma Gandhi says "Be the change that you want" and undoubtedly we crave in our hearts for quality in every aspect of our lives and we are delighted when we find it. But we need to ask ourselves whether we are striving for quality just for the sake of any compulsion or we desire it for ourselves. Steve Jobs in many of his interviews insists that quality has to become a habit rather than an occasional event and quality for an educated being should happen within. Henceforth I appeal to you dear delegates to be the ambassadors of quality change in the places you work and live. Because quality lives bring significant changes in the world that we live and that's the legacy that we can leave to our future generation.

In this context, I am very happy to note that this National Level conference is being conducted on the topic of Benchmarks of quality in higher education. It's been the constant endeavor of NAAC that the higher educational institutes should march ahead of the quality and excellence. As a higher education institute of National standing, with the dream we in Sacred Heart always strive to attain greater heights in the scale of excellence. This notion of excellence will be imparted in the minds and lives of young people we educate.

I congratulate all of you for being a part of this noble venture and I wish the conference a great success. May the deliberations that you are going to engage in bring forth lasting impact of quality in this Institution as well as in the institutions you belong to.

May God bless you all and Our Blessed Mother and St. John Bosco bestow on you wisdom and guide you through for a fruitful deliberation.

A handwritten signature in black ink, appearing to read 'John Alexander SDB'.

Rev. Dr. John Alexander SDB
Rector & Secretary

From the Principal's Desk.....



Dear Readers,

Warm regards from Principal's Desk.

I am pleased to learn that on February 14th and 15th, 2023, the College's IQAC will host a two-day national conference on **"Benchmarks in Quality Attainment in Higher Education Institutions in Accreditation Process."**

Since the implementation of NAAC grading, quality in every higher education institution in this country has undergone a paradigm shift, and we must always recognize that this accreditation process provides us with an opportunity to raise the bar for higher education. Thanks to NAAC's criterion approach, we gain a better understanding of issues concerning teaching, learning, research, extension, and other related topics. The stakeholders in the institution collaborate to develop, maintain, and improve the quality measures that have been implemented.

Because accreditation standards and benchmarks are frequently dynamic, it is critical to stay informed and facilitate mutual discussions with other institutes. IQAC is organizing this national conference with this goal in mind, and I am confident that the topics chosen for the plenary sessions will be beneficial to the audience.

I wish the conference organizers great success and fulfilment in achieving their goals, as well as the participants a pleasant time of learning and interaction during the sessions.

Rev. Dr. D. Maria Antony Raj
Principal

From the Additional Principal's Desk.....



Foreword

The two-day National Level Conference on 'Benchmarks in Quality Attainment in Higher Education Institutions in Accreditation Process', is being held with a lofty hope of providing a common platform to come together, to share and learn from the rich experiences of the participating institutions, their continuous efforts in raising the quality attainment in every sector and to sustain the same.

The old saying 'United we stand divided we fall' has to be rewritten 'With quality we stand devoid of it we fall'. In the highly competitive world of higher education, quality is the only benchmark that brings one to the limelight; to remain on top, strenuous, sustained efforts are a prerequisite.

Think about the African proverb, 'If you want to run fast, run alone. If you want to run far, run together.' To learn from each other is wisdom. It is this wisdom that has driven the IQAC at Sacred Heart College (Autonomous), Tirupattur, to organize such an important Conference.

As I congratulate all the organizers of this event whole heartedly. I greet all the paper presenters for their quality work. May God almighty, bless all the participants that they carry the rich knowledge gained in this conference to their institutions and spread the seeds of quality consciousness in their every endeavour.

Rev. Dr. K. A. Maria Arokiaraj SDB
Additional Principal
Sacred Heart College (Autonomous),
Tirupattur, 635 601.

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SACRED HEART COLLEGE (AUTONOMOUS), TIRUPATTUR

Internal Quality Assurance Cell (IQAC)

NAAC Sponsored National Level Conference On

**“Benchmarks in Quality Attainment in
Higher**

**Education Institutions in Accreditation
Process”**

Date: 14.02.2023 & 15.02.2023

Venue: DMT, Hall, Sacred Heart College (Autonomous)

Day- I 14.02.2023			
Sl. No	Time	Programme	Topic
1.	09:00 a.m. to 09:30 a.m. 09:30 a.m. to 10:00 a.m.	Registration Inauguration	
2.	10:00 a.m. to 11:15 a.m.	Session – I Speaker: Dr. J. Rosaline Ezhilarasi Associate Professor PG and Research Department of Chemistry Auxilium College (Autonomous), Vellore - 6.	Outcome Based Education: Principles and Processes
11:15-11:45 a.m. Coffee Break			
3.	11:45 a.m. to 01:00 p.m.	Session – II Speaker : Dr. I. Benjamin Franklin Assistant Professor PG Department of Computer Applications St. Joseph’s College of Arts & Science (Autonomous), Cuddalore.	Teaching, Learning and evaluation-A Core Practice for Assessment
01:00 – 2:00 p.m. Lunch			
4.	02:00 p.m. to 03:15 p.m.	Session – III Speaker: Dr. D. Raja Jebasingh Vice Principal. Former Asst. Director Research St. Joseph's College of Commerce (Autonomous) Bengaluru	Institutional readiness for implementation of NEP
03:15 – 3:45 p.m. Tea Break			
5.	03:45 a.m. to 04:45 p.m..	Session – IV - Paper Presentation	



SACRED HEART COLLEGE (AUTONOMOUS), TIRUPATTUR

Internal Quality Assurance Cell (IQAC)

NAAC Sponsored National Level Conference On

“Benchmarks in Quality Attainment in

Higher

Education Institutions in Accreditation Process”

DAY - 2

Day- II		15.02.2023	
Sl. No	Time	Programme	Topic
1.	10:00 a.m. to 11:15 a.m.	Session – V Speaker : Dr. S. Sagayaraj Associate Professor Department of Computer Science Sacred Heart College, Tirupattur	New Benchmarks in Accreditation and Quality Enhancement
11:15-11:45 a.m. Coffee Break			
3.	11:45 a.m. to 01:00 p.m.	Session –VI Speaker : Dr. K. Anandaratchagan Associate Professor Department of chemistry Islamiah College, Vaniyambadi	Intricacies of the preparation for NAAC
01:00 – 02:00 p.m. Lunch			
4.	02:00 p.m. to 03:15 a.m.	Session – VII Speaker :Dr. A. George Louis raja HOD, Department of MCA Sacred Heart College(Autonomous), Tirupattur	Curricular aspects -first in the list
03:15 – 3:45 p.m. Tea Break			
5.	03:45 p.m. to 04:45 p.m.	Valedictory Function	

Outcome Based Education: Principles and Processes

Dr J. Rosaline Ezhilarasi, Associate Professor of Chemistry
Auxilium College (Autonomous), Vellore – 632 006



William G. Spady, the Australian academic and educational psychologist pioneered the concept of Outcome-Based Education (OBE) in 1988. OBE is a student-centred approach to learning where the focus is on what students can do with the knowledge and skills acquired. An outcome-based curriculum is designed with the outcomes in mind right at its beginning, that means, starting with a clear picture of what is important for students to be able to do, and the teaching-learning process and assessments are developed to ensure that the specified outcomes are attained. It is an educational delivery model that focuses on mapping, measuring, and achieving predetermined educational goals to help students learn, develop, and nurture skills that would help them grow in their professional as well as personal life.

The four basic principles of OBE are: Clarity of focus: It requires gearing the development of curriculum towards the outcomes expected of the students. This means that everything teachers do must be clearly focused on helping students to develop the knowledge, skills and personalities that will enable them to achieve the intended outcomes that have been clearly articulated. Expanded opportunity: It aims to provide learners with various ways to achieve the learning outcomes. Teachers must strive to provide expanded opportunities for all students keeping in mind that most students can achieve high standards if they are given appropriate opportunities. High expectations: It means that teachers should establish high, challenging standards of performance in order to encourage students to engage deeply in what they are learning. Helping students to achieve high standards is linked very closely with the idea that successful learning promotes more successful learning. Designing down: It means that the curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the program. Once this has been done, all instructional decisions are then made to achieve this desired end result.

On the basis of these principles, one can define Outcome-based Education as a student-centric teaching and learning methodology in which the course content, course delivery and assessments are planned to achieve stated objectives and outcomes.

OBE comprises of four major components: Curriculum design, Teaching and learning methods, Assessment tools, and Continual Quality Improvement (CQI) and monitoring. They address the following key questions: What do we want the students to be able to do? How can we best help students to achieve it? How will we know whether they have achieved it? and how do we close the loop for further improvement?

OBE Implementation Processes:

- Defining curriculum objectives and intended learning outcomes using Bloom's taxonomy.
- Restructuring of the curriculum.
- Selecting innovative teaching-learning methods.
- Designing varieties of assessment tools.
- Choosing an appropriate OBE attainment procedure.
- Analysing the report and taking actions required for CQI.

The quality of higher education has been a topic of great interest in recent years, with colleges and universities exploring new agendas to help students improve their performance, professional growth, and overall skills and knowledge. Outcome-Based Education is an innovative methodology that strongly emphasises the desired outcomes of a course. In this approach, every aspect of education is tailored towards producing well-equipped graduates with the necessary skills and knowledge. This personalised learning model allows institutions to create their own unique OBE framework to help students achieve their goals and succeed in their chosen professions after graduation. Furthermore, OBE can drive regular improvements in the quality of education, which in turn results in better learning outcomes.

Teaching - Learning and Evaluation - A Core Practice for Assessment

Dr. I. Benjamin Franklin
Assistant Professor
PG Department of Computer Applications
St. Joseph's College of Arts & Science
(Autonomous)
Cuddalore - 607001.



NAAC's objective is to impart quality culture by means of initiation, sustaining and enhancing the same in the Higher Education Institutions (HEI). Hence it has meticulously devised seven criteria and the key indicators with respect to each criterion to assess performance of the HEIs. Out of the seven criteria, Teaching-Learning and Evaluation has been given more weightage (Affiliated - 350/100, Autonomous - 300/1000) since it is being the core practice of the HEI. Assessment of Teaching-Learning and Evaluation deals with seven key indicators Student Enrolment and Profile, Student Teacher Ratio (Affiliated Colleges)/Catering to Student Diversity (Autonomous Colleges), Teaching Learning Process, Teacher Profile and Quality, Evaluation Process and Reforms, Student Performance and Learning Outcomes and Student Satisfaction Survey.

HEI's primary goal is to educate the students through effective teaching-learning methodologies. The institution should ensure the interactive teaching techniques that increases the thinking levels of students also encourages students to learn the subjects on their own. In the process of teaching-learning, the ultimate focus should be given to ICT enabled teaching-learning, student seminars, debates, group discussions, projects, experiments, industrial visits, internships and the like to make the learning student centric.

Students of diverse environments and backgrounds should be carefully admitted based on their competency in a transparent way. The teacher-student ratio is expected to be minimum to maintain a healthy one-to-one mentoring relationship to provide constructive feedback on improving the performance of students. The learning levels of students are assessed after admission and they are categorized (advanced/slow learners) based on their performances. Teaching-learning methodologies are adapted based on the learner group. Learner-centric approach always encouraged such as participative learning, experimental and experiential learning. Learning made interesting via individual and collaborative, interactive and participatory approaches. Also, availability of digital resources will make learning more individualized and dynamic. Of speaking teaching-learning, the quality of teachers plays an important role. It is meant the qualification, characteristics, professional development and the teachers' initiative to keep them up to date with the contemporary trends and technologies. The institution is expected to reinvent evaluation mechanism for efficiency and effectiveness of the system. This may be achieved through the well stated course outcomes and programme outcomes.

The effectiveness of teaching-learning of HEIs' is tested through examinations. Students' performance on successful completion of a course/programme reflects the realization of learning outcomes which are specifications of what a student should be capable of doing. The strengths of teaching-learning and evaluation process and the possible improvements are obtained through students' feedback. This will help HEIs to function effectively and to impart improvements that required time-to-time.

On a whole, the HEIs are insisted to be on the core practice, i.e., teaching-learning and evaluation for a continuous improvement of the institution and to secure grade in the assessment process.

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Institutional Readiness for Implementation of National Education Policy (NEP-2020)

Dr. D. Raja Jebasingh*



The New Education Policy 2020 intends to pave way for several transformational reforms in Indian education system. NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development. Education plays a significant role in building a nation. The 21st Century has opened up many new challenges in the field of Higher Education. HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas. NEP aims to promote both inclusion and excellence. NEP fosters both liberal and professional education through its diverse curricula because each domain of study contributes to society and nation-building.

Optimal Learning Environments and Support for Students (OLESS)

Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes

*Vice Principal & Research Supervisor, St. Joseph's College of Commerce (Autonomous) Bengaluru- 560 025. Email: rajajebasingh@sjcc.edu.in

NEP-2020 proposes reforms

The NEP-2020 proposes reforms in all areas of higher education, including its structure, curriculum and pedagogy, teaching-learning strategies, learning resources and technology-enabled learning, vocational education and skilling and employability, 21st century learning and social and life skills, optimal learning environment and learner support, formative and summative assessment, internalization, research and scholarship, governance and leadership, and regulation and accreditation.

Multidisciplinary/interdisciplinary:

In order to develop the all-round capacities of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the college is preparing to include multidisciplinary subjects as per the National Educational Policy 2020. Keeping in view the problems faced by the students, the college is planning to set up short term and vocational courses. Academic programmes are redesigned to include Multidisciplinary / Interdisciplinary courses as electives. Which gives freedom to the student to choose their preferred options from the range of program offered by the institution. Curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity.

Institutional Development Plan (IDP)

Each and every HEIs institution should integrate its academic plans ranging from curricular design and development (CDD) to quality of teaching and learning (TL) - into its larger and robust Institutional Development Plan (IDP). The IDP shall be prepared with the joint consultation of Board of governors (BoG), Academic Council (AC) faculty, students, and staff.

Focus on Outcome based education (OBE)

The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome. Curriculum shall focus on critical thinking and problem solving.

Skill development

Aims at providing quality vocational education through DDUKK / Skill sectors combining class room centered formal education and training with experience sharing of Industry practitioners and industry blended internships programmes. HEIs should initiate the process of Collaboration with Sector Skill Council recognized by National Skill Development Corporation (NSDC).

Academic bank of credits (ABC)

Academic mobility of students across the Higher Education Institutions (HEIs) in the country with appropriate credit transfer" mechanism. It is a mechanism to facilitate the students to choose their

own learning path to attain a Degree/ Diploma/Certificate. Working on the principle of multiple entry and exit as well as anytime, anywhere, and any level of learning. This facility will the HEIs to digitally store academic credits earned from various recognized Higher Education Institutions (HEIs) so that the degrees from an HEI can be awarded taking into account credits earned.

Blended Learning (BL)/online education

HEIs should encourage faculty members to actively engage in e-content development and to offer MOOC courses which promotes the blended learning edifice of learning. HEIs should bring out Institutional Level Norms, standards, and guidelines for systemic development, regulation and a framework for quality of BL. In order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building should be set up at the HEIs to look after the e-learning needs. The policy emphasis on the promotion and implementation of blended learning in the Indian higher education institutions.

Conclusion

The education sector in India, has been witnessing a massive transformation recently with technological disruptions, demand for quality education and the implementation of National Education Policy (NEP) 2020. The NEP envisages the evolution of India's higher education institutions (HEIs) into multi-disciplinary HEIs and research universities. The NEP- 2020 is paving the road for nurturing all-around development, skill acquisition (re-skilling, up-skilling) and promoting lifelong learning opportunities for all and helps in achieving objectives of access, equity, inclusivity and quality in Education.

NEP 2020 is a game-changer, therefore, all HEIs would come up with implementation strategy document with Institutionalised approach / framework to effectively implement the policy, thereby help to create an ecosystem for reliable, impactful, and enhancing the quality of education. In this context, implementation of the policy in institutes of Higher education is very crucial, therefore, if one has to adopt the new paradigm shift and adapt the outcomes for sustainability in higher education system, it very essential that all HEIs may organise programmes to sensatise / to spread awareness and provide support on various verticals of NEP such as Multidisciplinary and holistic education, skill, entrepreneurship development and employability, Quality education, accreditation, Teachers development, research innovation, Use of ICT in teaching and learning.

Nevertheless, as NEP-2020 envisage broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education throughout the country which is can transform the entire landscape of Indian higher education system.

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New Benchmarks in Accreditation and Quality Enhancement Dr. S. Sagayaraj,

Dept. of Computer Science, SHC, TPT



The scope of this talk is on dissemination of information on benchmarks disclosed by NAAC for the institutions that are to apply for the accreditation from 2023 onwards. This disclosure of benchmarks has facilitated the preparation process undertaken by many Institutions that are planning to apply for accreditation by NAAC. It also provides a road map for the institutions towards quality sustenance and enhancement in various activities that are carried out in the Institution

Introduction

The process of accreditation for the fourth cycle was started from 31st April 2017 and there are the challenges that was faced

- First college to take up new RAF
- No SOP
- No file size
- No database format
- No templates
- QIM wordings

With all the challenges the institution went ahead and obtained the grades and now with the Public Disclosure of Benchmarks for autonomous, Affiliated/Constituent Colleges and Universities, the following salient features stand out.

- NAAC has decided to disclose the benchmarks for the institutional accreditation.
- The benchmarks of the Affiliated/Constituent Colleges / autonomous colleges states the grades given for different criteria
- This benchmarks are applicable to the HEIs submitting the online Institutional Information for Quality Assessment (IIQA) on or after 1st January 2023.

INTRICACIES OF THE PREPARATION FOR NAAC PLACEMENT AND PROGRESSION TO HIGER EDUCATION

K.ANANDARATCHAGAN.

Associate professor in chemistry, Islamiah college, Vaniyambadi



The world is blessed with plenty of resources for human being and human population itself is a resource on earth. At present the population is increasing and the rate of rise in population is showing a declining trend in most part of the world. The higher educational institutions across the world are playing a vital role in the production of human resources from/for the civilized society. The unemployment data in a country where there is a wide gap between job seekers and job providers is also a bitter factor in projecting the quality of higher education and weakening the image of any institution.

The assessment and accreditation exercises by NAAC, and ranking by NIRF adopted by the ministry of higher education and MHRD strengthens the quality of higher educational institutions further by identifying the quality of the future citizens produced by them. In the SSR for the assessment and accreditation 'Placement of students and student's progression to higher education is given as the criterion 5(wef 2017).Improving the data for the criterion V –Student support and progression(100) (with effect from FEB 2023) with key indicators 5.1.1,5.1.3,5.1.4,5.2.1,5.2.3,5.3.1,5.3.3and 5.4.1in the new format(to be followed from FEB 2023)is to be discussed in this presentation. With vast improvement in disruptive technologies of ICT, the main focus of the revision process in enhancing and redeeming the features of the accreditation process to make them more robust, objective, transparent and scalable for all stakeholders is to be discussed.

Curricular Aspects: the first in the List

Dr.A.George Louis Raja, HoD, PG Department of Computer Applications,
Sacred Heart College, Tirupattur

The Curricular Aspects are the mainstay of any educational institution. It helps one plan the education process or procedure for a given period of time (a term, session, lesson period etc). A Curriculum consists of continuous chain of activities needed to translate educational goals into concrete activities and materializes the objectives. It is important to have a relevant, well equipped curriculum that equips the student with necessary skills and knowledge.

An Institution's responsibilities on curriculum differ based on their administrative standing. As an Autonomous College which can exercise total autonomy in the design, development and implementation of curriculum and an Affiliated College whose roles are Limited and can engage only in the implementation of the curriculum.

In NAACs perspective, the curriculum is the axis that drives and connects all the other six criteria. NAAC assesses an institutions progress in curricular aspects with the following insights:

- Diversity and Academic Flexibility
 - How versatile is the curriculum, and how adaptable and flexible it is with relevance to the other criteria.
- Outcome based Education (OBE)
 - How an Institution has implemented the OBE model into the curriculum.
- Career Orientation
 - How the institution turns a candidate employable,
- Multi-skill Development and
 - How the institution improvises and nurtures the holistic growth of a candidate in multiple skills.
- Feedback System
 - How frequent and systematic the feedback on the curriculum is.

Keeping the above points in mind, an higher educational institution can sustain quality with relevance to all the other quality indicators, if it can strengthen its focus on the curricular aspects.

III Criterion of NAAC Research, Innovations and Extension: A Case Study of University's Affiliated Colleges.

A. DINESH KARTHIK

PG and Research Department of Chemistry,

Shanmuga Industries Arts and Science College, Tiruvannamalai, Tamil Nadu.

E.mail: * dineshkarthik2008@gmail.com,

dineshkarthikche@shanmugacollege.edu.in

*Corresponding Author Tel.: +91 09486887461; +91 04175 236654



ABSTRACT

The life of individuals and the nation cannot be raised to higher level without a quality higher education. For the sole purpose of supporting institutions in quality improvement higher education, NAAC designed a system of seven assessment criteria and accreditation process. This research paper reveals the third NAAC criterion between Seven Criteria. This is a case study from the University's Affiliated Colleges, where the researcher considered the five key aspects of Criterion III – Research, Innovations and Extension.

This criterion aims to provide information about the institution policies, practices and performance for Research, Innovations and Extension. Reason for choosing this criterion is that the NAAC gives it 20% of the weight for independent colleges. It throws light on the efforts and strengths of affiliated Colleges to promote a research culture. It's Quality of Research and Extension Work is known all over the Nation which distinguishes it from the other Institutions in the country and makes it an ideal symbol for the other higher Education Institutions. The author has described all the policies and practices followed by DVV ranked according to five key aspects of Criterion III.

Keywords: Collaborations, Consultancy, Criterion, Extension, Linkage.

**“IN PURSUIT OF QUALITY: CRACKING THE ASSESSMENT & ACCREDITATION
PROCESS FOR HIGHER EDUCATION INSTITUTIONS”**

B. Fuzail Ahmed

IQAC Member

Islamiah College (Autonomous), Vantiyambadi

fuzailahmed@islamiahcollege.edu.in | +91 8608355622

The role of a teacher has evolved significantly from just being a 'master' who prepares the students for the highest grades, to a 'jack-of-all' who prepares the institution for the accreditation, assessment, ranking and reviews - that are rewarding yet challenging. The ranking, assessment and accreditation related works are widely seen as a monotonous and exploiting the quality teaching. The lack of clarity and absence of smart-plans add fuel to the fire. The HEI teachers face an ethical dilemma of what to focus - 'highest grade rank' or 'quality teaching and learning?' The average scores of 7 Criteria and the 34 Key Indicators (KIs) are relisted on the basis of weighted average, paying *greater* focus/attention to the TOP 13 KIs (Table 1) that amounts to 72% score for Autonomous Institutions (AIs) in Assessment and Accreditation (A&A) process. The corresponding Qualitative and Quantitative Benchmarking are also listed for quality attainment.

Table 1: Top 13 (72%) KIs for AIs

3.4 Research Publications and Awards	3
7.1 Institutional Values and Social Responsibilities	3
1.3 Curriculum Enrichment	3
1.2 Academic Flexibility	3
2.1 Student Enrolment and Profile	3
1.1 Curriculum [D&D or P&I]	4
3.6 Extension Activities	4
2.2 Catering to Student Diversity	5
2.5 Evaluation Process and Reforms	9
2.3 Teaching-Learning Process	9
2.7 Student satisfaction Survey	9
2.6 Student Performance and Learning Outcomes	9
2.4 Teacher Profile and Quality	9

Communicative English, as a Best Practice

Rev. Dr. K. A. Maria Arokiaraj^a & Mrs. Mary Jenif^a

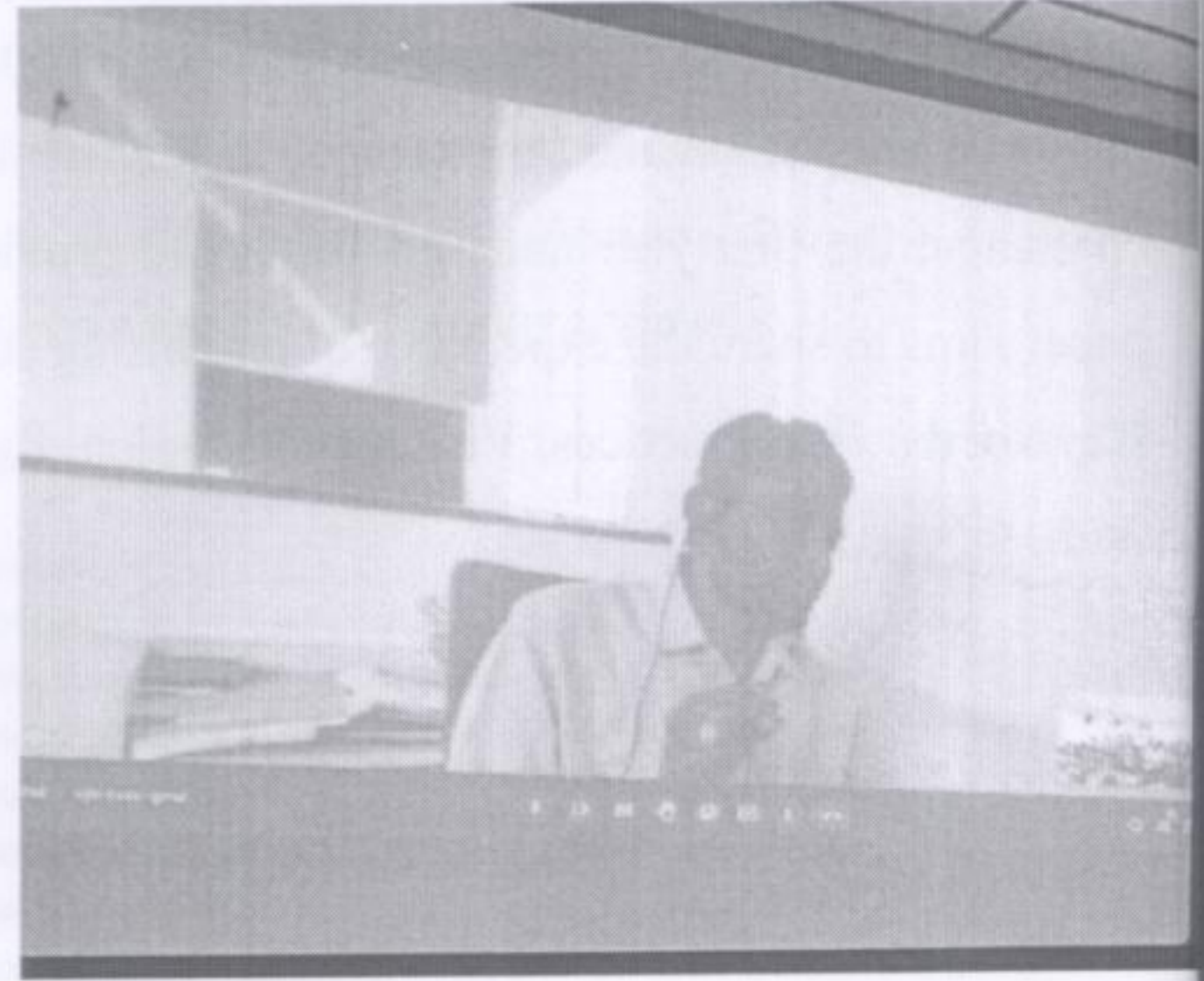
^aAssistant Professor, Department of English, Sacred Heart College (Autonomous), Tirupattur, Tirupattur.
District 635 601

Abstract

Among the seven criteria of assessment and accreditation introduced by NAAC, the 7th criteria is 'Innovations and Best Practices' of an institution. The best practices of an institution bring out the uniqueness and prevailing culture of a particular institution. They flow out of its vision and mission statements. These best practices benefit maximum number of the student community. In short, they define an institution's priorities. One of the important characteristics of these best practices is that they impact the students' present and their future too. Sacred Heart College (Autonomous), Tirupattur is heading towards the 5th cycle of NAAC accreditation. One of its best practices is known as 'Communicative English'. As the college is situated in a poor, rural setting, most of its student population come from vernacular medium of instruction. In line with the vision and mission to empower the poor, and to enhance the learning atmosphere of the college, English has been adapted as the language of instruction. To prepare the learners to take on the English language challenge, the first-year undergraduates are provided with a year long English language programme. This paper aims to share the experience of organising such a programme of study and evaluate its outcome.

Keywords: Best Practices, Vision and Mission, Rural, Vernacular medium, Communication

Photos of the Conference



DAY – 2 Photos

