



DRONACHARYA

PG COLLEGE OF EDUCATION, RAIT KANGRA (H.P.)

INTERNAL QUALITY ASSURANCE CELL

THREE-DAY DAY AWARENESS CUM ORIENTATION

‘Role of IQAC in the Promotion of Quality And Excellence’

(07,10 & 11 Sep,2020)

DRONACHARYA PG COLLEGE OF EDUCATION,RAIT

Vision

Dronacharya envision to nurture and train pupil–teachers with ethical values, vibrant knowledge and professional skills, so that they become a useful instrument in the national development and peace.

Mission

Total commitment to excellence in education and research with the holistic concern for quality of life, environment and ethics. To engender this Dronacharya has a passionate, enthusiastic,innovative and dynamic work force wherein individual has been chosen on the basis of his/her talent and aptitude irrespective of age and designation.

Motto: ‘Where Knowledge is created not just communicated.’

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

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

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

- Contributing to National Development*
- Fostering Global Competencies among Students*
- Inculcating a Value System among Student*
- Promoting the Use of Technology*
- Quest for Excellence*

IQAC – Vision

To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support.

Objective

The primary aim of IQAC is

To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) Relevant and quality academic/ research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of assessment and evaluation process;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks
- b) Parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

- d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters to all stakeholders;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Periodical conduct of Academic and Administrative Audit and its follow-up
- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

DRONACHARYA PG COLLEGE OF EDUCATION,RAIT
INTERNAL QUALITY ASSURANCE CELL
ORGANISES
Three-day Awareness cum Orientation Workshop
On
Role of IQAC in the Promotion of Quality and Excellence

INTRODUCTION

Quality enhancement is a continuous process, the IQAC has to become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. Institutions need to channelize its efforts and measures towards promoting the holistic academic excellence .The three-day Orientation cum workshop on '**Role of Internal Quality Assurance Cell in the promotion of quality and excellence**' in the college will facilitate better understanding of the composition ,functions, responsibilities and benefits of the Internal Quality Assurance Cell in the college.

OBJECTIVES

1. Familiarise and enrich faculty members about the role of Internal Quality Assurance Cell in the promotion of quality and excellence.
2. Facilitate understanding of responsibilities, strategies and composition of IQAC
3. Capacity building of the faculty members of M.Ed./B.Ed./BBA/BCA about the function of Internal Quality Assurance Cell.
4. Promote and share the information on criterion related to Internal Quality Assurance Cell And AQAR.
5. Streamlining the reports and documentation by the faculty in accordance with IQAC criterion.

RESOURCE PERSONS

- Dr. Parveen Sharma,Associate Professor,(Dean Academics) IQAC Coordinator
- Asst. Prof. Anish Korla

DURATION

07, 10 & 11 Sep,2020

ATTENDED BY

HODs ,Faculty of M.Ed., B.Ed, BBA and BCA

THREE-DAY AWARENESS CUM ORIENTATION WORKSHOP

Role of IQAC in the Promotion of Quality and Excellence

(07, 09 & 10 Sep, 2020)

SCHEDULE OF THE EVENT

Date	Topic:	Time	Resource Persons	Venue
07 Sep,2020	<ul style="list-style-type: none">• Introductory• Function• Benefits• Composition• Part–A (AQAR)	2:10 pm	Asst. Prof. Anish Korla Dr. Parveen Sharma	Class room -2 (B.Ed.)
10 Sep,2020	Part-B (Seven Criterion) Criterion -1 Criterion -2,3,4	2:10 pm	Asst.Prof. Anish Korla Dr. Parveen Sharma	Class room -2 (B.Ed.)
11Sep ,2020	Criterion – 5 Criterion – 6 Criterion – 7 Panel discussion	2:10 pm	Asst.Prof. Anish Korla	Class room -2 (B.Ed.)

PROCEEDINGS

DAY 1 (07 Sep, 2020)

In the first day (Afternoon session), Assistant Professor, Anish Korla discussed about the history of NAAC and its establishment. He also explained the vision, mission, core values of NAAC. He further focused on function, strategies and benefits of Internal Quality Assurance Cell. He emphasized that facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes; dissemination of information on various quality parameters of higher education. He elaborated that IQAC will facilitate / contribute to ensure clarity and focus in institutional functioning towards quality enhancement; ensure internalization of the quality culture ensure enhancement and coordination among various activities of the institution and institutionalize all good practices. He also elaborated the composition of Internal Quality Assurance Cell; development and application of quality benchmarks/parameters for various academic and administrative activities of the institution; provide a sound basis for decision-making to improve institutional functioning.

He dwelt on the composition of IQAC. The IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders. The composition of the IQAC may be as follows:

Chairperson: Head of the Institution; Teachers to represent all level (Three to eight) one member from the Management; few Senior administrative officers; one nominee each from local society, Students and Alumni; one nominee each from employers /Industrialists/stakeholders; one of the senior teachers as the coordinator/Director of the IQAC.

Dr. Parveen Sharma explained the role of coordinator. He asserted that the role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. He elaborated that the coordinator of the IQAC may be a senior/competent person with experience and exposure in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. He further added that the coordinator may have sound knowledge about the computer, data management and its various functions such as usage for effective communication. He also discussed Part-A of the Annual Quality Assurance Report.

DAY-2 (10 Sep, 2020)

Criterion -1 (Curricular Aspects) was discussed by Asst.Prof. Anish Korla he asserted that criterion 1 pertains to 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, feedback system and involvement of stakeholders in curriculum updating are also gauged. He explained the key indicators of Curricular Aspects

The Colleges adopt the curriculum provided by the respective universities. The Programme Learning Outcomes (PLOs) as well as the Course Learning Outcomes (CLO) at the end of the programme every student is expected to have achieved these as “graduate attributes”. This becomes the “institutional curriculum planning”. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on .Academic flexibility refers to the 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.

Holistic development of students is the main purpose of curriculum. A progressive TEI would provide a wide range of such “value-added” courses for students to choose from according to their interests and inclinations as well as strengthen their understanding and internalization of the regular curricular inputs The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the students, teachers, Employers, Alumni and Heads of Practice Teaching Schools help in improving the inputs.

Criterion -2 Teaching- Learning and Evaluation ; Criterion -3 Research and Outreach Activities
Criterion- 4 Infrastructure and Learning Resources were explained by Associate Prof. Dr. Parveen Sharma. He focused on key indicators of teaching learning and evaluation. He asserted that in view of the changed learner profile of today the entrant teacher has to have a wide range of skills and competencies so that school students can be prepared for the challenges of the 21st century. These skills and competencies are of a wide range – from effective communication to discerning learner variations in respect of learning needs, capabilities, inclinations and interests to dealing with various stake holders, to being proactive to the developments in the field of education and the larger society. He also dwelt on the Teacher Profile and Quality, Evaluation

Process, Student Performance and Learning Outcomes, Student Satisfaction Survey He also discussed the key indicators of Criterion-3 and Criterion - 4.

DAY-3 11 Sep, 2020

Criterion-5 Student Support and Progression; Criterion –6 Governance, Leadership and Management ; Criterion - 7 Institutional Values and Best Practices were discussed by Asst.Prof. Anish Korla .He focussed on adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. Automation of library using the ILMS, availability of e-journals and e-books, providing remote access to e-resources in the library has become a matter of necessity. Thus, the availability of e-resources in the library and their utilization by students and staff for academic endures reflect upon the quality of an academic institution. Digitalization is taking place in all walks of life and its use has made life smooth and comfortable. ICT is part of digitalization. All institutions of higher education are supposed to provide ICT facilities on campus for use by its students and staff. Lots of new tools are being developed which has potentiality for making teaching-learning process effective. Institution should try to make available the latest ICT Infrastructure for use by their students and staff. Making infrastructure available is a must for quality of higher education but its upgradation from time to time is equally important. In Criterion V- Student support and progression, the highlights are the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning on the campus and to facilitate their holistic development and progression. Student progression refers to movement of students after graduation to higher studies and/or to employment. It is a fact that large number of students with degrees do not get job or are found unfit for the job for which they have the prescribed qualification. This reflects the quality of teaching and examination process of institutions of higher education. Some institutions do try to help their students in improving their performance by identifying the reasons for poor performance in examination and thereby plan and implement remedial measures. Many institutions arrange special classes for students who want to appear in state/national/international level examinations or different competitions. Along with teaching, institutions of higher education must take care of students' progression and bring change in teaching- learning process as per the trend of progression of students.

To improve active participation of students, the institutions must provide facilities for different activities on campus for students and staff. The institution normally does not make optimal use of their playground, gym, multipurpose hall, etc., so these can be shared with the community people. Along with it, the institution must make best use of their infrastructure for developing various skills and competencies and thereby foster holistic development of students and staff. Active Alumni plays a significant role HEIs. Well placed Alumni can contribute both academically and financially. There are many instances in India where well placed Alumni have brought drastic changes in physical and academic aspects of the HEIs. Students as well as

teachers have benefited a lot from active participation of alumni in the development of the institution. Thus, it is important to have an active Alumni Association and take their help in different aspects of institutions for benefit of students and teachers. Effective functioning of an institution can be gauged by the policies and practices it has evolved in respect of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership. In Criterion VI: Governance, Leadership and Management; Strategy Development and Deployment; Faculty Empowerment Strategies; Financial Management and Resource Mobilization were discussed.

In Criterion VII: - Institutional Values and Best Practices, he explained that 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. Any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as “Best Practice/s”. These are not prescribed by any authority. This practice is relevant mainly within the institution at a given point in time. It could be in respect of teaching learning, examination, training of teachers, office practices, maintenance, up keep of things or dealing with human beings or money matters. In brief, these ‘best practices’ are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning. It may motivate nearby institutions for evolving ‘Best Practice’ which ultimately bring quality. Every institution would like to be recognized or known for certain of its attributes which make it ‘distinct’, or, one of its kinds. Such attributes characterize the institution and are reflected in all its activities in focus and practice. The three –day Orientation cum Awareness session was followed by Panel discussion. The relevant queries on Internal Quality Assurance Cell and Annual Quality Assurance Report were addressed in the panel discussion.

OUTCOMES

1. Orientation cum Awareness on Internal Quality Assurance Cell familiarised faculty members about the role of Internal Quality Assurance Cell in the promotion of quality and excellence.
2. Facilitated understanding of responsibilities, strategies and composition of IQAC among faculty members.
3. The orientation cum awareness facilitated capacity building of the faculty members of M.Ed./B.Ed./BBA/BCA about the function of Internal Quality Assurance Cell.
4. The orientation cum awareness acquainted faculty members on criterion related to Internal Quality Assurance Cell and filling of Annual Quality Assurance Report.



Asst.Prof .Anish Korla acquainting faculty members introductory lecture on NAAC and IQAC

Dr.Parveen Sharma,Coordinator IQAC explaining the Part A of Annual Quality Assurance Report





IQAC Coordinator ,Dr.Parveen Sharma providing information to the faculty members on the role of IQAC coordinator

DRONACHARYA INTERNAL QUALITY ASSURANCE CELL

Organises

(Faculty Awareness cum Orientation)

Role of IQAC in the promotion of Quality and Excellence

(07 & 10 Sep, 2020)

FEEDBACK PROFORMA

NAME OF THE TEACHER _____ **DATE:** 07 ,10 & 11 September, 2020

NAME OF THE RESOURCE PERSON _____

How productive was the orientation cum workshop ? (Put a \sqrt mark) Poor / Below Average / Average /Good / Excellent

TOPIC: _____

NAME OF THE RESOURCE PERSON _____

How productive was the orientation cum workshop ? (Put a \sqrt mark) Poor / Below Average / Average /Good / Excellent

TOPIC: _____

NAME OF THE RESOURCE PERSON _____

How productive was the orientation cum workshop ? (Put a \sqrt mark) Poor / Below Average / Average /Good / Excellent

TOPIC: _____

1. How productive was the Awareness cum Orientation ? (Put a \sqrt mark) **Poor / Below Average / Average /Good / Excellent**

2. Were your queries resolved ? YES/NO (Specify)

3. How will you put to practice the learning of Criterion of IQAC and AQAR during three day orientation cum workshop in your report/documentation practice?

4. Rate the panel discussion Put a \sqrt mark) **Poor / Below Average / Average /Good / Excellent**

4. Any constructive suggestions for improvement.

IQAC: 'Towards Hall mark of Excellence'

