



SUPPORTING DOCUMENTS

6.5.1

**INTERNAL QUALITY ASSURANCE CELL (IQAC) HAS
CONTRIBUTED SIGNIFICANTLY FOR INSTITUTIONALIZING THE
QUALITY ASSURANCE STRATEGIES AND PROCESSES**

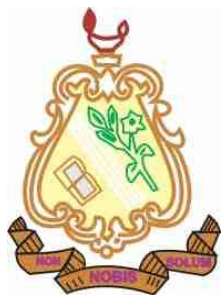


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JOURNEY TO AUTONOMY: ENHANCING INSTITUTIONAL FREEDOM

Objective: The event aimed to equip faculty members with the necessary insights to navigate the transition toward autonomy effectively.

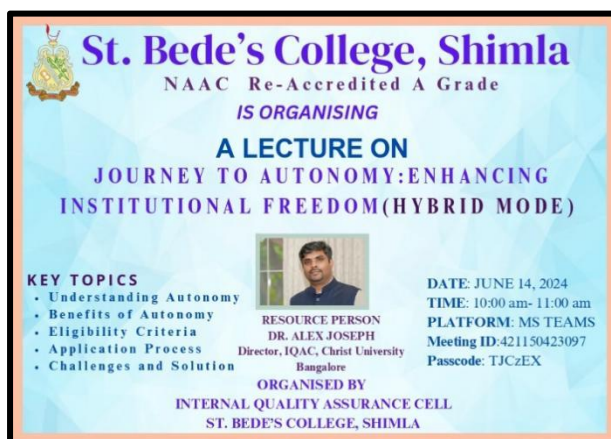
IQAC organized a session on “Journey to Autonomy: Enhancing Institutional Freedom” on June 14, 2024. The resource person was Dr. Alex Joseph, Director IQAC, Christ University, Bangalore. He elaborated on the eligibility criteria for attaining autonomous status and emphasized the roles and responsibilities of essential governing bodies, including the Governing Body, Board of Studies, Academic Council, Finance Committee, and Examination Cell. The interactive discussion addressed faculty concerns and misconceptions, fostering a more informed and confident approach toward institutional autonomy. By the end of the session, participants were better equipped to navigate the transition process, contributing to a more proactive and strategic institutional outlook on autonomy.

During the lecture on “Journey to Autonomy: Enhancing Institutional Freedom,” the resource person, Dr. Alex Joseph, provided valuable insights into key aspects of institutional autonomy:

- **Understanding Autonomy:** He explained the concept of autonomy in higher education, emphasizing its role in enhancing academic freedom, curriculum innovation, and institutional self-governance.
- **Benefits of Autonomy:** Dr. Joseph highlighted how autonomy empowers institutions by enabling flexibility in academic programs, decision-making, and resource management. He discussed how it fosters innovation, improves quality standards, and enhances institutional credibility.
- **Eligibility Criteria:** He outlined the necessary criteria for attaining autonomous status, including accreditation requirements, academic performance, governance structures, and institutional preparedness.
- **Application Process:** The session covered the procedural steps involved in applying for autonomy, including documentation, regulatory approvals, and interactions with statutory bodies like UGC.
- **Challenges and Solutions:** Dr. Joseph addressed common concerns institutions face during the transition to autonomy, such as administrative restructuring, financial sustainability, and maintaining academic standards. He suggested strategies to overcome these challenges, including effective governance mechanisms, stakeholder engagement, and capacity building.



Outcome: The session on autonomy provided faculty members with a clearer understanding of the criteria, privileges, and challenges associated with attaining autonomous status. It enhanced their awareness of the governance structures required for autonomy, including the roles of the Governing Body, Board of Studies, Academic Council, Finance Committee, and Examination Cell.



Session on Journey to Autonomy, (June 14, 2024)

WEBINAR ON BUILDING A CULTURE OF RESPONSIBILITY AND PROFESSIONAL ETHICS IN THE WORKPLACE

Objective: To provide a valuable opportunity for faculty and staff to deepen their understanding of professional ethics, fostering a workplace culture rooted in responsibility, respect, and security.



Description: IQAC St. Bede's College, Shimla, organized an impactful webinar titled “Building a Culture of Responsibility and Professional Ethics in the Workplace,” on October 26, 2024, focusing on instilling principles of accountability and ethical practices among its faculty and staff. The session brought together distinguished guest speakers and was attended by teaching and non-teaching faculty, all eager to engage in discussions surrounding professional ethics, responsibility, and cybersecurity. The speakers emphasized that ethical behavior is crucial for creating a trustworthy and productive work environment, especially in education. The session featured three prominent speakers.

Prof. N.K Goyal Chairman Emeritus of TEMA and President of CMAI/CSAI, brought his extensive experience in technology and communication to the discussion. Prof. Goyal focused on the role of ethical standards in professional settings, illustrating how a strong ethical foundation supports long-term institutional success and highlighted the significance of gratitude in life, explaining how it fosters positivity, strengthens relationships, and enhances overall well-being. He encouraged participants to foster transparency and mutual respect in their daily work.

Sh. Vijayant Gaur, Director of the Cyber Security Association of India, Certified Information Security Manager and Certified Information Systems Auditor, shared valuable insights into the importance of information security within educational institutions. He emphasized the significance of maintaining data privacy and integrity in line with ethical standards, shedding light on practical measures that institutions can implement. He introduced the foundational concepts of professional ethics, emphasizing the importance of responsibility across all organizational roles. He discussed ethical frameworks and guidelines to help professionals make principled decisions, highlighting the crucial role of accountability in fostering trust within teams and, subsequently, enhancing collaboration and productivity. Through real-life examples of ethical breaches, he illustrated their potential impact on reputation, morale, and organizational stability. Additionally, he underscored the importance of continuous training to reinforce ethical standards at every level within the organization.

Ms. Anjali Verma, Director of the Cyber Security Association of India, with her deep expertise in cybersecurity, discussed the growing importance of ethical practices in the digital space. Ms. Anjali highlighted real-world cybersecurity threats and the ethical implications of data protection. She provided practical guidance on enhancing cybersecurity awareness and instilling a culture of responsibility among staff.

Outcome: The webinar successfully engaged participants and provided actionable insights on professional ethics and responsibility. Participants learned strategies for building a culture of responsibility, focusing on communication, transparency, and a sense of collective duty and a



commitment to fostering ethical standards within their roles, contributing to a positive and secure environment at St. Bede's College.

St. Bede's College

NAAC Re-Accredited A Grade

WEBINAR

on

Building a Culture of Responsibility: Professional Ethics in the Workplace for Teaching and Non-Teaching Staff

Organised by

Internal Quality Assurance Cell

Resource Persons :

Prof. N.K. Goyal
Chairman Emeritus,
TEMA, President
CMAI/CSAI

Ms. Anjali Verma
Director
Cyber Security Association of India

Sh. Vijayant Gaur
Director, Cyber Security Association of India,
Certified Information Security Manager (CISM),
Certified Information Systems Auditor (CISA)
& ISMS

Patron:
Prof. Sr. Molly Abraham
Principal

Convener:
Ms. Neha Walia (IQAC Member)
Assistant Professor

Organising Secretary:
Dr. Jyotika Brari
Assistant Professor

Date : October 26, 2024 **Venue :** Seminar Hall **Time :** 10:30 A.M. – 11:30 A.M. **Platform :** MS-Teams

*Webinar on Building a Culture of Responsibility and Professional Ethics in the Workplace
(October 26, 2024)*



*Webinar on Building a Culture of Responsibility and Professional Ethics in the Workplace
(October 26, 2024)*



***Webinar on Building a Culture of Responsibility and Professional Ethics in the Workplace
(October 26, 2024)***

SEMINAR ON "BUILDING EXCELLENCE IN LIFE AND CAREER THROUGH WORK ETHICS AND CULTURE"

Objective: The seminar on "Building Excellence in Life and Career Through Work Ethics and Culture" aimed to emphasize the critical role of strong work ethics and a positive cultural mindset in achieving personal and professional excellence. It sought to inspire participants to view excellence as a holistic journey involving intellectual, emotional, social, and spiritual growth, thereby enabling them to realize their unique potential and commit to lifelong development.

The Internal Quality Assurance Cell (IQAC) of St. Bede's College organized an insightful seminar on "Building Excellence in Life and Career Through Work Ethics and Culture" on November 18, 2024, at 12:00 PM. The event was organised under the leadership of IQAC Chairperson Prof. Sr. Molly Abraham, with Dr. Shweta Thakur as the Convener, Ms. Neha Walia as the Co-convener, and Ms. Snigdha Bhatt and Ms. Komal Sharma as the Organizing Secretaries.



Key Highlights of the Seminar

The seminar brought together an esteemed panel of resource persons, including:

- **Prof. N.K. Goyal**, Chairman Emeritus of TEMA and President of CMAI/CSAI
- **Ms. Anjali Verma**, Director of Cyber Security Association of India

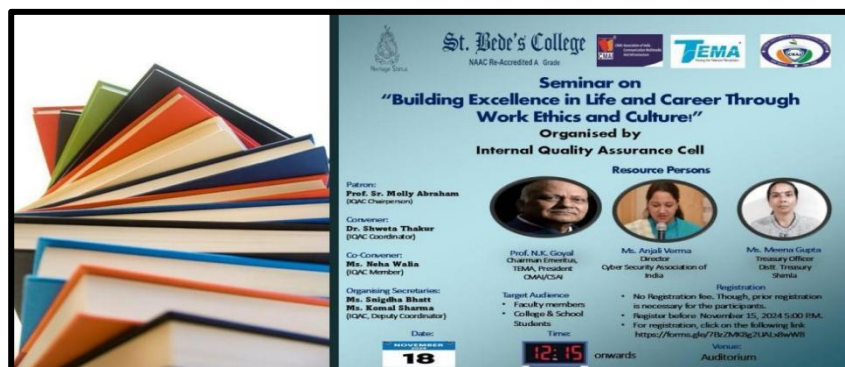
Prof. N.K. Goyal delivered an impactful and motivational session on essential life skills, including goal setting, achieving success, managing stress effectively, and fostering emotional well-being. He emphasized that true excellence is not confined to achievements but is a transformative journey toward discovering one's purpose, nurturing unique talents, and committing to lifelong learning and growth.

Engaging Participation and Impactful Outcomes

The seminar fostered an interactive and engaging environment:

- **Student Involvement:** Participants actively engaged in the session by posing thoughtful questions, reflecting their deep interest in the topic. Their curiosity and enthusiasm were rewarded with books, encouraging a spirit of inquiry and learning. Students from nearby colleges also attended the event.
- **Inspiration and Motivation:** Prof. Goyal's insights and practical advice resonated with students, inspiring them to view excellence as a holistic pursuit encompassing intellectual, emotional, social, and spiritual dimensions.

This vibrant exchange of ideas and experiences created a dynamic and supportive atmosphere, leaving students empowered and motivated. The seminar concluded on a high note, marking a significant step in guiding participants toward building strong work ethics, fostering a positive culture, and excelling in life and career. This resounding success stands as a testament to the importance of such initiatives in shaping young minds for a brighter future.



Brochure



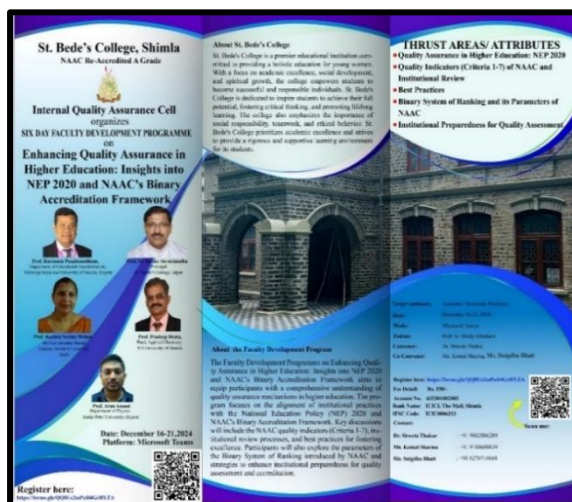
Seminar on "Building Excellence in Life and Career Through Work Ethics and Culture"
(November 18, 2024)

Outcome: The participants were able to learn the role of goal setting, stress management, and emotional stability as foundational life skills for achieving excellence. Inspired participants were able to embrace self-discovery, nurture their talents, and commit to continuous growth in both their personal and professional lives.



FACULTY DEVELOPMENT PROGRAMMES ON 'ENHANCING QUALITY ASSURANCE IN HIGHER EDUCATION: INSIGHTS INTO NEP 2020 AND NAAC BINARY ACCREDITATION FRAMEWORK

The Internal Quality Assurance Cell (IQAC), St. Bede's College organized a six-day Faculty Development Programme (FDP) on "Enhancing Quality Assurance in Higher Education: Insights into NEP 2020 and NAAC Binary Accreditation Framework" from 16th to 21st December 2024. The event brought together 112 educators from across India, representing institutions from Nagaland, Patna, Andhra Pradesh, Bengaluru, Guwahati, and Himachal Pradesh. The program was convened by Dr. Shweta Thakur, with Ms. Komal Sharma and Ms. Snigdha Bhatt serving as co-conveners.



Brochure



Newspaper Clippings

FDP DAY – 1

QUALITY ASSURANCE IN HIGHER EDUCATION – NEP 2020 RECOMMENDATIONS

Resource Person: Prof. K. Pushpanadham (M.S. University of Baroda)

Topic: Quality Assurance in Higher Education – NEP 2020 Recommendations

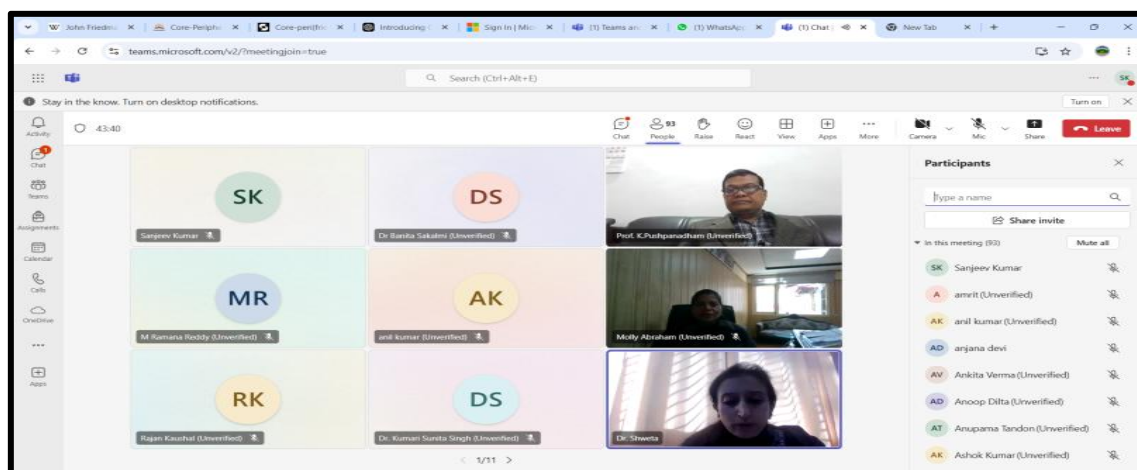
Date: December 16, 2024

9:30 A.M. – 10:00 A.M.

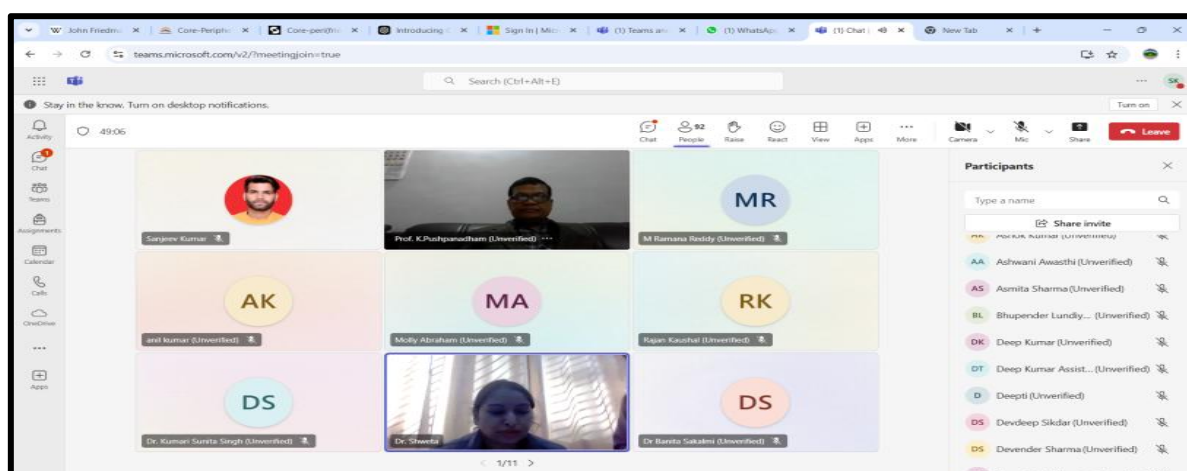


The Faculty Development Programme commenced on December 16, 2024 at 9.30 AM on MS Teams online mode, with the welcome address by Prof. Sister Molly Abraham, Principal of St. Bede's College, followed by an introduction of the FDP by Dr. Shweta Thakur, NAAC Co-ordinator, St. Bede's College. Thereafter, an introduction of the keynote speaker, Prof. Karanam Pushpanadham was given by Dr. Devina Auchoybur who highlighted his major contributions in the academic sphere.

The first day of the FDP began with Prof. Pushpanadham's enlightening talk on the topic **"Quality Assurance in Higher Education: NEP 2020 Recommendations"** which was split into four sessions.



Inaugural Session



Introductory Note on 'Quality Assurance in Higher Education'

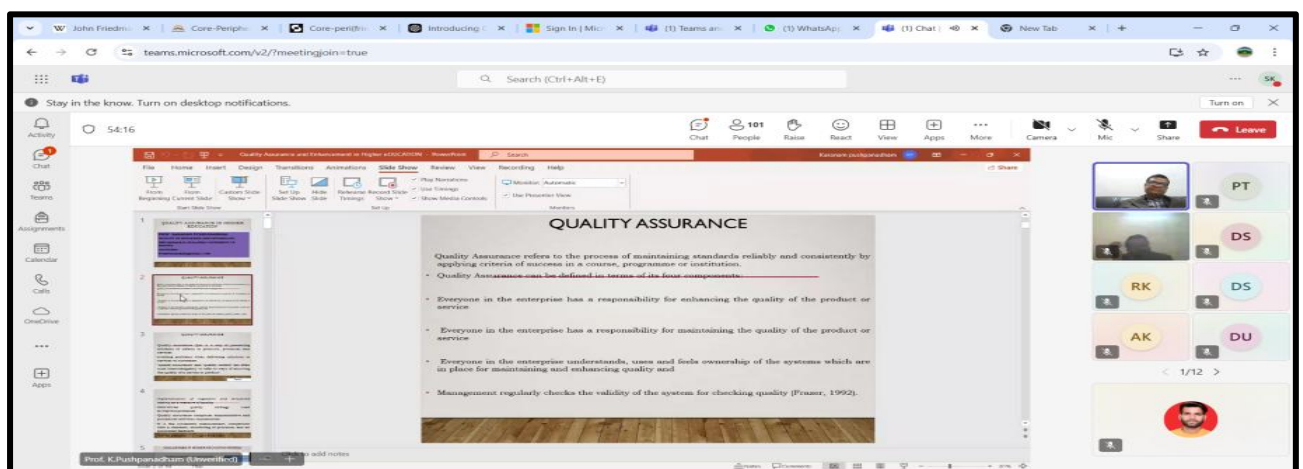


TECHNICAL SESSION-I (10:00 A.M - 11:00 A.M.)

The first technical session on **“Quality Education & Quality Assurance: A Never-Ending Process”** was held between 10-11 AM. During his interaction with the programme attendees, Prof. Pushpanadham highlighted some key points regarding quality education. He stressed upon the fact that quality is not the end point but a continuous process that ensures the delivery of high-quality education and research. It involves a systematic approach to evaluating and improving the various aspects of an institution, including teaching and learning, research, administration and student experience. As far as education is concerned, it should fit the purpose with which the institution was established. In this way, the institution puts into practice the policies drafted in order to meet the requirements for national growth. He also underlined the relevance of certain outreach activities which must be conducted by the institutions which will be impactful in terms of teaching, research and social responsibility.

Prof. Pushpanadham emphasized upon the ‘zero defect’ idea to reach the perfection level in the education system so that it can cater for everyone’s needs, thus ensuring that no student is left behind. He also explained another aspect of quality education, that is human and fundamental rights that students also should be aware of and how the institutions must cater for their expectations vis a vis higher education.

Emphasizing upon quality assurance in the field of higher education, Prof. Pushpanadham highlighted the importance of quantitative and qualitative data that must be recorded by the institutions for a better self-assessment.



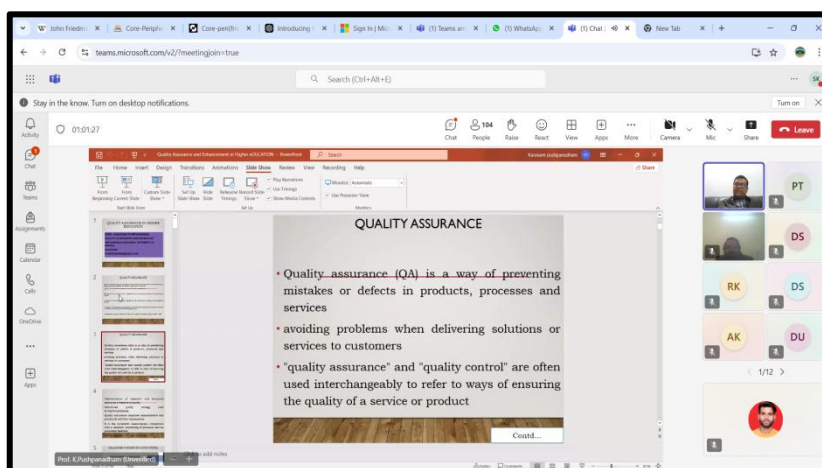
First Technical Session on Quality Education & Assurance



TECHNICAL SESSION -II (11:00 A.M. - 12:00 P.M.)

The second technical session on “**Employability and Graduate Attributes**” was held between 11-12 PM. In this session, the resource person lay emphasis on the role of higher education institutions in student’s employability and graduate attributes in order to meet not only the industrial needs but also to restore the social-cultural heritage of the nation. He explained that graduate attributes are the skills, qualities and understandings that students develop during their university education. These are meant to equip students with the capabilities to be successful in society and to be lifelong learners. Graduate attributes should be designed by institutions which could be transferable across different disciplines and contexts and to be developed throughout a student's university experience. They are intended to help students broaden their knowledge base and skills, gain and apply new knowledge to undertake future studies independently, perform well in their chosen career while also playing a constructive role in society. This is how the effectiveness of educational programs can be evaluated.

This aim of higher education system can be met through one major component of quality assurance, that is **Internal Quality Assurance Cell (IQAC)**. The role of this body is to monitor and evaluate the quality of education and research, to develop and implement quality assurance policies and procedures, conduct regular reviews of academic programs, faculty performance and student feedback in order to maintain standard monitoring and promote a culture of continuous improvement.

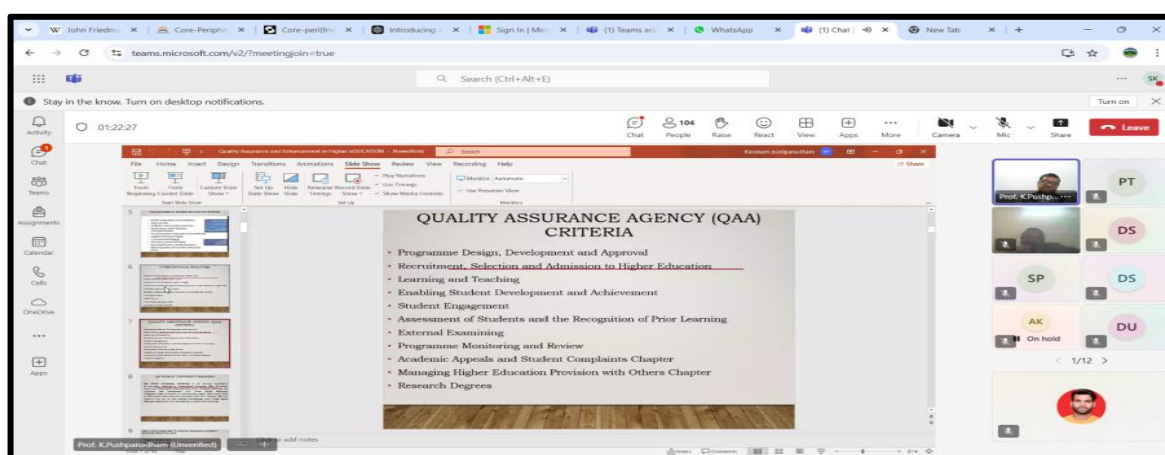


Second Technical Session Employability & Graduate Attributes: Aspect of Quality Assurance

TECHNICAL SESSION III (12:00 NOON -1:30 P.M.)



The third technical session focused on **“NEP 2020 Recommendations: Meeting the Global Needs”**. The resource person underlined the relevance of the NEP 2020 recommendations that seek to meet the contemporary global needs. He explained how the new syllabi encompasses several subjects which not only help student’s holistic development but also direct them how to deal with the era’s needs being felt globally, such as professional ethics, gender equality and opportunity, human values and environment conservation. He also stressed upon the various international agencies that are working towards meeting this goal. He mentioned some like Council for Higher Education Accreditation (CHEA), Quality Assurance Agency (QAA), Australian Universities Quality Agency (AVQA) and International Network for Quality Assurance (INQA)



Third Technical Session focusing on NEP 2020 Recommendations

TECHNICAL SESSION IV: 2:00 P.M. - 3:00 P.M.

The fourth technical session was on the topic **“Student Support and Progression: A Crucial Aspect of HEIs”**. Prof. Pushpanadham highlighted the role of higher education institutions in personal and academic grooming of students. He explained how quality may further be improved by both administrative and academic leaders. He suggested that students’ grievances and feedback should be taken under consideration wherever possible by teachers and administration as well. While administrative leaders focus on operational efficiency, strategic planning, financial management and developing organizational skills, academic leaders must focus on academic excellence and research, subject matter expertise, teaching and research skills so that the students’ requirements can be easily met. Also, the record of progression of students must be kept since it adds in the performance of the institution.

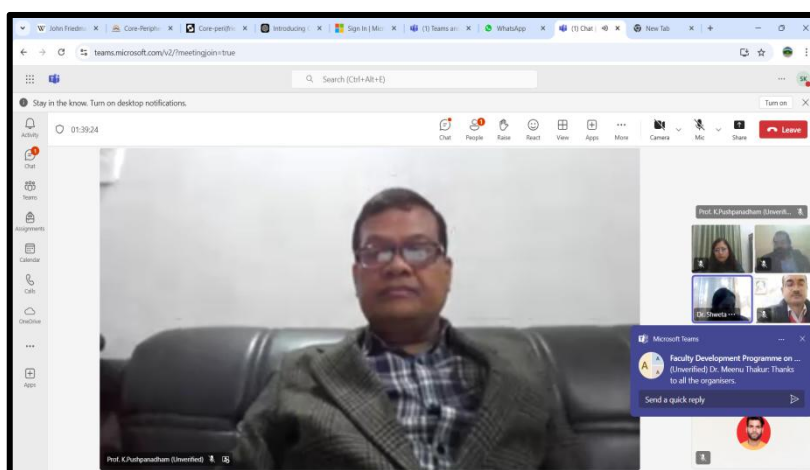
The fifth technical session was held between 3-4 PM on the topic **“Alumni Body Acting as Strength of the Institution”**. In the last session, Prof. Pushpanadham underlined the relevance of the alumni body of higher education institutions as a network of former students that may help in supporting students by providing scholarships, financial help and career and



placement guidance. By conducting activities aiming at social welfare, the alumni body can help to raise the profile of the institution and promote its interests. Alumni body can also communicate with the institution to keep them informed about developments occurring in the job market. Thus, acting as the strength of the institution, it can help in the institution's growth.

Towards the end of the session, Prof. Pushpanadham responded to the queries of the participants, which helped in making the lecture more eventful and enriching.

The first day of the FDP ended with a vote of thanks on behalf of St. Bede's College.



Enriching Interactive Session by Prof. Pushpanadham

VOTE OF THANKS (4:00-4:30)

The vote of thanks for the day was proposed by the moderator Dr. Devina Auchoybur followed by words of appreciation by the principal.

FDP DAY – 2

NAVIGATING THE NEW NAAC ACCREDITATION FRAMEWORK: ENHANCING QUALITY AND INSTITUTIONAL EXCELLENCE

Resource person: Prof. Fr. Xavier Savarimuthu (St. Xavier's College, Jaipur)

Topic: Navigating the New NAAC Accreditation Framework

Date: December 17, 2024

9:30 A.M. – 10:00 A.M.

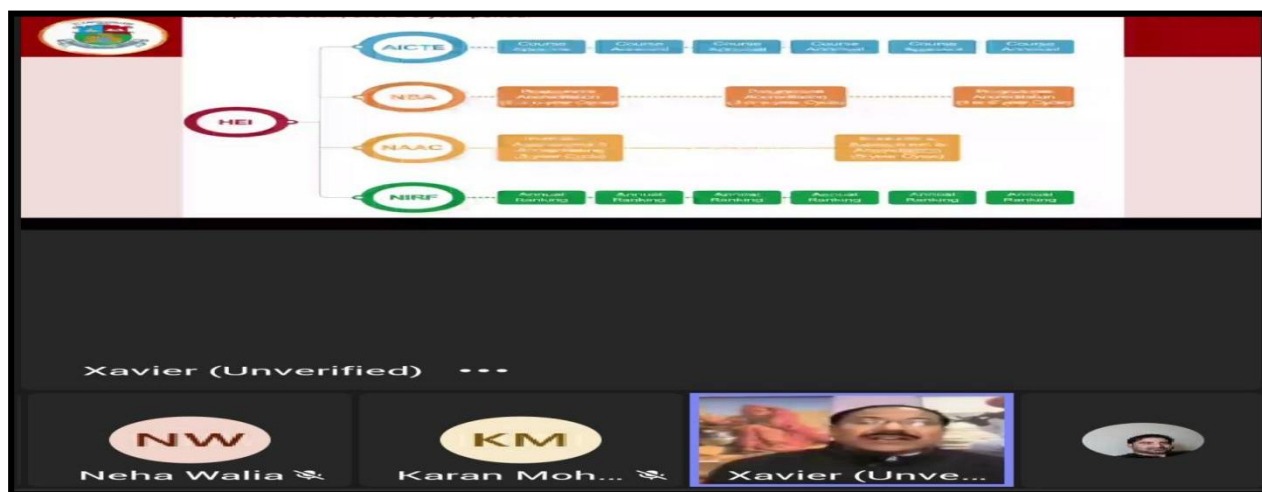


The second day of FDP started with recapitulation of first day which was done by Dr. Preeti Kaundal. She summarised the proceedings of Day 1 where the keynote speaker prof. Pushpanadham highlighted the importance of quality assurance in higher education in accordance with NEP 2020.


Then, moderator for the day Ms. Snigdha Bhatt introduced the resource person Prof. Fr. Xavier Savarimuthu who is the Principal of St. Xavier's College, Jaipur, Rajasthan, India.

TECHNICAL SESSION-I (10:00 A.M - 11:00 A.M.)

The resource person started the presentation by explaining the current systems for approval, accreditation and ranking prevalent in India. He talked about Higher education institutes recognised by the University Grants Commission (UGC). He briefed about the various assessment and accreditation agencies like AICTE, NBA, NAAC and NIRF. He also enlightened the participants about the introduction of AI technology in NAAC framework process.




Current Systems for Approval, Accreditation and Ranking Prevalent in India







NAAC adopts AI technology for accreditation process

Under Binary Accreditation system, where there is no human intervention, AI technology will be used to read the reliability of details/data submitted by higher education institutions across the nation.

 **DHNS**
Last Updated: 31 July 2024, 06:11 IST

Xavier (Unverified) ...

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Introduction of AI Technology in NAAC framework

TECHNICAL SESSION -II (11:00 A.M. - 12:00 P.M.)

Prof. Xavier started the second technical session by introducing the participants to the new Binary System of accreditation which is to be implemented by NAAC. He explained in detail the three pivotal areas of the new system i.e. Input, Process and output and their respective metric discretions. He told about numbers of metric associated with universities, autonomous colleges and affiliated colleges within the new framework. He also discussed about 10 criterions which are divided in input, process and output framework.



INDIA EXPRESS

NAAC accreditation project released in English

- The proposed framework aims to reduce cycle time, lower accreditation fees, and eliminate the need for physical peer team visits. Data validation, primarily quantitative, will be conducted by the institutions to ensure objectivity and correctness in assessments. **The framework includes 59 metrics for universities, 56 for autonomous colleges, and 46 for affiliated colleges. NAAC has also developed discipline-specific manuals for fields such as law, health sciences, and management to meet their specific requirements.**

Xavier (Unverified) ...

NW
Neha Walia

KM
Karan Moh...

Xavier (Unve...)

New Binary System

Areas	Metric
Input	Curriculum Design
	Faculty Resources
	Infrastructure
	Financial Resources and Management
Process	Teaching and Learning
	Extended Curricular Engagement
	Governance and Administration
Outcome	Student Outcomes
	Research and Innovation Outcomes
	Sustainability Outcomes

Input, Process and Output and their Respective Metric Discretions



TECHNICAL SESSION III (12:00 NOON -1:30 P.M.)

The resource person started the session by comparison between the features of old and new system of accreditation in NAAC in alignment to NEP. He enlightened about the importance of public disclosure under the new system which was missing in the earlier one. Along with, emphasis on sustainability, financial resources and their management and extended curricular engagements being the highlights of the new system. Next, he talked about the five levels based on maturity under which institutions will be ranked.

3.5. Present Accreditation Systems vis-à-vis NEP 2020's Vision

While NEP 2020 envisages a completely new system of accreditation through NAC, the present system adopted by NAAC is grossly divergent from the desired objectives of NEP 2020 as highlighted below:

Present Accreditation System	NEP 2020 Vision
Score-based, Multiple Grade Accreditation	Binary Accreditation
Portal Self-Disclosure	Public Self-Disclosure
Single Accreditation institutions	Approved Accreditation institutions
One-Size-Fits-All Model	University-Type-Based process
Input-Process-Limited-Outcome approach	Majorly Outcome-Based approach
Generic policy benefits as an incentive for accreditation	Empirical policy benefits to motivate accreditation

Comparison between the Features of Old and New System of Accreditation in NAAC



Faculty Development Program...
27:39 85 attendees

2 Notifications (2)

Accreditation (MBGA) system

- Comprising of 1 to 5 levels
 - 1-4 will signify institutions of National Excellence
 - 5 will denote institute of Global Excellence for Multi Disciplinary Research and Education
- There will be yardsticks / parameters which will be decided by a set of committees soon
- HEI needs to Qualify these benchmarks for different levels of accreditations.**
- The credibility of these levels will be much higher than the existing accreditation system

Maturity Based Level	Description
Level 1	Emerging Institutions
Level 2	Developing Institutions
Level 3	Established Institutions
Level 4	Advanced Institutions
Level 5	Institutions of Global Excellence

Xavier (Unverified)

Five Levels based on Maturity

TECHNICAL SESSION IV (2:00 P.M. - 3:00 P.M.)

The session post lunch started with the introduction to 10 criterias according to the Binary accreditation where the input, process and outcome were explained according to their weightage in university, autonomous colleges and affiliated colleges. He explained in detail Criteria 1-5 which included their metric title and their metric description.

Following are the first five criterions under the new system:

- Criterion 1 – (Input) Curriculum Design
- Criterion 2 – (Input) Faculty Resources
- Criterion 3 – (Input) Infrastructure
- Criterion 4 – (Input) Financial Resources and Management
- Criterion 5 – (Process) Learning and Teaching



S. No.	Attributes	Score	Score
1	Curriculum	75	225 (Input)
2	Faculty Resources	50	
3	Infrastructure	50	
4	Financial Resources & Management	50	
5	Learning & Teaching	125	325 (Process)
6	Extended Curricular Engagements	100	
7	Governance and Administration	100	
8	Student Outcomes	150	350 (Outcome)
9	Research & Innovation Outcomes	125	
10	Sustainability Outcomes & Green Initiatives	75	
Uniqueness-Impact /Situatdness		100	100
Total		1000	

Criterion (1-5) under the New System

Binary Accreditation-Colleges			
Input- 1.Curriculum Design			
No.	Metric Title	Metric Description	Affiliated
1.1	Outcome-based curriculum	Curriculum framework is in alignment with Program Specific outcome covering POs, PSOs & COs	
1.2	Stakeholder Participation	Participation of Students, Teachers, Employers, Alumni, Entrepreneurs in curriculum design	X
1.3	Curriculum Flexibility	Academic Curriculum Flexibility is reflected through incorporation of component such as- MEME, ABC, Elective/optional/Dual Degree/twinning programme/education in mother tongue/creditation of EC and CC engagements/inter-institution credit transfer	X
1.4	Practical and Industry Focus	Percentage of courses with emphasis on field projects / research projects / Internships / field work/practical hands on training etc	
1.5	Practical/Skill Orientation	Percentage of Skill oriented Courses aligned with NSQF and Skill focus included in curriculum design courses in last three years	X
1.6	Online and Blended Learning	Percentage of online course through SWAYAM and other recognized platforms, which are credited in the curriculum during the last three years	X
1.7	Curriculum revision	The frequency of curriculum revision (Program and courses) in the last three years	X
1.8	Indian Knowledge System	KS is promoted through integration of components in curriculum such as - (1) Certificate Courses/workshops/seminars on IKS (2) Components of IKS in core curriculum (3). Promotion of students projects and researches on IKS	

Input- 2. Faculty Resources			
No.	Metric Title	Metric Description	Affiliated
2.1	Recruitment	Faculty sourcing practices includes 1. Short listing based on ORDINANCES of Central/ State/ other Universities2. List of candidates shortlisted posted on website of the institution 3. provision of appeal against short listing 4. selection committees constituted as per UGC regulation 2018 5. Roster followed for selection of teachers 6. Selection based on Academic Score/Written Test/Personal Interview 7. Required No. of teaching position as per regulatory body and Filled Up Posts of Faculty 8. Selection process for faculty transparent and open	X
2.2	Pay and Allowances	Whether the pay and allowances are as per UGC/AICTE norms	
2.3	Faculty Diversity	Ratio of teachers with gender and geographic diversity to the total number of teachers	
2.4	Faculty development	Percentage of faculty attended training programs (AICTE, UGC, ARPIT and similar), faculty sponsored for industrial training, fellowships etc.	
2.5	Faculty Retention	Percentage of faculty worked in the institution continuously for the past three years against the sanctioned post	
2.6	Faculty Student Ratio	Number of students per faculty, cadre wise faculty strength	

Criteria 1-5 including their Metric Title and their Metric Description

TECHNICAL SESSION- V (3:00-4:00)

In this session, Prof. Xavier introduced the remaining 5 criterions i.e. 6-10, which are as follows:

- Criterion 6- (Process)- Extended curricular engagements
- Criterion 7(Process)- Governance and Administration
- Criterion 8 (Outcome)- Student Outcomes
- Criterion 9 (Outcome)- Research and Innovation Outcomes
- Criterion 10 (Outcome)- Sustainability (Green Initiatives)

After completion of all the 10 criteria, the resource person clarified the queries of the participants.



COMMUNITY RELATED ACTIVITIES INCLUDING UBA

- Technical/ Domain related Clubs activities and technical festivals
- Hackathon and Ideation Workshops
- Cultural Clubs Activities and Festivals
- Mental Health Clubs and Activities
- Sports Clubs/ Teams and Activities
- Community related activities Including UBA

CRITERIA:

- Technical/Domain Clubs; Activities; Chapters of Professional bodies
- Hackathons - Conducted; Students Participations!
- Cultural Clubs & Activities s)
- Mental Health, Meditation etc.
- Impact of Institution on Communities; Clean Village; Disease free Village; Empowered Women Communities; Adaptation of Villages under UBA

UBA

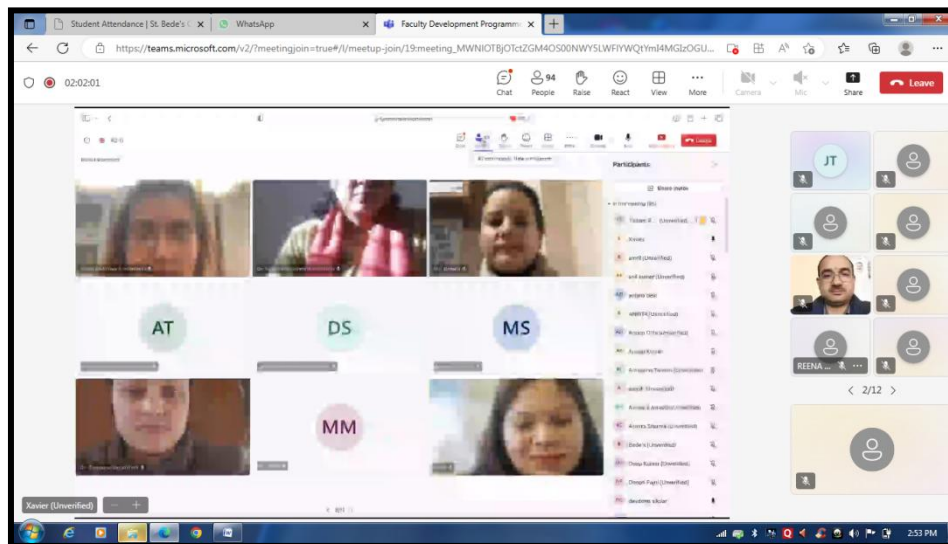
Binary Accreditation- Colleges Process- 7. Governance and Administration

No.	Metric Title	Metric Description	Affiliated
7.3	Student & Employee Welfare	Effective Employee Welfare provisions for teaching, non-teaching staff and other beneficiaries which includes following: (1) Subsidized interest/interest free loans or consideration/concession to employees's dependents in admission (2) Health & life insurance schemes (3) Support through in-campus infrastructure facilities like in-house crèche, school(s), staff quarters, hospital, and other facilities (4) Policy on various leaves and academic concessions (5) Safety audit and resultant maintenance for continuous quality living & ambience (6) Any other please specify	
7.4	Grievance handling Mechanism	Institutional level grievance handling Mechanisms is available and has the following redressal cells to resolve grievances including sexual harassment and ragging cases. 1. Women Anti Sexual-Harassment Cell 2. Anti Ragging Cell 3. Counseling Centre 4. Grievance redressal Cell 5. Ombudsman 6. Specify if, any other Cell	

Criterion-7

VOTE OF THANKS (4:00-4:30)

The vote of thanks for the day was proposed by the moderator Ms. Snigdha Bhatt followed by words of appreciation by the principal.



Attendance

FDP DAY -3

‘QUALITY INDICATORS OF NAAC AND INSTITUTIONAL REVIEW’

Resource Person: Prof. Rachna Verma Mohan (Shri Lal Bahadur Shastri National Sanskrit University, Delhi)

Topic: Quality Indicators of NAAC and Institutional Review

December 18, 2024

9:30 A.M. – 10:00 A.M.

The second day of FDP started with recapitulation of second day which was done by Ms. Punam Chauhan. She summarised the proceedings of Day 2 where the keynote speaker Prof. Fr. Xavier Savarimuthu provided an in-depth understanding of the Binary Accreditation Framework, detailing its 10 key attributes and explaining how this system can drive institutional excellence.

Then, moderator for the day Dr. Gitanjali Mahendra introduced the resource person Prof. Rachna Verma Mohan.

TECHNICAL SESSION-I: 10:00 A.M - 11:00 A.M.

The topic for Day 3 of FDP was **“Quality indicators of NAAC and Institutional Review”**. The Resource Person was Prof. Rachna Verma Mohan. It was discussed by the resource person that NAAC has developed criterion-based assessment which is very important for the



accreditation and assessment of higher education institutions. These seven criteria represent the academic and administrative aspects of institutional functioning along with focus on emerging issues and innovations. The seven criteria discussed were as follows-

Criterion-I Curricular Aspects –

It was discussed that affiliated college is essentially a teaching unit which depends on its affiliating University for the curriculum design and development and its periodical updating. The role of affiliated college is mainly in implementation part.

The key indicators discussed under Criteria-I were:

- 1) Curriculum planning and implementation
- 2) Academic flexibility
- 3) Curricular enrichment
- 4) Feedback system

In curricular planning and implementation various ways by which effective curriculum delivery through a well-planned and documented process could be carried out were discussed. Comprehensive approach towards curriculum planning, delivery and continuous internal evaluation were emphasized. Effective communication and various methods to be applied to ensure proper guidance for the students were suggested. The resource person also mentioned that based on Bloom's Taxonomy POs, PSOs and COs to be prepared very carefully as UGC has set these for the sake of quality assurance. Also NEP2020 focusses a lot on these aspects.

Under academic flexibility different value added and add on certificate courses to enhance students' knowledge and skills that could be offered by the colleges according to need were suggested. In curriculum enrichment delivering a curriculum based on professional ethics, gender sensitization, ethical and moral values and environment sustainability not only via departmental courses but also through outreach programs was emphasized. Lastly under this criteria feedback in the form of inputs from students to be taken and incorporated.



Slide on Curriculum Planning

TECHNICAL SESSION -II: 11:00 A.M. - 12:00 NOON

Criterion-II Teaching Learning and Evaluation-

In this criterion it was mentioned by the resource person that it mainly focuses on the efforts of the institution to cater to the needs of students (inclusiveness) of diverse background and abilities, through effective teaching –learning experiences such as use of interviews, focused group discussions, debates, projects, presentations, experiments, practical, internships and application of ICT resources to promote higher order thinking.

The key indicators discussed under Criteria-II were:

- 1) Student enrolment and profile
- 2) Student Diversity
- 3) Teaching-Learning Process
- 4) Teacher Profile and Quality
- 5) Evaluation process and reforms
- 6) Student performance and learning outcomes.

In student enrolment and profile, it was mentioned by the resource person that admission process to different programs in the college should be transparent and should comply with the norms of regulatory/governing/state/central government agencies. Under teaching learning process learner centered methods through appropriate methodologies such as participative, experiential, collaborative learning was advised for construction of

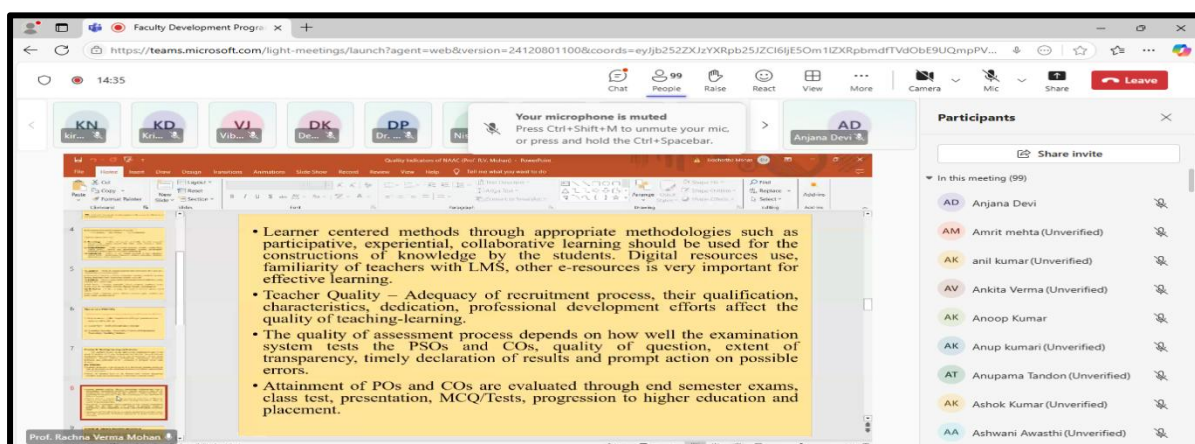


knowledge by the students. Digital resources use, familiarity of teachers with LMS, other e- resources were emphasized for effective learning.

The institute should satisfy the learning needs of students from different backgrounds including different communities. Under teacher profile and quality adequacy of recruitment process, their qualification, characteristics, dedication, professional development efforts were emphasized.

For evaluation process and reforms use of Bloom's taxonomy's in question paper setting by teacher's was mentioned. It was emphasized that quality of assessment process depends on how well the examination system tests the PSO's and COs, quality of question, extent of transparency, timely declaration of results and prompt action on possible errors.

To evaluate students' learning, assessment to be carried out by Formative and Summative means i.e., the use of Rubrix cube. Under formative assessment, Continuous Comprehensive Assessment (CCA) to be done through class tests, assignments, presentations, quizzes and attendance. For Summative assessment students to be given guidance to take their final examinations conducted by the affiliating University which marks the completion of the course. It was also mentioned that attainment of POs and COs will be marked with progression of students to higher education and placements.



Teaching Learning and Evaluation

TECHNICAL SESSION III: 12:00 NOON -1:30 P.M.

Criterion-III Research and Innovation and Extension-

The resource person emphasized that it deals with the facilities provided and efforts made by the institution to promote research and innovation. Also, through extension activities serving the community is social responsibility which should be taken up by the institution.



The key Indicators discussed under this criterion were 1) Research Grants/research project/ external funding/seed money 2) Innovation 3) Incorporation of IKS and awareness about IPR 4) Research Publications 4) Extension activities 5) Collaborations/MOU's

Under the key indicator research grants it was mentioned by the resource person that institutional support be provided to the faculty for securing research funding from external agencies by providing flexible administrative policies. Also seed money support can be provided by the institute to the faculty/researcher along with research facilities and academic support. Interdisciplinary and interdepartmental research activities and resource sharing be encouraged. In innovation and incorporation of Indian Knowledge system and IPR awareness establishment. It was mentioned that institute should create the ecosystem for innovation by establishing of IPR cell and IKS be incorporated in syllabus.

Research publications of the faculty-its quality, number of patents obtained, and awards received should be documented

In extension activities community service that intended to help, serve, reflect and learn was emphasized. Also, adoption of villages and helping them in various ways, sanitation, awareness about education of girls, skill development, medical help was recommended.

Under the key indicator collaborations and MOUs, it was emphasized that collaborations with other academic institutions, industry or other agencies of professional and social relevance. Training, student exchange, faculty exchange, research and resource sharing, signing MOUs with institutes of national repute.

33:50

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Participants

Share Invite

In this meeting (91)

- AD Anjana Devi
- AM Amrit mehta (Unverified)
- AK anil kumar (Unverified)
- AV Ankita Verma (Unverified)
- AK Anoop Kumar
- AK Anup kumari (Unverified)
- AT Anupama Tandon (Unverified)
- AK Ashok Kumar (Unverified)
- AA Ashwani Awasthi (Unverified)

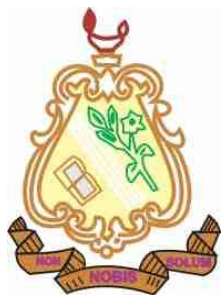
Prof. Rachna Verma Mohan

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Slide 10 of 12

- Institute has created an ecosystem for **innovations, incorporation of IKS** in the curriculum, awareness about IPR and establishment of IPR cell, incubation centre.
- Research publications of the faculty – its quality, no. of patents obtained, no. of awards etc.
- Extension activities emphasizing **community service** are intended to help, serve, reflect and learn. Especially in rural India – adopting a village, helping them in various ways, sanitation, awareness about education of girls, skill development, medical help, awareness about their rights etc.
- **Collaboration** with other academic institutions, industry or other agencies of professional and social relevance. Training, student exchange, faculty exchange, research and resource sharing, signing MOUs with institutes of national & international repute.

Research and Innovation and Extension



Conclusion: The resource person gave a detailed insight into the key indicators of Criterion I, II and III and how they contribute to institutional assessment.

Lunch Break: The participants went for a half an hour lunch break from 1.30-2.00 p.m.

TECHNICAL SESSION IV (2:00 P.M. - 3:00 P.M.)

The Technical session IV conducted by Prof. Rachna Verma Mohan focused on Criteria IV 'Infrastructure and Learning Resources' and Criteria V 'Student Support and Progression'. The session highlighted strategies for optimizing institutional resources, supporting student growth, and enhancing the overall quality of academic and extracurricular initiatives.

Criterion IV: Infrastructure and Learning Resources

Prof. Mohan emphasized the critical role of infrastructure, learning resources, and administrative efficiency in fostering an environment conducive to educational excellence.

Key indicators discussed were:

1. **Physical Facilities:** Institutional infrastructure is pivotal for supporting curricular, extracurricular, and administrative activities. Regular maintenance and allocation of a dedicated budget for annual upkeep are essential for sustainability and effective usage.
2. **Library as a Learning Resource:** Libraries remain central to academic enrichment, providing access to books, journals, and other critical learning materials. Automation, e-journals, and remote access to e-resources are essential for meeting modern academic needs.
3. **ICT Facilities:** Adequate ICT infrastructure and accessibility for students, faculty, and staff are vital for operational efficiency. Regular upgrades and systematic maintenance of ICT systems ensure reliability and seamless functionality.
4. **Infrastructure Maintenance and Optimal Utilization:** Sustained maintenance enhances the durability and reliability of infrastructure. Promoting shared responsibility among stakeholders helps maximize the effective utilization of available resources.

Conclusion

The session highlighted the importance of sustainable management of institutional resources. Prof. Mohan's insights offered a comprehensive framework for ensuring academic excellence and holistic campus development.



The screenshot shows a Zoom meeting interface. On the left, a PowerPoint presentation is displayed with the title 'Criterion IV. Infrastructure and Learning Resources'. The slide content includes a paragraph about optimal use of facilities and a list of key indicators. On the right, a video call is active with two participants: Prof. Rachna Verma Mohan and Nishant. The Zoom controls are visible at the bottom.

Criterion IV. Infrastructure and Learning Resources

Optimal use of the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus.

Key indicators :

- Physical facilities contribute to the effective ambience for curricular, extra-curricular and administrative activities. Provision of annual **facility maintenance expenditure** in the budget should be made.
- Library works as a learning resource in terms of books, journals and other learning materials. **Automation of library**, use of e-journals, books, providing remote access to e-resources in the library have become necessity.
- Adequate **ICT facilities**, its access to students, faculty, administrative staff.
- Regular up keep of the infrastructure and promoting optimum use of the same.

Prof. Rachna Verma Mohan (...)

Nishant

Criterion IV

Criterion V: Student Support and Progression

Prof. Rachna Verma Mohan outlined the institution's role in establishing robust support mechanisms to empower students, providing meaningful campus learning experiences, and facilitating their progression to higher education or employment.

Key Highlights

1. **Support Mechanisms:** Key systems such as the Guidance Cell, Placement Cell, and Grievance Redressal Cell ensure academic and personal support. Regular Parent-Teacher Meetings foster collaboration, addressing student-specific concerns effectively.
2. **Financial Assistance:** Scholarships and financial aid for economically disadvantaged students promote inclusivity and reduce financial barriers.
3. **Student Progression:** Focus on tracking and supporting students' progression to higher education or employment. Tailored guidance is provided to help students qualify for state, national, or international-level exams and competitions.
4. **Holistic Development:** Encouraging participation in social and cultural activities fosters overall personality development and social responsibility.
5. **Alumni Engagement:** The Registered Alumni Association contributes financially and non-financially to institutional growth. Alumni activities such as guest lectures, mentoring, and placement support strengthen institutional ties and benefit current students.

Conclusion



The session reinforced the institution's responsibility to create a supportive ecosystem for student development. By prioritizing holistic growth, financial inclusivity, and alumni engagement, institutions can empower students to achieve academic excellence and prepare for future success.

Criterion V- Student Support and Progression

This criterion highlights the efforts of the institution to provide necessary support to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their progression to higher education and gainful employment.

Key indicators :

- Establishment of **supportive mechanisms** like guidance cell, placement cell, grievance redressal cell, parent-teacher meeting etc.
- Students benefitted through **scholarships**, freeships etc.

Prof. Rachna Verma Mohan (Unverified)

NB SP

dita B... St Bede's P... Prof. Rachna ...

Criterion V

TECHNICAL SESSION- V (3:00-4:00 pm)

Criteria VI of the NAAC Assessment Framework focuses on the Governance Structure, Leadership, and Management Practices of an Institution. It evaluates how these aspects contribute to the institution's effectiveness, efficiency, and ability to achieve its goals. The following are the detailed quality indicators under this criterion which was discussed by the resource person:

Institutional Vision and Leadership: This indicator evaluates the institution's ability to align its vision and mission with its governance and leadership practices by engaging in participative decision process to achieve the vision, mission and goals of the institute.

Vision and Mission: The institution must have a clear, well-articulated vision and mission that guides its academic, administrative, and developmental strategies.



Leadership Style: Participative and decentralized leadership models should be preferred where the stakeholders (faculty, staff, and students) are involved in participative decision-making.

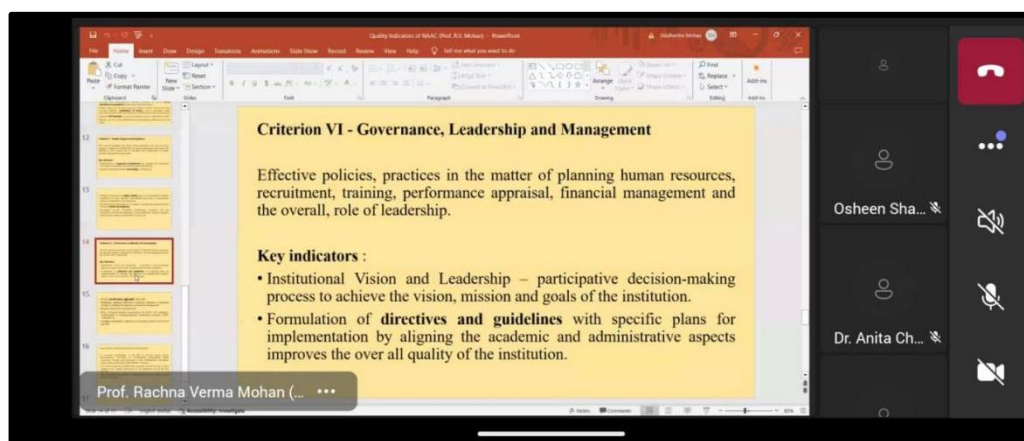
Strategic Planning: Leadership should focus on long-term goals with periodic reviews and updates based on emerging trends in education and society.

Faculty Empowerment Strategies: This indicator assesses the institution's efforts to support and enhance the professional development of its faculty and staff. The resource person emphasised on frequent organization of faculty development programs (FDPs), workshops, and seminars to enhance skills and knowledge of the faculty. She also focused on the transparent performance appraisal systems based on key performance indicators (KPIs) like teaching quality, research contributions, and community engagement.

Financial Management and Resource Mobilization: This indicator evaluates the institution's financial planning, monitoring, and resource mobilization efficiency. To ensure transparency in financial management the institute should conduct regular internal and external audits.

Internal Quality Assurance Cell (IQAC): The institution's internal quality assurance mechanisms should ensure continuous improvement in academic and administrative functions. As IQAC plays a central role in planning and monitoring of the quality initiatives. Other main important task of IQAC is to collect and analyse the feedback forms by stakeholders (students, parents, alumni, and employers) for quality enhancement.

The institution should adopt participative approach in managing activities and the institute should also focus on initiatives for quality improvement.



Criterion VI



Criteria VII of the NAAC Framework Focuses on the Institutional Values and Best Practices. The focus here is on the institution's commitment to ethical governance, sustainability, inclusivity, and its role in fostering community engagement. It also evaluates the initiatives and practices that reflect the institution's adherence to core values and its contribution to societal well-being.

The following are the detailed quality indicators under this criterion which was discussed by the resource person:

Institutional Values and Social Responsibilities:

Here the resource person emphasised that all institutions must conduct awareness programs, workshops, and campaigns to promote gender equity and sensitize stakeholders about gender issues. Some other key pointers on which the institute must focus on are:

Best Practices

The resource person emphasized on the importance of best practices and how to identify the Best Practices. She informed that institutions should implement unique, innovative practices that positively impact stakeholders and best practices of institution should align with their vision and mission. It is also very important to frequently monitor and proper documentation of best practices for internal and external dissemination. The institution should be recognised for certain attributes which make it distinct or one of its kind.

Environmental Sustainability: Some key initiatives that the institutions can adopt are, alternative energy initiatives, water conservation initiatives such as regular monitoring of water usage to reduce wastage and eco-friendly infrastructure.

Human Values and Professional Ethics: It is the social responsibility of the Higher Educational Institutes to promote human values and professional ethics, sensitizing students and employs to the constitution obligations, values, rights, duties and responsibilities of citizens.

Conclusion: All the sessions were highly informative and insightful. The session concluded with an engaging question and answer segment allowing participants to clarify their doubts and gather actionable insights for institutional improvement.



Faculty Development Programme on Enhancing Quality Assuran...
01:13:09 97 attendees

Criterion VII- Institutional Values and Best Practices

- It is social responsibility of the HEI to promote gender equity, environmental awareness & sustainability, professional ethics, sensitizing students and employees to the constitutional obligations, values, rights, duties and responsibilities of citizens.
- Any practice that the institution has internally evolved having positive impact on the regular functioning of the institution can be the best practice.
- The institution recognized for its certain attributes which make it distinct or one of its kinds.

Prof. Rachna Verma Mohan (...)

Osheen Sha...
Dr. Anita Ch...

Criterion VII

VOTE OF THANKS (4:00-4:30 pm)

The vote of thanks for the day was proposed by the moderator Dr. Gitanjali Mahendra followed by words of appreciation by the principal.

Faculty Development Progra...
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Ashok Kumar (Unverified)
Prof. Rachna Verma Mohan
devina.auchaybur@stbedescollege1.onmicros...

MA
Molly Abraham (Unverified)

D2
Divya Sharma 2 (Unverified)

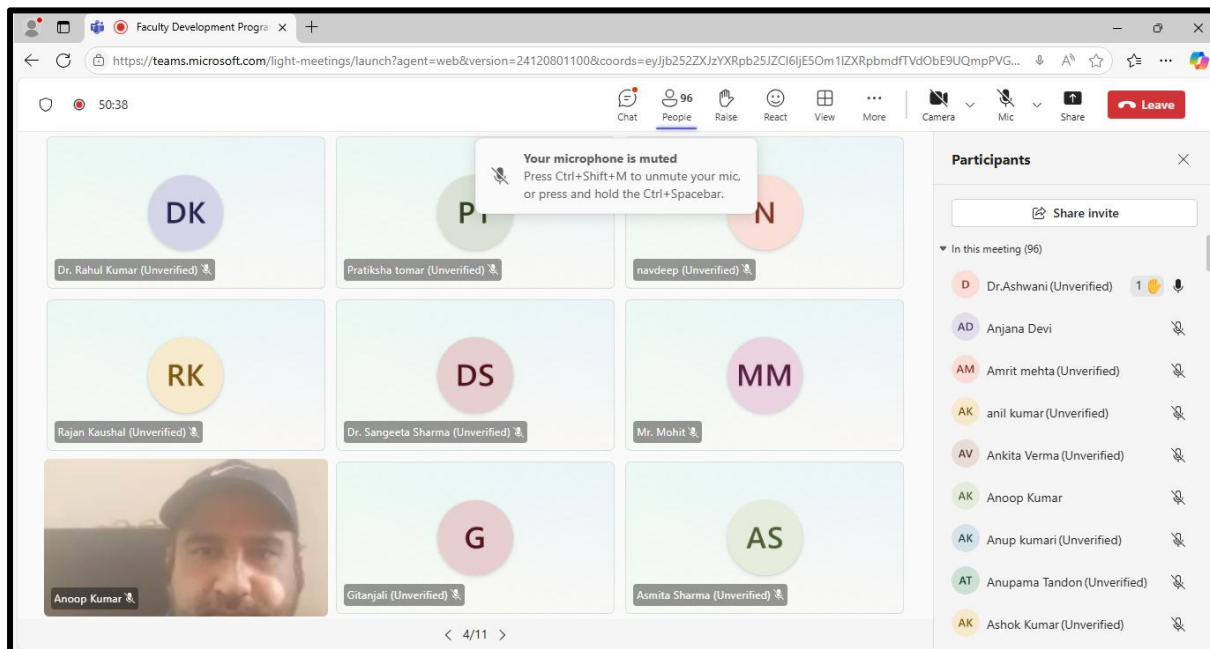
SK
sanjeev kumar (Unverified)

SD
Shikha Dharwal

D
Dr. Sansar Chand (Unverified)

Participants
Share invite
In this meeting (93)

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Attendance

REPORT-DAY 4

BEST PRACTICES AND REPORTING

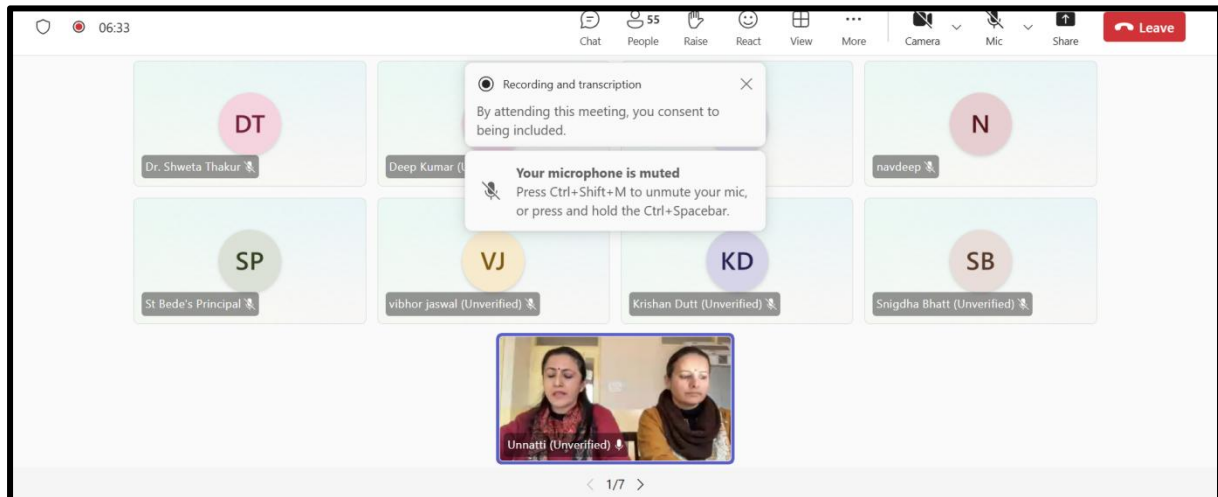
Resource Person: Prof . Pradeep Deota, MS University of Baroda

Topic: Best practices for quality enhancement at HEI

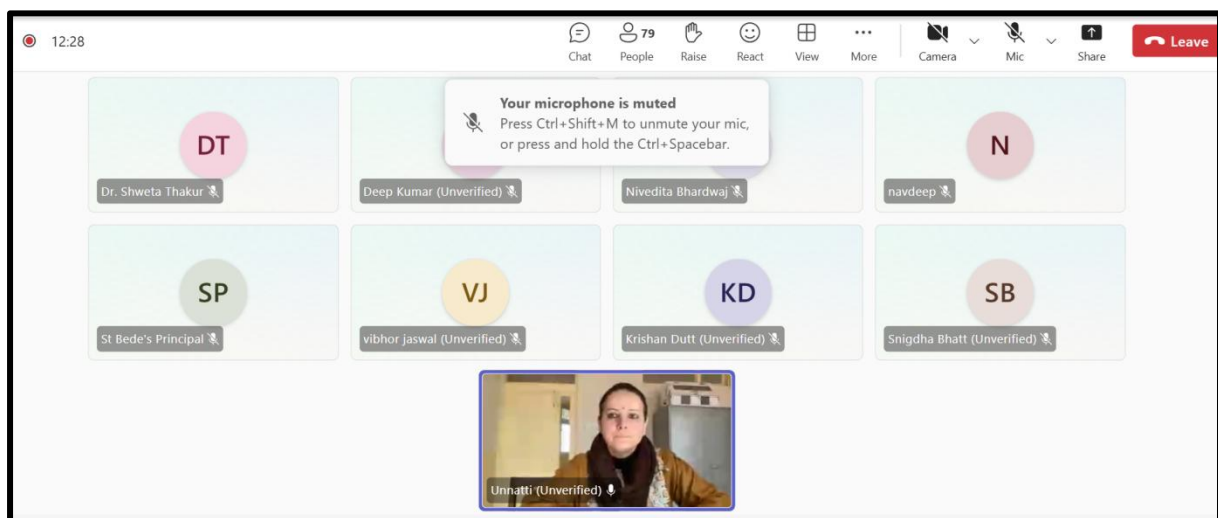
Date: December 19, 2024

The fourth day of the Faculty Development Programme began with a recapitulation of the third day by Ms. Punam Chauhan, Assistant Professor, Department of History.

Ms. Unnatti Chauhan, Assistant Professor, Department of Economics, welcomed the Resource person, Dr. Pradeep Tryambak Deota, who is a Professor in the Applied Chemistry Department at The Maharaja Sayajirao University of Baroda, India. She also welcomed Principal, Professor Sister Molly Abraham, and all participants joining us from across the country.



Recapitulation Session



Introduction of the Speaker

TECHNICAL SESSION I: 10:00 – 11:00 AM

Dr. Deota's Technical Session-I provided an in-depth understanding of the processes and framework involved in the accreditation process for higher education institutions (HEIs) under the National Assessment and Accreditation Council (NAAC). The session highlighted the importance of quality assurance in Indian HEIs and outlined the steps that institutions need to take to achieve and maintain accreditation.



Establishing Internal Quality Assurance Cells (IQACs)

Dr. Deota began by highlighting the role of NAAC in promoting a culture of quality in higher education. NAAC encourages HEIs to set up Internal Quality Assurance Cells (IQACs), which are crucial for continuous improvement and maintaining high educational standards. Impressively, over 7,000 institutions have already established their IQACs. These cells act as internal monitors, driving quality-improvement activities in line with NAAC's guidelines, which are inspired by global practices from organisations like the Asia Pacific Quality Network (APQN) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). This ensures that Indian HEIs meet international benchmarks, boosting global competitiveness and enhancing educational outcomes. The session provided a clear breakdown of the Internal Quality Assurance (IIQA) application process. Institutions must first verify their eligibility by meeting basic requirements set by statutory regulatory authorities (SRAs). Once eligible, they submit academic data and pay the application fees.

The Central Application Processing Unit (CAPU) reviews the application, and if it doesn't meet the criteria, institutions may need to resubmit. Once accepted, institutions prepare a Self-Study Report (SSR), which includes a thorough evaluation of their academic and operational metrics, incorporating student survey inputs and undergoing rigorous data validation.

NAAC, then, conducts a comprehensive assessment, combining system-based evaluations and performance task assessments. The process concludes with grading, valid for five to seven years. Institutions that don't meet accreditation requirements can appeal or request re-assessment, ensuring transparency and consistency.

Dr. Deota explained how the Cumulative Grade Point Average (CGPA) is calculated, a key factor in an institution's accreditation status and derived from three main sources i.e. System Generated Scores (SGS), Peer Team Assessment and Student Satisfaction Survey Results



To achieve accreditation, institutions must meet specific grade qualifiers, including a minimum CGPA score of 1.51. Depending on their performance, HEIs are graded from A++ (CGPA of 3.51-4.00) to D (CGPA of 1.50 or lower), ensuring consistent quality standards.

Assessment Criteria and Evaluation

The session emphasized NAAC's comprehensive accreditation framework, which evaluates institutions across multiple criteria, including curriculum development, teaching and learning processes, research and innovation, infrastructure, and student support services. Each criterion is weighted based on the institution's type and assesses overall student progress and development.

The entire evaluation process includes feedback from students and alumni, along with third-party validation, ensuring objectivity and accountability. Key indicators like teacher quality, innovation ecosystems, and social responsibility are also considered for a well-rounded assessment.

Peer Team Visit and Transparency

NAAC ensures transparency in the accreditation process by handling logistics for peer team visits and managing all travel and accommodation arrangements. This eliminates financial transactions between institutions and peer team members, preventing conflicts of interest and reinforcing the integrity of the evaluation process.



National Assessment and Accreditation Council (NAAC)

- A **Regulatory Body** for the Academic Institutions in India
- It **provides a Grades** to HEIs after a Self-Assessment, Data Validation and Verification (DVV)
- **NAAC grading** - benchmark of quality in HEIs for the recognition for funding by Govt and Non- Govt Agencies
- **Accreditation validity** - 5 years
- **Arranges Peer Team Visit** (PTV) to the institution
- **Final goal** - Overall Improvement in the Institutions Functioning
- **Evaluation** - based on **Seven Criteria** with Qualitative and Quantitative data
- **Each Criterion** is dedicated to **One Pillar of the HEI**

Assessment and Accreditation Process

- **Simplified Process**
- **Less No. of Questions**
- **Condition of Pre-Qualifier for Peer Team Visit, (30% of System Generated Score)**
- **Appeal Mechanism**
- **Automated Selection of Peer Team Visits**
- **User-friendly Dashboards for Admin users (Coordinator and HEIs, INFLBNET and DVV partner)**

Technical Session I: Assessment Criteria and Evaluation

TECHNICAL SESSION II: 11:00 – 12:00 PM

In this session, Dr. Deota emphasized the importance of accreditation as a crucial process for higher education institutions (HEIs). Accreditation brings numerous benefits, helping institutions grow, excel, and sustain their operations. Here's how accreditation, especially from bodies like the National Assessment and Accreditation Council (NAAC), can positively impact HEIs:

1. Understanding Strengths and Weaknesses



Accreditation helps institutions identify their strengths, weaknesses, opportunities, and threats (SWOT).

2. Better Planning and Resource Allocation

Through accreditation, institutions can:

- Identify where they need resources.
- Plan effectively for faculty development, research grants, and student support.
- Set benchmarks for continuous improvement.

3. Easier Access to Funding

Accredited institutions are more likely to receive funding because:

- They meet the criteria for government grants.
- They attract private investments.
- They can align their goals with funding opportunities.

4. Building Trust with Society

Accreditation provides reliable information about an institution's quality, helping:

- Students and parents make informed decisions.
- Build trust and confidence in the institution's commitment to quality education.
- Enhance the institution's reputation.

5. Helping Employers

Employers benefit from knowing that graduates from accredited institutions are well-prepared. This leads to:

- Assurance of graduates' competence.
- Simplified recruitment processes.
- Stronger partnerships for internships and job placements.

6. Encouraging Collaboration

Accreditation promotes collaboration within and between institutions:



- Departments work together towards common goals.
- Institutions engage in exchange programs and joint research projects.
- Networking opportunities with global institutions.

7. Demonstrating Commitment to Excellence

Accreditation shows an institution's dedication to maintaining high standards through:

- Regular curriculum updates.
- Professional development for staff.
- Transparent performance reporting.

8. Continuous Improvement

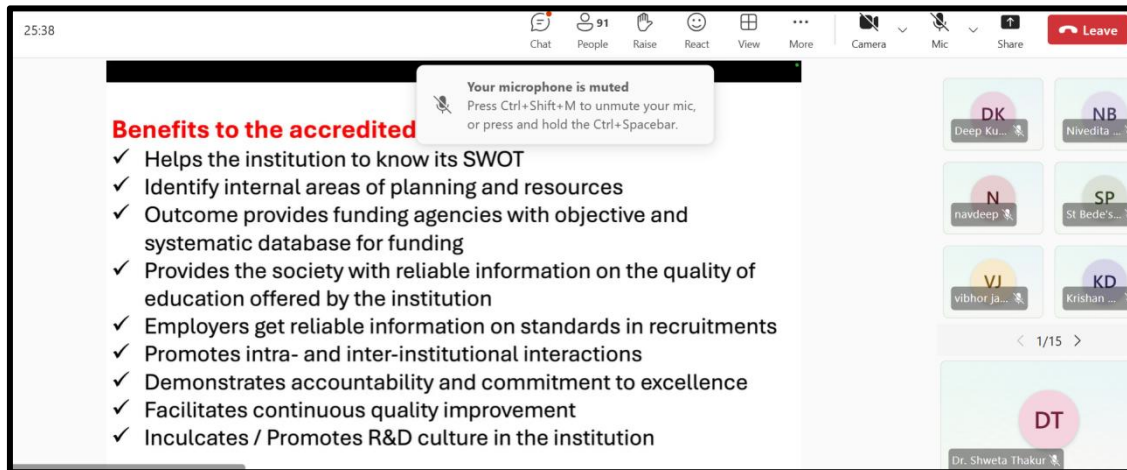
Accredited institutions are always improving by:

- Adopting innovative teaching methods.
- Encouraging research and publications.
- Updating curricula to stay relevant.

9. Promoting Research and Development

Accreditation emphasizes research, leading to:

- Establishment of R&D centres.
- Interdisciplinary and industry-relevant projects.
- Collaborations with research organizations.
- Increased visibility through publications and patents.



Technical Session II: Benefits of Accreditation

TECHNICAL SESSION III: (12:00 – 1:30 PM)

The session started with a focus on Criterion VII: Institutional Values and Best Practices. This criterion emphasizes how higher education institutions (HEIs) incorporate core values, sustainability, and social responsibility into their operations, carrying a total weightage of 100 points.

Institutional Values and Social Responsibilities (50 points)

This section evaluates the institution's dedication to five key areas:

- **7.1.1 Gender Equity (10 points)**
- **7.1.2 Environmental Consciousness and Sustainability (10 points)**
- **7.1.3 Resources for Differently Abled (Divyangjan) (10 points)**
- **7.1.4 Inclusion and Situatedness (10 points)**
- **7.1.5 Human Values and Professional Ethics (10 points):**

Best Practices (30 points)

Institutional Distinctiveness (20 points)

Overall, this framework encourages HEIs to prioritize inclusivity, sustainability, and ethical practices, thereby enhancing their quality and impact on society.



Dr. Deota shared several examples of best practices and institutional activities that higher education institutions (HEIs) can adopt to enhance safety, sustainability, inclusivity, and social responsibility.

Best Practices in Institutions

HEIs implement various best practices to improve their operations and impact. Key initiatives include installation of CCTV Cameras for Safety, Rainwater Harvesting Systems, E-Governance, Effective Waste Management, Gender Equality Initiatives, Renewable Energy Use and Social Programs

The framework encourages experiential learning through activities such as participation in the National Cadet Corps (NCC), National Service Scheme (NSS), sports, and other co-curricular programs. These activities help build teamwork and leadership skills and ensure holistic student development.

Miscellaneous Activities for Community Engagement and Development

Institutions organize various programs to foster social responsibility, personal development, and environmental consciousness such as

- Health and Wellness Activities
- Activities promoting Environmental Sustainability
- Activities related to Sanitation and Hygiene in Rural Areas
- Offering Skill Development Courses
- Mentorship and Expert Talks

Unique and Creative Institutional Practices

Some institutions adopt innovative practices to build a sustainable and socially responsible ethos: such as

- Presenting Saplings as Gifts
- Observing Plastic-Free Days
- Cultural and Educational Events



These practices and activities collectively emphasize the importance of community engagement, ethical practices, and environmental stewardship. By adopting such approaches, institutions not only meet accreditation standards but also contribute significantly to societal progress.

Few Examples of Best Practices

1. installation of **CCTV cameras** at vantage points in the campus
2. Installation of **Rain Water Harvesting system**
3. All official work / communication through **e-governance (paperless office !!)**
4. Liquid waste management / recycling: Sewage Treatment Plants, Reverse Osmosis (**RO**) **processed water** can be used for beautifying the landscape and garden
5. Solid waste Management: Organic waste in the campuses should be converted to values added products like **compost and vermicompost** fertilizer / similar treatment
6. Installed Facilities like **Ramps, Lifts, Rest-rooms**, scribes for examination for the **differently abled students**

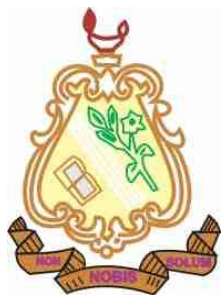
Technical Session III: Best Practices

TECHNICAL SESSION IV: 2:00 – 3:00 PM

The session began after lunch where Dr. Pradeep laid special emphasis on a few Innovative Best Practices and Initiatives. He stated that few educational institutions are adopting unique and innovative practices to promote academic excellence, research innovation, and community engagement. These initiatives reflect a commitment to creating an inclusive, dynamic, and student-focused learning environment.

1. Central Laboratory Facility

This facility is essential for developing scientific skills among students. The laboratory's-controlled environment fosters a culture of inquiry and innovation, encouraging students to explore scientific concepts deeply.



2. Educational Multimedia Resources and Research Centre

This centre transforms the learning experience by:

- Producing high-quality audio and video educational materials tailored to the curriculum.
- Offering 24/7 access to multimedia resources, enabling students to learn at their own pace.
- Bridging gaps in traditional learning methods through interactive and engaging content.

By integrating technology into education, the centre enhances the accessibility and effectiveness of the learning process.

3. Center for Research & Development (CRD)

The CRD is the institution's hub for fostering a strong research ecosystem. Its key functions include:

- Providing **seed funding** to faculty and students for innovative research projects.
- Hosting **workshops, conferences, and seminars** to encourage knowledge exchange and collaboration.
- Establishing partnerships with industries and research organizations to align research outcomes with real-world applications.

This initiative strengthens the institution's role in advancing research and equipping students and faculty to address global challenges.

4. Radiation Safety Cell

The Radiation Safety Cell ensures compliance with regulatory standards in handling radioactive materials.

He also suggested additional initiatives that the institutions can take:

Electoral Literacy Club



The Electoral Literacy Club aims to foster civic awareness and responsibility among students. It educates them about the importance of voting and their democratic rights through various engaging activities such as Mock Elections, Awareness Campaigns, Debates and Discussions and Voter Registration Drives

Hobby Classes

Hobby classes provide students with opportunities to explore and develop their creative talents outside the academic curriculum. These classes offer a range of activities designed to nurture creativity and personal growth such as Craft-Making, Painting and Drawing, Performing Arts, that can help building well-rounded personalities and act as stress busters.

Women Cell

The Women Cell is dedicated to promoting gender equity and empowering female students and staff. It focuses on creating a safe, inclusive, and supportive environment through various initiatives:

- Workshops and Seminars on Legal Rights Awareness
- Self-defence Workshops.
- Gender Sensitization Training
- Support Networks to share their experiences, seek advice, and support each other in personal and professional growth.

Yoga Club

The Yoga Club focuses on the holistic well-being of students and staff by offering regular yoga sessions. The benefits of these sessions include Stress Relief, Enhanced Focus, Physical Health, Emotional Balance, Community Building

Sir emphasised that these initiatives create an inclusive and supportive environment, enriching students' experiences and preparing them for future challenges. By integrating academic excellence with extracurricular engagement, community outreach, and a focus on



wellness and equity, the institution demonstrates its commitment to nurturing responsible, well-rounded individuals while upholding sustainability and ethical values.

The screenshot shows a Microsoft Teams meeting interface. The main window displays a presentation slide titled "Women's Cell Objectives". The slide content is as follows:

Women's Cell Objectives

- To increase female staff members' and students' sense of self-worth and confidence
- To encourage harmony in general and guard against sexual harassment and discrimination against women
- To educate about gender equity
- To Assist students in adopting a more positive outlook on life and women.
- To use social service to create a awareness about gender equality as envisioned by the Indian Constitution
- Educating women in rural areas about their Legal and Social Rights, provide them with tools to combat discrimination and gender violence
- To raise consciousness, impart morals, and cultivate a person's character and leadership abilities

Activities

- Organizing special lectures by Women Achievers and Interaction with students
- Workshops on girls' self-employment
- Celebration of International Women's Day

The right sidebar shows a grid of participant avatars, with one participant's name "UU" visible at the bottom. The top bar shows the meeting title "Faculty Development Programme on Enhancing Quality Assurance in Higher Education: Insights into NEP 2020 and NAAC..." and the time "01:11:48".

The screenshot shows a Microsoft Teams meeting interface. The main window displays a presentation slide titled "3. Center for Research & Consultancy Cell". The slide content is as follows:

3. Center for Research & Consultancy Cell) - can be set up for the promotion of research among the learners and staff of the College/University.

- The Center can be provided seed money for the faculty members to initiate new research projects.
- The Center can promote research aptitude among the faculty members through Workshops & Conferences.
- The Center can also undertake collaborative research projects with other national institutions within and outside the country

4. Radiation Safety Cell takes care of radioactive waste (if applicable) management in the institution

The right sidebar shows a grid of participant avatars, with names like "DK", "NB", "N", "SP", "VJ", "SB", and "DT" visible. The top bar shows the meeting title "Faculty Development Programme on Enhancing Quality Assurance in Higher Education: Insights into NEP 2020 and NAAC..." and the time "40:42".

Technical Session IV: Formation of Various Cells

TECHNICAL SESSION V: 3:00 – 4:00 PM



The last session focused on strategies for enhancing the institutional distinctiveness of higher education institutions. Dr. Deota suggested certain key initiatives that the higher institutes can take:

Study and Exam Centre

The institution functions as a pivotal centre for tutoring and administering professional and governmental examinations. This initiative provides students with customised preparatory resources, significantly enhancing their prospects for success in competitive assessments. The centre offers Personalized Tutoring, Mock Exams and access to wide range of Resource Materials

Nursery Development

By establishing a plant nursery, the institution actively champions environmental stewardship and supports the “Green Campus and Green Community” initiative. This effort includes Plant Cultivation, Student Involvement and Educational Programs

Community Engagement

In collaboration with local organizations, the institution conducts socio-economic assessments and introduces skill-development courses that benefit both students and the community. This initiative promotes mutual growth and cooperation through Community Projects, providing Skill Development Courses and Socio-Economic Assessments

Preservation of Traditional Knowledge

Initiatives aimed at documenting and conserving local crafts and traditional practices ensure that cultural heritage and indigenous wisdom are transmitted to succeeding generations. This includes Craft Workshops, Cultural Documentation and Exhibitions and Fairs

Information Centre

Functioning as a holistic resource center, the Information Centre offers guidance on a multitude of governmental programs, ensuring that students and stakeholders are equipped



with essential information and support. Services include providing Program Guidance, Advisory Services and Resource Library.

Financial Literacy Camps

These workshops are designed to augment financial awareness and investment strategies among students and the broader community. The camps provide Financial Education, Insights into Investment Strategies and Practical Exercises

Support for Local Artists

The institution fosters local artists by assisting in the planning and exhibition of their projects. This support includes providing space for exhibitions, assisting them with marketing and promotion as well as through workshops and collaborations.

Courses on Disaster Management

Specialized training programs focused on disaster and traffic management, supplemented with teachings on universal human values, peace, and solidarity, prepare students and community members to respond adeptly in emergencies. These courses cover Emergency Preparedness, First Aid and Rescue and Community Drills.

Theme-based Events

In partnership with other institutions, the organization orchestrates events such as competitions, quizzes, and seminars, creating avenues for intellectual engagement and collaborative educational experiences. These events include Academic Competitions,, Seminars and Workshops and Cultural Festivals.

Sir highlighted that these measures work together to create a lively, inclusive, and supportive educational environment, improving the entire student experience and preparing them for future difficulties. They showcase the institution's comprehensive approach to education, seamlessly integrating rigorous academics with extracurricular enrichment and community engagement. By investing in modern research facilities, encouraging civic obligations, and



emphasising wellness and gender equity, the institution demonstrates its commitment to generating socially responsible and well-rounded people. These efforts not only raise educational standards but also demonstrate the institution's commitment to sustainability and ethical ideals.

50:47

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5. To become an **Information Centre** for Various **Central and State Government Schemes** and provide assistance in applying to them
6. To organize **Financial Literacy and Investment Planning Camps** for the Students and Stakeholders
7. To **encourage and support Local Artists** and also help in planning and implementation of activities to develop them
8. To organize courses about **Disaster and Traffic Management** for the community and students along with **Universal Human Values, Peace and Brotherhood**
9. To organize theme-based events / programs such as competitions, quizzes, seminars etc in collaboration with nearby reputed institutes like IPR, PRL, NCL, ISRO etc

These are some key indicators of Distinctiveness of the Higher Education Institution

DK Deep Ku... NB Nivedita ...
N navdeep ... SP St Bede's...
VJ vibhor ja... SB Snigdha ...
DT Dr. Shweta Thakur

48:48

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finally..

The Institutional Distinctiveness can be achieved with the points like ..

1. The Higher Education Institution being a **Study Centre or Exam Centre** for the coaching or conduct of examination of **Professional/Government Exams** on the campus.
2. To **develop a nursery** of plant saplings and distribute saplings among the students and stakeholders of the locality to promote the idea of **Green Campus and Green Community**
3. To engage with Panchayat/Municipal institutions and collaborate with local self Govt to organize the **socio-economic survey** of the locality and introduce **skill-oriented courses** to benefit the students and stakeholders of the Community
4. To work for preservation of the **Traditional Knowledge** in the local area (such as Surati Manja, Patan na Patola, Paithani Saree, Sankheda Furniture etc) and also to document the knowledge for the information of the next generation

DK Deep Ku... NB Nivedita ...
N navdeep ... SP St Bede's...
VJ vibhor ja... SB Snigdha ...
DT Dr. Shweta Thakur

Technical Session V: Institutional Distinctiveness

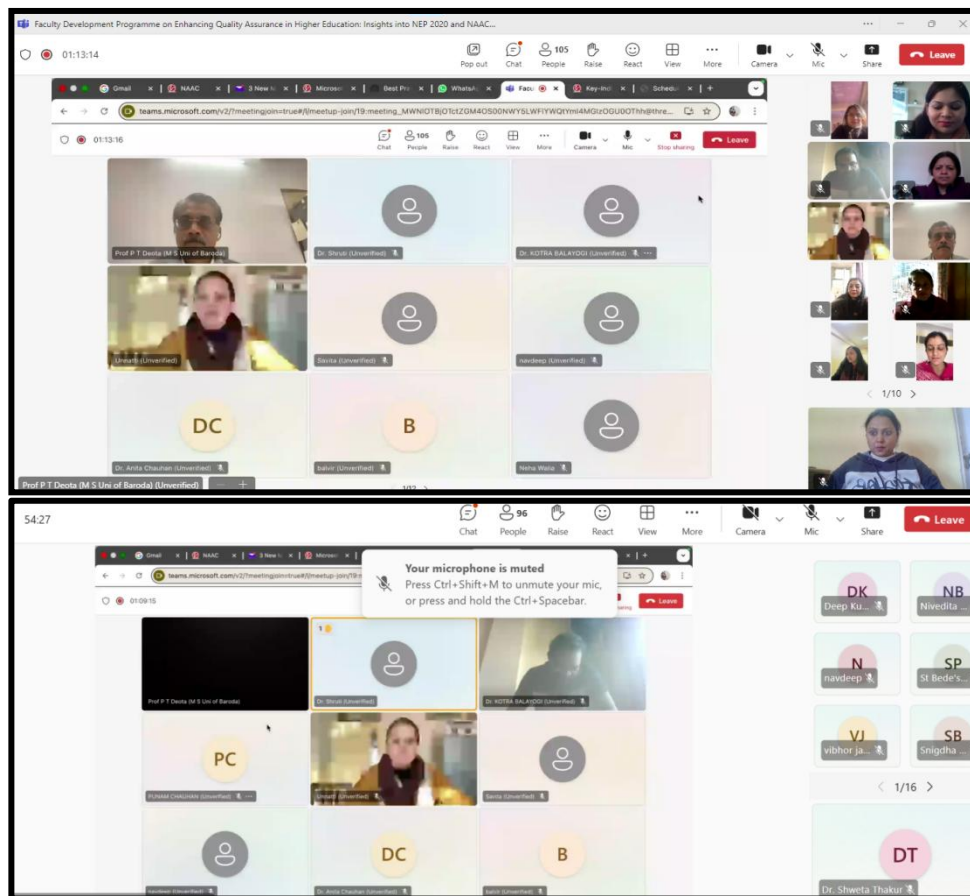


Vote of Thanks (4:00 – 4:30 PM)

The session concluded with a group photograph and a heartfelt vote of thanks by Ms. Unnatti Chauhan where she extended her deepest gratitude to our distinguished speaker Dr. Deota for his insightful discussion on best practices and the finer aspects of report writing.

She also expressed her sincere appreciation to the Principal, Professor Sister Molly Abraham, for her unwavering support and guidance in organizing this FDP.

Lastly, she thanked all the participants for their enthusiastic engagement during the session. Your valuable contributions and active participation have truly enriched our discussions and made this FDP a memorable experience for everyone involved.



Attendance



FDP DAY – 5

INSTITUTIONAL PREPAREDNESS FOR QUALITY ASSESSMENT

Resource Person: Prof. Arun Anand (Sardar Patel University, Gujarat)

Topic: Institutional Preparedness for Quality Assessment

Date: December 20, 2024

The fifth day of the Faculty Development Programme at St. Bede's College commenced with a brief recapitulation of the events from the previous day, delivered by Dr. Shruti Gupta on Reporting and Best Practices for the higher educational institution. This session set the tone for the day's discussions and provided a seamless transition to the next set of valuable insights.

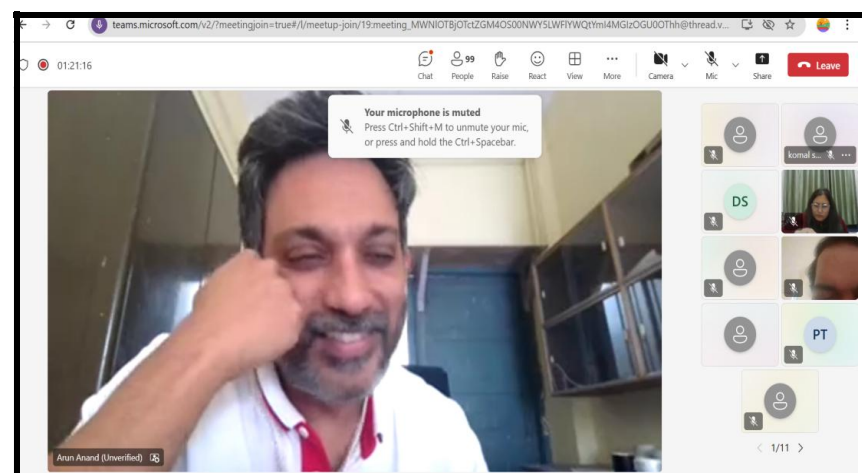
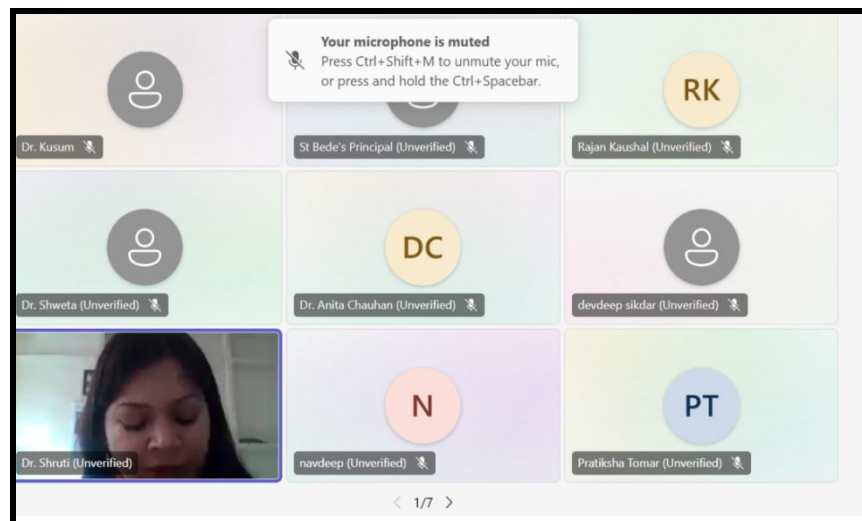
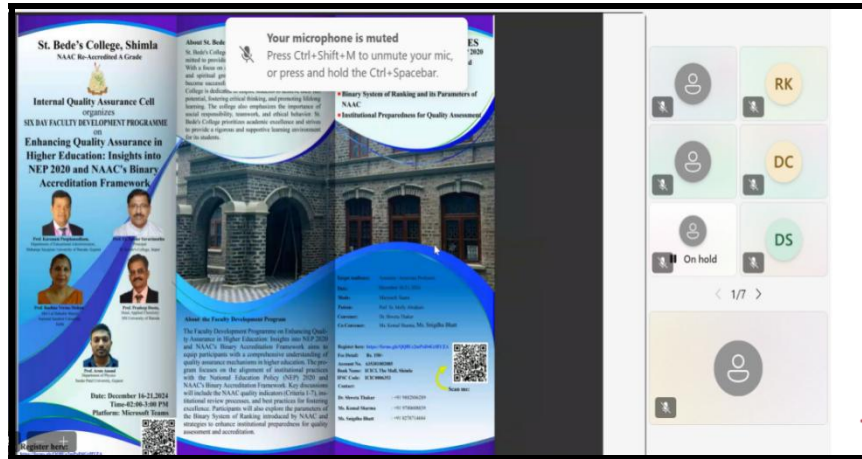
The moderator for Day 5 was Ms. Komal Sharma, who introduced the distinguished resource person, Professor Arun Anand, Sardar Patel University, Gujarat a seasoned academician with extensive experience as an IQAC member and NAAC assessor, who delivered presentation on "**Institutional Preparedness for Quality Assessment.**"

TECHNICAL SESSION-I (10:00-11:00)

Understanding NAAC Accreditation – Qualitative and Quantitative Metrics

The resource person through his presentation firstly explained the inevitable relationship between Qualitative and Quantitative metrics and the benchmark scores for quantitative metrics. He elaborated on the **Quantitative Metrics**, which contribute 62% to the overall NAAC score. These metrics are primarily data-driven, and Prof. Anand recommended that institutions download benchmark scores from the official NAAC website to calculate their approximate grade. This, he said, helps colleges gauge their progress and identify areas for improvement. The discussion then swiftly shifted to **Qualitative Metrics**, which are more descriptive and subjective in nature. Prof. Anand highlighted the lack of established benchmarks for these metrics and underscored the need for maintaining detailed records of all activities conducted at the institution for the same

He widely explained the process of NAAC visit and its proceedings which he cleared always begin with the presentation of the Head of the institution followed by IQAC, Heads of the Departments and so forth. He briefed the participants about the weightage of Qualitative part and parameters of its judgements scaling from 0-4.



50



TECHNICAL SESSION-II (11:00-12:00)

Detailed Review of Criteria for NAAC Accreditation

In the second technical session, Prof. Anand provided an in-depth review of the various criteria that play a significant role in the NAAC assessment. He emphasized the importance of compiling and maintaining detailed evidence for each criterion. He enlightened the participants about keeping all policies, Minutes of the Meeting and testimonials from students ready at the time of the Peer Team visit for physical verification of the documents.

Some of the key points discussed elaborately included:

- **Academic Calendar:** The need for a well-structured academic calendar that covers all significant events, holidays, and academic milestones.
- **Teaching Plans:** Every teacher must have a clearly defined teaching plan that includes the objectives, methods, and assignment strategies. These plans should align with the course outcomes (COs) and program outcomes (POs).
- **Student Progress Register:** A dedicated register to monitor and track the progress of students across different courses is essential for ensuring transparency and accountability.
- **Student-Centric Methods:** Institutions should adopt innovative, student-centered teaching methodologies to enhance learning outcomes and student engagement.

He further informed the members to autonomously design policies for assessment of students as an institution even if affiliated to any university, for maintenance of transparency in Internal Assessment. He appraised participants on ways to maximize score in Qualitative matrices to get a better grade. On Curriculum Planning and Delivery, he spoke about the importance of preparing Academic calendar, timetables, Teaching Plans, Curriculum Plan and formalized Internal Quality Assurance Cell within the institution to supervise the departments. He said, IQAC can further ensure maintenance of feedback reports of students on curriculum delivery on monthly basis which can be analyse for plugging the gaps.



24:16

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Affiliated Colleges

Type of HEIs	Affiliated/Constituent Colleges
Criteria	7
Key Indicators (KIs)	32
Qualitative Metrics (Q _M)	22
Quantitative Metrics (Q _M)	34
Total Metrics (Q _M + Q _M)	56
Quantitative	Qualitative
621	379

http://naac.gov.in/images/stories/Dislosures_of_Benchmarks/Affiliated_College_Manual_20-07-2023.pdf

Arun Anand (Unverified)

Participants

Share invite

In this meeting (78)

- Dr. Kusum
- ANKITA VERMA (Unverified)
- Anoop Kumar
- Anupama Tandon (Unverified)
- Arun Anand (Unverified)
- Ashok Kumar (Unverified)
- Asmita Sharma (Unverified)

27:35

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Qualitative metrics

- Assess and evaluate the HEIs practices, policies, and outcomes.
- Detailed records and documents of all activities, programs, and processes, including curriculum design, teaching methods, research activities, and support services.
- Descriptions, including case studies that highlight the quality and impact of the activities.
- Evidence such as meeting minutes, photographs, testimonials, and other relevant documents.
- Showcase best practices and innovative approaches that contribute to academic and institutional excellence.
- Demonstrating commitment to continuous improvement through regular reviews, updating of policies and practices.

Arun Anand (Unverified)

Participants

Share invite

In this meeting (84)

- Dr. Kusum
- Amrit (Unverified)
- ANKITA VERMA (Unverified)
- Anoop Kumar
- Anupama Tandon (Unverified)
- Arun Anand (Unverified)
- Ashok Kumar (Unverified)
- Asmita Sharma (Unverified)

Technical Session II, Faculty Development Programme Day -5

TECHNICAL SESSION III (12:00-1:30)

Role of Feedback Mechanism and Transparency in Functioning of the Institution

The resource person started the third session by emphasising on Teaching-Learning Process which should encompass usage of ICT tools and online resources such as 'Swayam' instead of delivering monologue in the classes. He comprehensively explained the role of institutions to ensure faculty development through Professional Development Programmes. He specifically focused upon the following points

- Use of ICT Tools:** Prof. Anand emphasized the growing importance of integrating ICT tools in teaching and learning to make the educational process more effective and engaging.
- Transparent Assessment Process:** A clear, transparent assessment process ensures fairness and helps in building trust between students and faculty.
- Grievance Redressal Mechanism:** The importance of a functioning grievance redressal system to address student concerns in a timely and effective manner.



To maintain transparency in functioning of the institution he briefed about the relevance of updating institutional website where everything should be publicly accessible. Handbook on all the policies and rules should be readily available on the website.

To make internal assessment more transparent proper feedback mechanism should be developed and reported to the authorities who should work upon plugging the gaps. Likewise, Moderation Committee should be set up to supervise the assessment parameters.

Cos and POs he said, play a pivotal role but should not be exhaustive and lectures should be planned for attainment of the gaps.

metrics
Weightage: 20

Documentation:
Develop a comprehensive academic calendar (if not provided by the affiliating university) at the beginning of the academic year. Detail the schedule for lectures, exams, holidays, and other activities. Ensure the academic calendar is well-documented and publicly accessible (distributed to all stakeholders and available on the website).

Curriculum Design and Review
Faculty members may be a part of the curriculum design and review process. Documents pertaining to this should be available.

Teaching Plan
Individual Plans: Faculty members to prepare detailed teaching plans for their courses, outlining learning objectives, teaching methods, and assessment strategies. May keep a register of the progress.

Monitoring:
Regularly monitor the implementation of teaching plans to ensure they align with the academic calendar and curriculum goals. IQAC should involve in the planning and execution of effective curriculum delivery

Qualitative metrics
Weightage: 20

Mapping of Questions to COs
Question Mapping: Ensure that each question in assessments is mapped to specific COs. This helps in identifying which COs are being tested and to what extent.

Documentation:
Maintain a detailed mapping document that links each question to its corresponding COs.

Data Collection:
Collect data on student performance for each CO from various assessments and perform analysis (keep record of this)

Threshold Levels:
Set threshold levels for CO attainment. For example, a certain percentage of students scoring above a specific mark can be considered as attaining the CO (Aggregate of attainment in COs is the attainment level in POs)

Gap Analysis:
Perform a gap analysis to identify areas where students are not meeting the desired levels and develop and implement plans to plug the gaps.



Technical session III, Faculty Development Programme Day-5

TECHNICAL SESSION IV (2:00-3:00P.M.)

Research, Collaboration and Making students JOB-ready

Technical Session IV started post-lunch in which the resource person focused upon developing innovation hubs in Higher Educational Institutions like tinkering labs through funding from DBT, Curie, etc. He embarked on supporting Faculty to do research and publish research work in UGC Care list, Scopus, etc. He also emphasised on Collaborations with industries and others for networking to increase placements and admission in higher education. He informed the participants about having an infrastructural/guide map within the institution and to provide reading facility to the students he apprised members about importance of automated library and organizing orientation for the fresher students in the beginning of the session and the data related to its usage should also be readily available. Professor further informed the participants about maintenance of proper documents pertaining to infrastructure development and renovation.

Qualitative metrics		
Metric No	Description	Weightage
6.1.1	Institutional governance and perspective plan	15
<ul style="list-style-type: none"> Strategic Planning – Develop and document a clear plan that aligns with the institution's vision and mission. Ensure this plan includes short-term and long-term goals. May include the recommendations of previous committees, resource mobilization strategies, alumni engagement plans etc. Periodic Review – Conduct regular reviews and updates of the Perspective Plan to ensure it remains relevant and aligned with the institution's changing needs. Policy Integration – Integrate the National Education Policy (NEP) guidelines into the curriculum, teaching methodologies, and administrative practices. Infrastructure Development – Plan and execute infrastructure development projects that support academic and administrative growth. Empowerment – Empower different departments with decision-making authority to promote decentralization. Inclusive Governance – Encourage participation from faculty, staff, students, and other stakeholders in governance through committees, councils, and forums. <p>[require documents for all the above]</p>		
Arun Anand (Unverified) ...		



Qualitative metrics		
Metric No	Description	Weightage
6.5.1	Contribution of IQAC	15
<ul style="list-style-type: none"> • IQAC – HEI should have an active IQAC. The IQAC should develop a framework for quality assurance that outlines clear strategies, processes, and standards for various academic and administrative activities. • Policy development – IQAC should be involved in the framing of quality assurance policies and make them accessible to all stakeholders. Ensure that these policies are aligned with the institution's vision and mission. • Periodic Reviews – Conduct regular reviews of the teaching-learning process, administrative strategies, fund mobilization strategies etc. This includes teaching methodologies and assessment practices, attainment of COs and POs, etc. • Data Collection – Implement mechanisms for collecting and analyzing data on learning outcomes, faculty performance, and student feedback. Use this data to identify gaps and framing policies and in decision-making and improvements. • Impact Analysis – Document the impact of implemented changes. • Road Map – Develop and implement action plans and roadmap based on findings and feedback and monitor the progress. 		

Technical Session IV, Faculty Development Programme Day-5

TECHNICAL SESSION-V (3:00-4:00 P.M.)

Role of IQAC

Prof. Arun Anand began the fifth technical session by highlighting the importance of Institutional Governance and Perspective Plan and role of IQAC. He pressed upon the need for mobilization of funds for organizing programmes and activities. He clearly emphasised on the need for financial and administrative audit of the institution which is an important component of NAAC. He further eulogized need for periodic review of the policies and overall functioning in order to identify required changes, designing roadmap and setting milestones for institution's development and growth. Identification of Best Practices and Institutional Distinctiveness were focused upon by the resource person. He indicated that any continuous practice which serves neighbouring community, enhances research, provide entrepreneurship and make students job ready can be counted as Best Practice whereas anything unique about the institution such as Heritage Building, Catering to rural-urban population counts as distinctiveness.

After completion of the presentation, the resource person clarified the queries and doubts of the participants.



01:15:42

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Qualitative metrics

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Metric No	Description	Weightage
7.3.1	Distinctiveness	20

- Criteria** – Select an area that is central to the institution's mission, vision, and goals. This could be research quality, community engagement, innovative teaching methods, or any other area where the institution excels.
- Evidence** – Collect and compile data that demonstrates achievements in this area. This could include research publications, project completions, student placement statistics, or community impact metrics. May also gather evidence such as testimonials and success stories from stakeholders, including students, faculty, and community members.

Arun Anand (Unverified)

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01:23:17

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Arun Anand (Unverified)

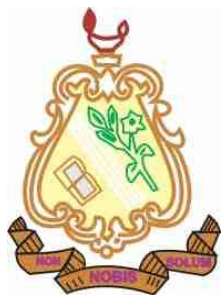
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Technical Session V, Faculty Development Programme Day-5

Vote of Thanks (4:00-4:30 P.M.)

The session served as an excellent opportunity for faculty members to gain deeper insights into the nuances of NAAC accreditation and reflect on strategies to improve institutional quality, thus setting the stage for further improvement and growth in the coming days.

The day concluded with the Vote of Thanks proposed by the moderator Ms. Komal Sharma in which she thanked the resource person Prof Arun Anand, Prof Sister Molly Abraham for supporting this initiative and all other members for their enthusiastic participation followed by words of appreciation by the Principal of St. Bede's College



FDP DAY 6

ACTION PLAN FOR NAAC ASSESSMENT AND CONCLUSION OF THE FDP, VALEDICTORY SESSION AND VOTE OF THANKS

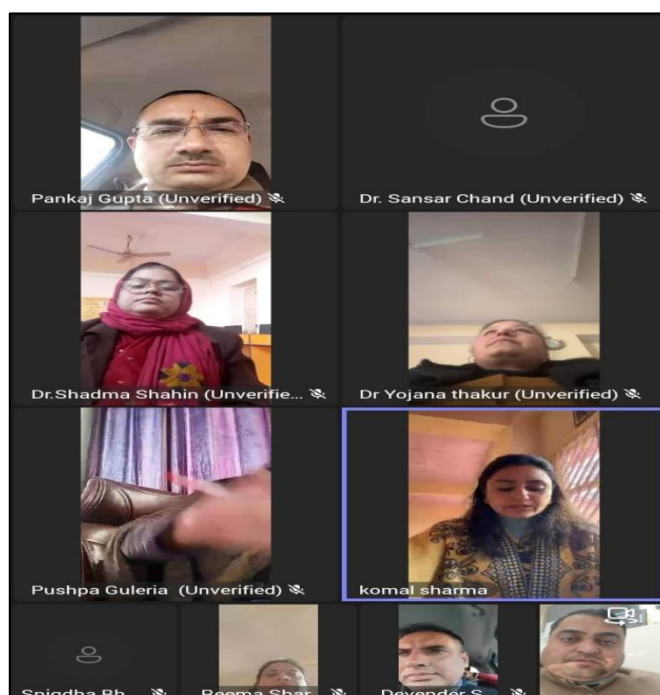
Resource Person: Prof. K. Pushpanadham (M.S. University Of Baroda)

Topic: Action Plan for NAAC Assessment

Date: December 21, 2024

The final day of the FDP started with the recapitulation of the discussions of Day 5 by Ms. Titiksha Kamal. She reiterated the proceedings of the day, which were spearheaded by the keynote speaker Prof. Arun Anand. Ms. Kamal summarized the importance and measures for Institutional Preparedness for Quality Assessment. Furthermore, she outlined Prof. Anand's address, on the need for institutions to align with the NAAC criteria, stressing on the need for a contribution by all the stakeholders.

Following the recapitulation, the moderator for the day Ms. Snigdha Bhatt introduced the valedictory speaker for the final session of the FDP, Dr. Pushpanadham, Professor of Educational Management in the Department of Educational Administration at Maharaja Sayajirao University of Baroda.

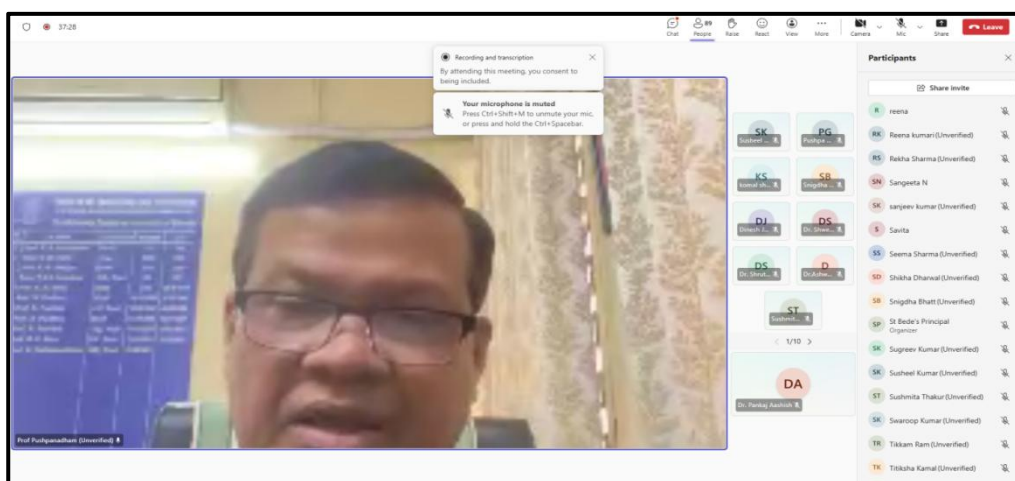




Institutional Preparedness for Quality Assessment

TECHNICAL SESSION- I (10:00 a.m. – 11:00 a.m.)

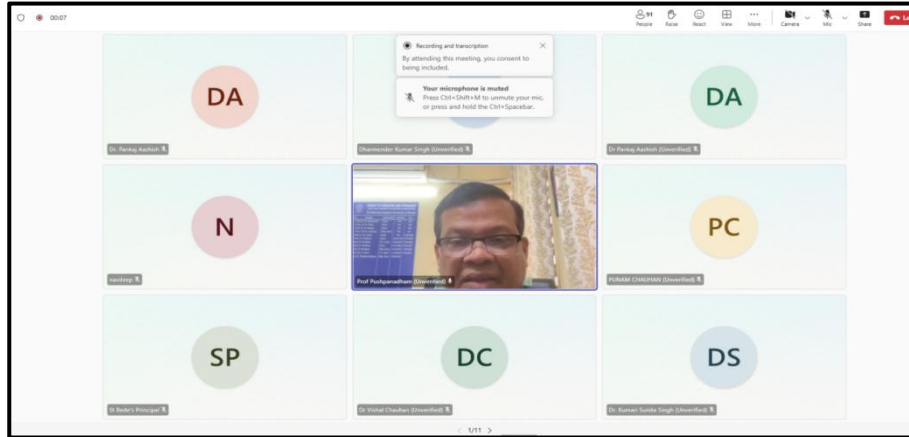
Prof. Pushpanadham began his valedictory speech with a recollection of the varied topics undertaken for deliberation through the course of 5 days. He identified the program as a journey to understand the need for quality assurance in higher education in accordance with the National Education Policy 2020. Prof. Pushpanadham asserted the role of the FDP in the examination of the parameters for institutional preparedness. Following which, he instated the next step for the conclusion of the discussion as ‘How to face NAAC’, after the adoption of the parameters.



Talk on How to face NAAC

TECHNICAL SESSION- II (11:00 a.m.-12:00 p.m.)

Prof. Pushpanadham started the second Technical Session by elaborating on ‘How to Face NAAC’. He highlighted the efforts of institutions in preparing themselves for the evaluation and how the process has ultimately led to an internal reorganization within institutions. He further asserted that the aim of this practice was not preparing for the accreditation process alone but more importantly an integration of the system within the regular functioning of institutions. Furthering his assertion, he assumed this integration of quality practices as the outcome of not just the FDP but also the NAAC accreditation process. His presentation was both insightful and thought-provoking, as he thoroughly addressed the importance of quality education and the critical need for institutions to adopt systematic and effective approaches for institutionalizing this quality.



Talk on Integration of Quality Practices

TECHNICAL SESSION III (12:00 p.m-1:30 p.m)

In this session, Prof. Pushpanadham turned his focus to the overarching challenge of how institutions can improve their quality. He believed an institution is largely dependent on the performance of individuals engaged with it. He explored this idea by breaking down the performance of individuals within the institution into three key elements:

1. **Ability:** Refers to the inherent or acquired skills and knowledge of the personnel.
2. **Enhancement of Willingness:** The need to motivate individuals to fully apply their abilities.
3. **Creating Opportunities:** The role of institutional leadership and governance in providing avenues for employees to utilize their abilities and skills effectively.

Prof. Pushpanadham emphasized that creating opportunities within the institution is essential for progress. He discussed how institutional policies, governance models, and leadership strategies can foster environments where people have the space to grow and thrive. By doing so, institutions can enhance their overall performance and quality output.

TECHNICAL SESSION IV (2:00 p.m.- 3:00 p.m.)

Prof. Pushpanadham, in the fourth session of the day, addressed the dynamics of different kinds of people present within an organization. He identified four main categories, each with unique characteristics:

1. **Able but unwilling:** These individuals possess the required knowledge and skills but lack the motivation to perform to their full potential. This group tends to face various internal or external challenges, which hinder their willingness to contribute.



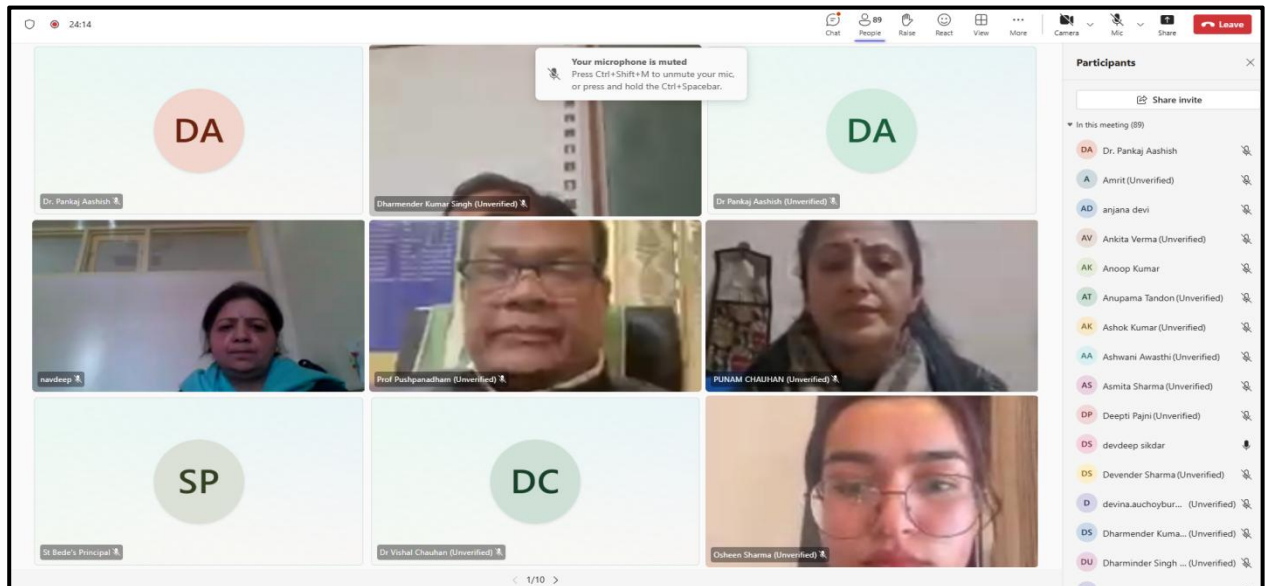
2. **Willing but unable:** This category includes people who are highly motivated and eager to perform but may lack the necessary skills or experience. They often seek growth opportunities and actively work toward upgrading their abilities, requiring institutional support in the form of training and development programs.
3. **Neither able nor willing:** These individuals neither have the skills nor the motivation to improve. Prof. Pushpanadham suggested that, in many cases, it may be best to phase out such individuals from the organization as they may not contribute positively to its overall objectives.
4. **Able and willing:** This group represents the ideal workforce—those who possess both the ability and the drive to perform. They should be promoted within the institution and given leadership roles, as they can set the standard for others to follow.

The speaker emphasized that institutions should aim to nurture the development of individuals in categories one and two, through exposure opportunities such as field visits and professional growth programs. Over time, these individuals may transition into the fourth category. The third group, however, may need to be excluded from key roles, as they are less likely to make meaningful contributions.

Creating Opportunities through Institutional Policy

Prof. Pushpanadham stressed that for institutions to harness the full potential of their employees, there needs to be a **clear policy framework** designed to foster ability, willingness, and opportunity. He outlined the importance of establishing **continuous feedback mechanisms** within the institutional system. Regular **performance appraisals**—whether conducted at the end of each semester or on an annual basis—are crucial for monitoring progress and identifying areas for development.

He further explained that institutional governance and leadership have the capacity to create an environment that encourages innovation, provides adequate resources, and ensures that employees can apply their knowledge effectively. In this way, institutions can maximize the talents and skills of their people.



Creating Opportunities through Institutional Policy

TECHNICAL SESSION V (3:00 p.m.- 4:00 p.m.)

In the fifth session of his talk, Prof. Pushpanadham provided specific recommendations for enhancing faculty development programs within institutions. These included:

1. **Designing Online Platforms:** He suggested that institutions should develop online platforms to promote engagement with the surrounding community, taking on **social** responsibility by supporting the education systems in nearby areas.
2. **Open Online Portals for Grants:** Institutions should create online portals where both students and faculty can apply for grants. These grants would facilitate the organization of professional development programs aimed at enhancing the quality of teaching and learning.
3. **Internal Professional Development:** Institutions should encourage their faculty to take the lead in organizing workshops, conferences, and symposiums within the college itself. This would create a continuous learning environment and foster the professional development of faculty members by sharing knowledge and best practices internally.
4. **Internationalization:** Prof. Pushpanadham also emphasized the importance of internationalizing institutions by aligning them with global standards and establishing partnerships with international organizations. This would elevate the institution's reputation and provide students and faculty with exposure to international trends in education and research.



Prof. Pushpanadham through the moderator Ms. Snigdha Bhatt opened the floor for questions for which he provided insightful answers.

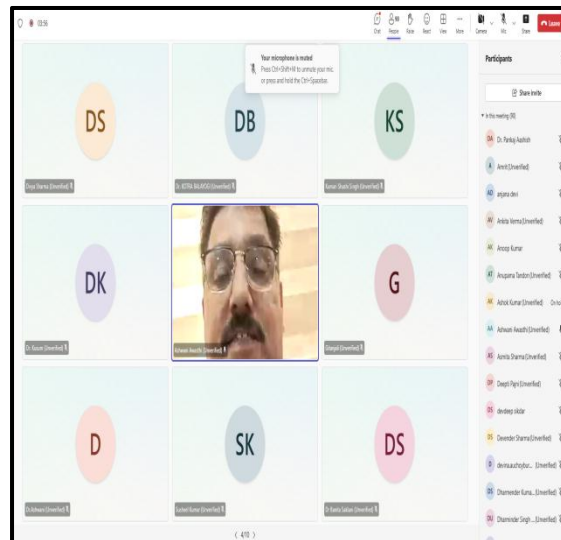
Questions and Insights from the Participants

The session became more interactive with a series of questions posed by the participants.

Ashwani Awasthi raised a critical question about the B+ grade awarded to their college, inquiring how the institution could improve upon this rating. Prof. Pushpanadham responded by emphasizing the need to work in a systematic manner, focusing on areas such as students' progression, closely studying the Self-Assessment Report (SAR), and identifying the institution's strengths and weaknesses. He highlighted that systematic planning and execution are essential for elevating the institution's quality and performance.

Dr. Kotra Balayogi inquired about the best practices for institutions and how they could be applied innovatively. In response, Prof. Pushpanadham suggested looking to other institutions to see what they are doing effectively, learning from their successes, and then conceptualizing those practices within the context of one's own institution. He explained that best practices are those that elevate the reputation of an institution and emphasized the importance of sharing knowledge and learning from each other.

Dr. Sadhma posed a question regarding decentralization and how institutions can collaborate with others to enhance their performance. Prof. Pushpanadham stressed that decentralization plays a crucial role in empowering all members of an institution to plan and execute activities effectively. He elaborated that decentralization not only fosters a sense of ownership among employees but also helps in the creation of community knowledge. He further added that institutions should step out of isolation and actively connect with others through cooperative ventures such as Memoranda of Understanding (MOU), joint curriculum development, and shared academic initiatives. Institutions should aim to collaborate, rather than operate in isolation, to strengthen their position in the academic landscape.

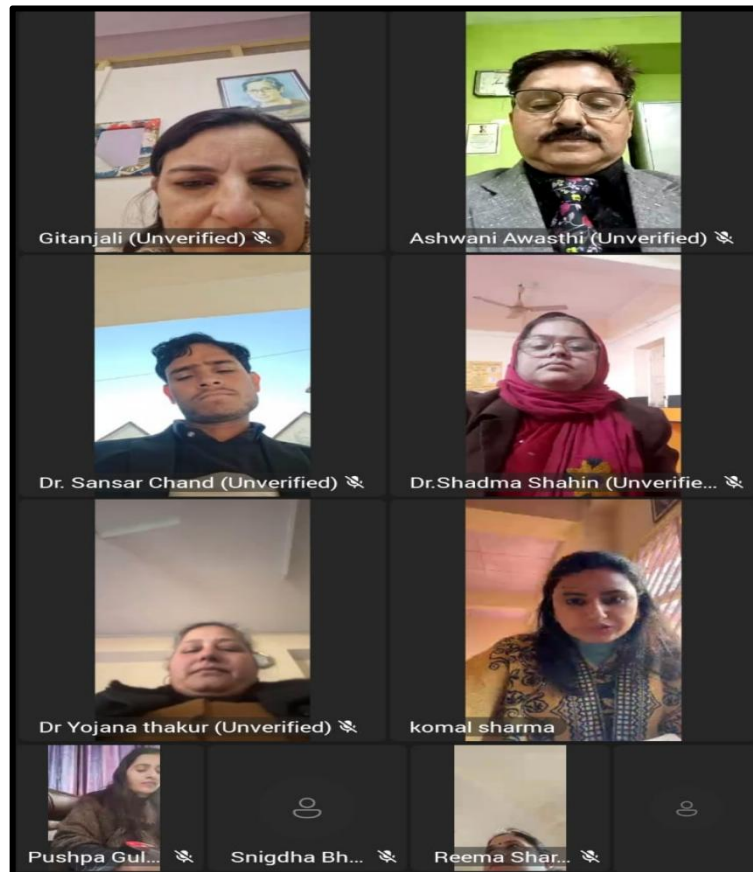


Question-Answer Session

CLOSING AND VOTE OF THANKS (4:00 p.m.- 4:30 p.m.)

After addressing the questions, the session concluded with a Vote of Thanks delivered by Ms. Komal Sharma. She expressed her gratitude to Prof. Pushpanadham for his insightful presentation and thanked the participants for their engaging questions, which added depth to the session.

The day ended on a positive note, with participants walking away with a deeper understanding of how they can improve institutional performance and enhance the quality of education through systematic efforts, collaboration, and the adoption of best practices making the event a great success.

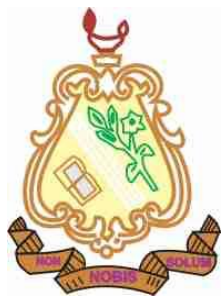


Valedictory Session

THOUGHT-PROVOKING SESSION ON PROFESSIONAL ETHICS, VALUES: CREATING A POSITIVE WORK ENVIRONMENT TOGETHER

Objective:

The primary objective of the workshop, “Creating a Positive Work Environment Together,” was to equip the faculty members of St. Bede’s College with insights, strategies, and tools to foster a more cohesive, respectful, and emotionally intelligent workplace culture. Recognizing the importance of collaboration, communication, and ethics in an academic environment, the workshop aimed to deepen awareness about interpersonal dynamics, highlight the value of empathy and constructive feedback, and provide practical guidance on overcoming workplace challenges. The session was designed not just as a lecture, but as an interactive and participative space for reflection and shared learning.



Internal Quality Assurance Cell (IQAC), St. Bede's College, Shimla organised a thought-provoking workshop on professional ethics and values on May 14, 2025.

Inauguration and Welcome Address

The workshop commenced with a warm and articulate welcome address delivered by Ms. Snigdha Bhatt, who introduced the resource person, Prof. (Sr.) Molly Abraham, and outlined the objective of the event. She highlighted the pressing need to cultivate compassion and understanding within the workplace, particularly in academic settings where collaboration shapes both student experience and institutional development.

Setting the Tone for Dialogue and Engagement

Prof. (Sr.) Molly Abraham created a safe and interactive space that encouraged open dialogue. Faculty members were divided into seven groups, each comprising six to seven members, promoting teamwork and mutual learning. She began with an interactive discussion on workplace relationships, inviting participants to share their experiences, which immediately enhanced participation and openness.

Key Themes and Insights Shared by the Resource Person

- **Ethical Conduct and Communication:**
Emphasis was placed on ethical behaviour, transparent communication, and the courage to admit and correct mistakes. Sr. Molly advocated for humility, patience, and an interest in understanding others.
- **The Power of Words:**
Faculty were urged to ensure that their speech adds value to others and to strive for respectful and kind dialogue, even in disagreement.
- **Constructive Criticism:**
Highlighted as essential for personal and professional growth when delivered with patience and encouragement.

Group Discussions and Collaborative Activities

Participants engaged in group discussions to explore how to build stronger professional relationships. Themes included:

- Effective communication
- Respecting individual circumstances
- Time management and professionalism



- Accountability at work
- Recognition of strengths and weaknesses
- Active listening

This activity fostered reflection and self-awareness regarding each individual's contribution to workplace dynamics.

Barriers to Healthy Workplace Relationships

Sr. Molly explored challenges such as:

- Lack of trust
- Poor communication
- Hierarchical structures
- Cultural diversity issues
- Personal insecurities

These were framed as areas for intentional growth and transformation rather than fixed limitations.

The Interplay of Personal and Professional Relationships

The session examined how recognition, praise, and courtesy can strengthen bonds and how helping others succeed promotes a culture of humility and optimism. Group activities encouraged participants to reflect on moments of collaborative success.

Focus on Emotional Intelligence

Participants discussed the impact of emotions—happiness, fear, sadness, anger, surprise, and disgust—on professional relationships. Topics covered included:

- Emotional self-awareness
- Managing emotional responses
- Balancing rationality with empathy

The discussion emphasized that emotional intelligence is essential to sustaining positive workplace dynamics.



Personal Transformation and the Role of Change

The workshop addressed how self-reflection, patience, and forgiveness can bring about personal growth and positively influence others. Hatred and resentment were denounced in favor of empathy and mutual support in academic communities.

Creative Conclusion: Skit Presentations

To summarize the themes, each group prepared a short skit on values such as morality, passion, fairness, commitment, trust, and loyalty. These dramatizations showcased the day's learning in an engaging and collaborative manner.

Vote of Thanks

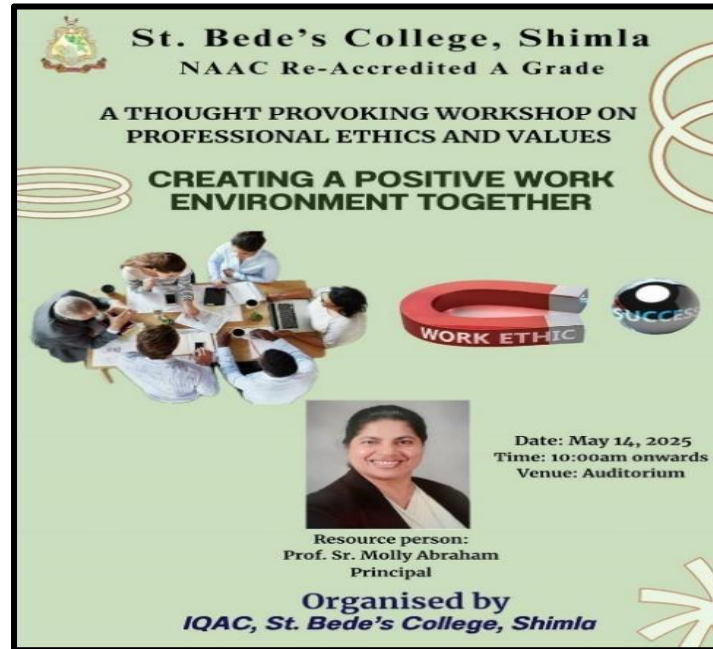
The workshop concluded with a heartfelt vote of thanks by Ms. Komal, who appreciated the resource person, the organizing team, and the enthusiastic participation of the faculty members.

Outcome

The workshop proved to be a deeply enriching experience for all participants. Faculty members reported a greater awareness of the subtle dynamics that shape workplace relationships and acknowledged the value of empathy, patience, and open dialogue. Through discussions, group activities, and creative expressions, participants were able to connect on both intellectual and emotional levels, fostering a stronger sense of community and shared purpose.

The interactive format of the workshop allowed for honest self-reflection and meaningful exchanges, encouraging faculty to take personal responsibility for the work environment they help create. The exploration of emotional intelligence, interpersonal barriers, and ethical behaviour provided practical takeaways that faculty members could apply immediately in their professional interactions.

Overall, the event not only fulfilled its objective of promoting a positive work culture but also planted seeds for lasting change empowering individuals to be more mindful, compassionate, and collaborative in their day-to-day engagements. The success of the workshop reaffirmed the importance of such initiatives in building resilient and values-driven academic institutions.



Brochure



Thought-provoking Workshop on Professional Ethics and Values (May 14, 2025)



सकारात्मक वातावरण से बढ़ती है एकाग्रता : मॉली शिमला। सेंट बीड्स कॉलेज में सकारात्मक कार्य वातावरण विषय पर कार्यशाला का आयोजन किया गया। इसमें बताया कि कैसे सामूहिक रूप से सकारात्मक कार्य वातावरण को बनाया जा सकता है। कॉलेज की प्राचार्य प्राचार्या डॉ. सिस्टर मॉली अब्राहम ने कहा कि कार्य स्थल में सकारात्मक वातावरण से कार्यकुशलता और काम में एकाग्रता बढ़ती है। इससे कर्मचारियों के बीच पेशेवर नैतिकता और मूल्यों को बढ़ावा मिलता है। कार्यशाला में एक गतिविधि भी आयोजित की गई। इसमें सात समूह बनाकर उनके बीच कार्य स्थल के वातावरण और उनके अभावों को बताने का मौका दिया गया। संवाद
Amarujala 15/5/25

सेंट बीड्स कॉलेज में छात्रों को समझाया नैतिक मूल्य का महत्व
शिमला। सेंट बीड्स कॉलेज के आंतरिक गुणवत्ता आधारित प्रकोष्ठ आईक्यूएस ने बुधवार को कॉलेज के सभागार में सामूहिक रूप से सकारात्मक कार्य वातावरण कैसे निर्मित करें, पर कार्यशाला आयोजित की गई। इसका संचालन कॉलेज की प्राचार्या प्रोफेसर सिस्टर मॉली अब्राहम ने किया। कार्यशाला का उद्देश्य कार्यस्थल पर कर्मचारियों के बीच पेशेवर नैतिकता और मूल्यों को बढ़ावा देना था।
Divya Himachal 15/5/25

Media Coverage

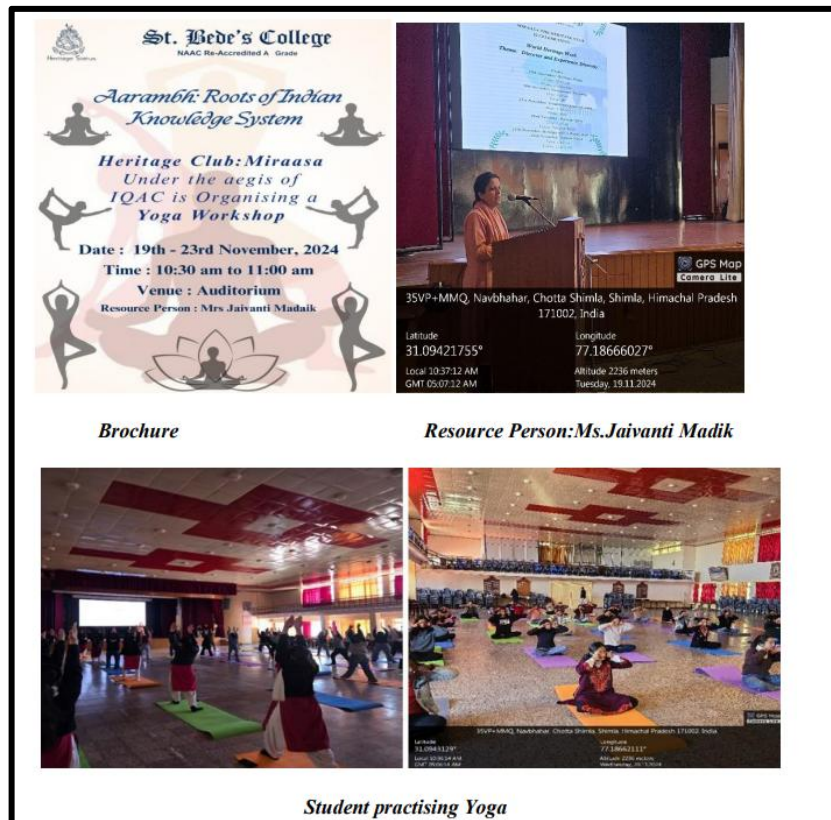


The Internal Quality Assurance Cell (IQAC) at St. Bede's College, Shimla, has taken numerous initiatives across various departments and cells to instill a culture of quality, continuous improvement, and innovation. The activities undertaken during the academic year reflect alignment with the National Education Policy (NEP) 2020, promoting interdisciplinary learning, employability, entrepreneurship, and value-based education.

1. Department of History

Initiative: *Aarambh: Roots of Indian Knowledge System*

- **Yoga Workshop (Nov 19–23, 2024):** A five-day workshop conducted by Mrs. Jaivanti Madaik, introduced students to the holistic benefits of Yoga, including practical training in asanas, pranayama, and meditation. It emphasized yoga's philosophical and historical roots in Indian culture.





- **Cooking Competition: Food Heritage of India (Sept 30, 2024):** Students showcased traditional recipes, highlighting indigenous ingredients, Ayurveda-based cooking principles, and regional diversity.



Outcomes:

- Strengthened appreciation for Indian traditions and knowledge systems.
- Fostered interdisciplinary connections between history, health, and home science.
- Enhanced student engagement through experiential learning.



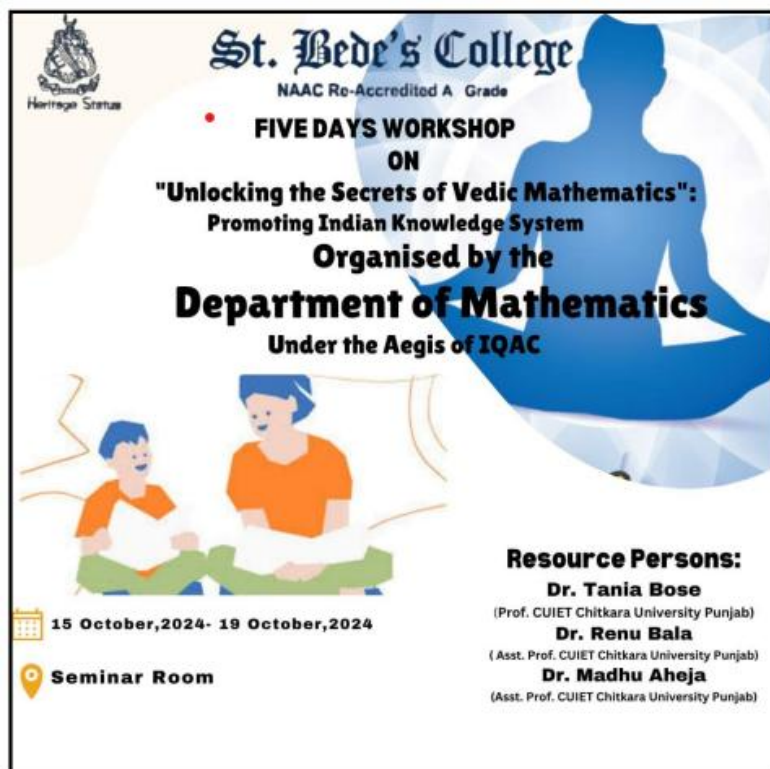
2. Department of Mathematics

Workshop: *Unlocking the Secrets of Vedic Mathematics (Oct 15–19, 2024)*

- Conducted by experts from Chitkara University, each day focused on advanced mental arithmetic techniques including multiplication tricks, squaring, calendar math, and determinant calculation.
- Covered Japanese multiplication and tabulation up to 100.

Outcomes:

- Increased mathematical confidence and computational accuracy.
- Developed critical thinking and logical reasoning skills.
- Created awareness of India's mathematical heritage.



Brochure



2:55

nuc-mbjw-dhk

• Multiplication of a numbers with a Series of 9's by Vedic Mathematics

Case 1: When the digits are same

①
$$\begin{array}{r} 99 \\ \times 45 \\ \hline 495 \\ 990 \\ \hline 4500 \end{array}$$

②
$$\begin{array}{r} 99 \\ \times 457 \\ \hline 693 \\ 4950 \\ 9900 \\ \hline 45000 \end{array}$$

③
$$\begin{array}{r} 99 \\ \times 2251 \\ \hline 2251 \\ 4502 \\ 9004 \\ 19802 \\ \hline 225100 \end{array}$$

Unlocking the Secrets of Vedic Mathematics

Dr. Renu is presenting

Dr. Renu

Himani

Rak22 others

73



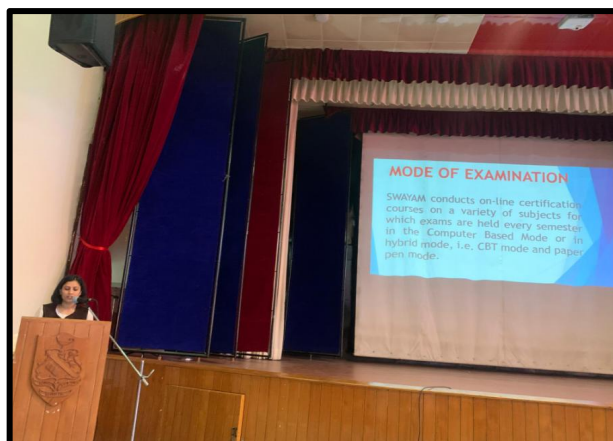
3. MOOC

Orientation on MOOCs (Sept 20, 2024)

- Conducted by Dr. Jyotika Brari, this session covered SWAYAM, Coursera, edX, and Udeemy platforms.
- Demonstrated course selection aligned with individual career goals and academic interests.

Outcomes:

- Students became familiar with self-paced learning tools.
- Encouraged life-long learning and digital literacy.



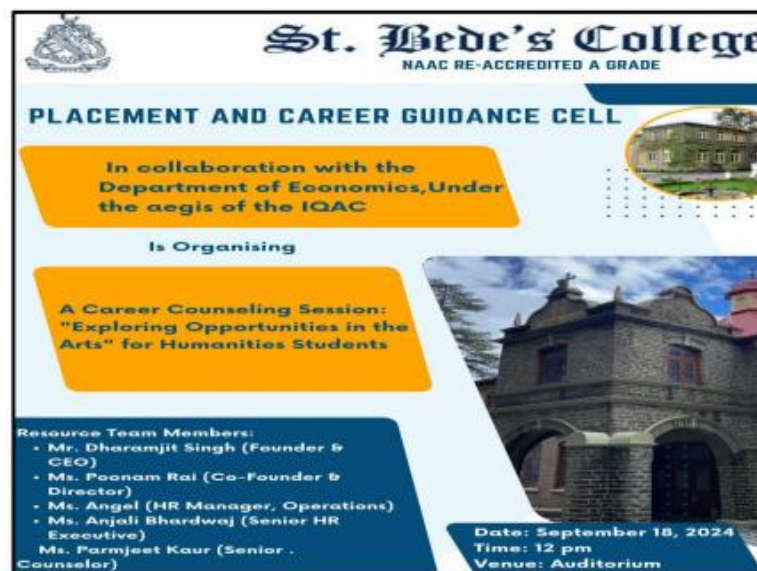
Orientation on MOOCs



4. Placement and Career Guidance Cell

Organized multiple quality enhancement events under IQAC:

- **Career Counselling Sessions:**
 - *Exploring Opportunities in Arts* (Sept 18, 2024): Discussed digital careers and marketing trends.



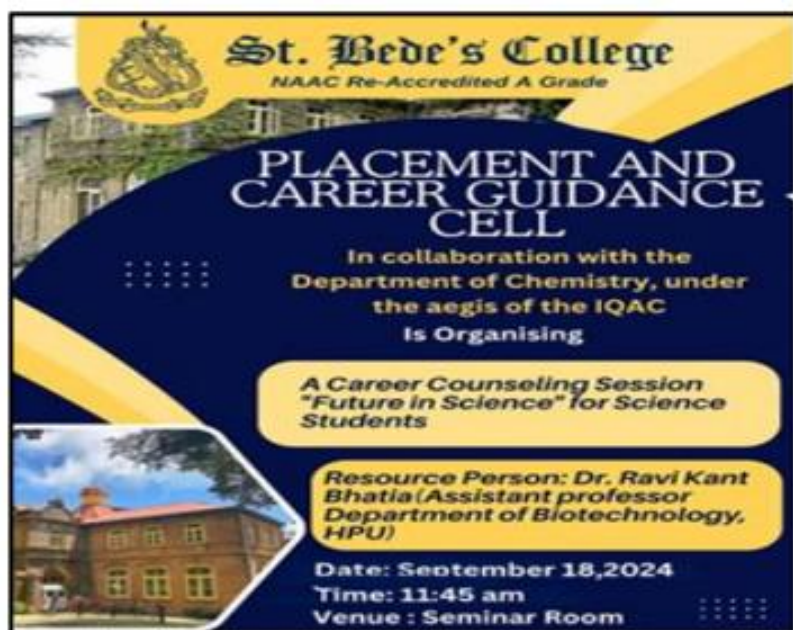
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Career Counseling Session: “Exploring Opportunities in the Arts”



- ***Future in Science*** (Sept 18, 2024): Focused on research, biotechnology, and competitive exams.



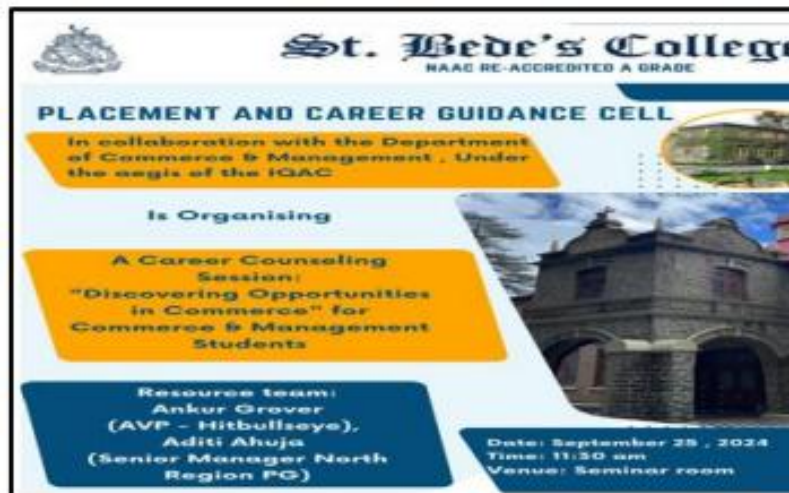
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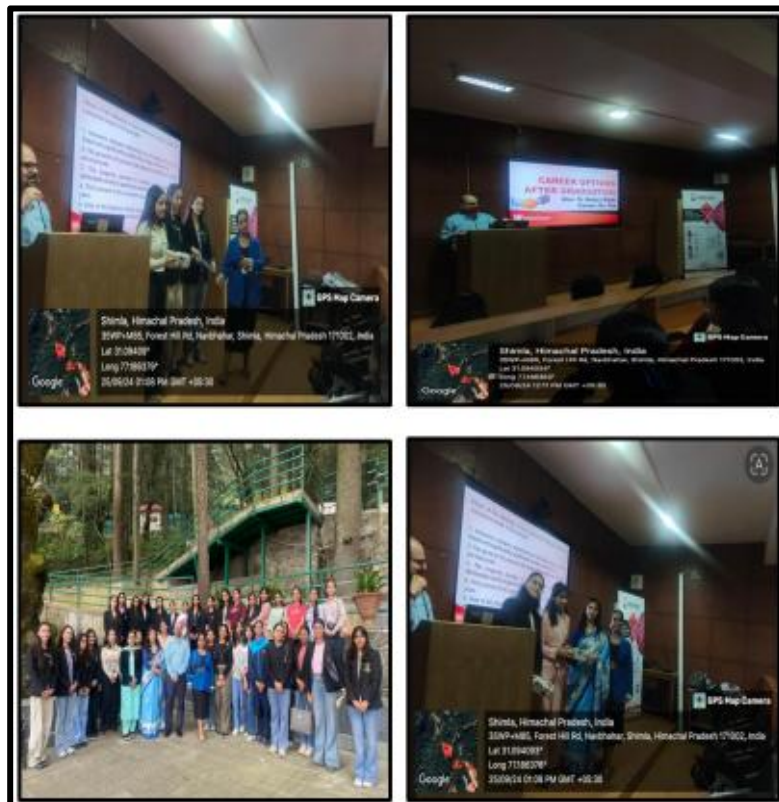
Career Counseling Session: “Future in Science”



- **Opportunities in Commerce** (Sept 25, 2024): Covered finance, management, and entrepreneurship.



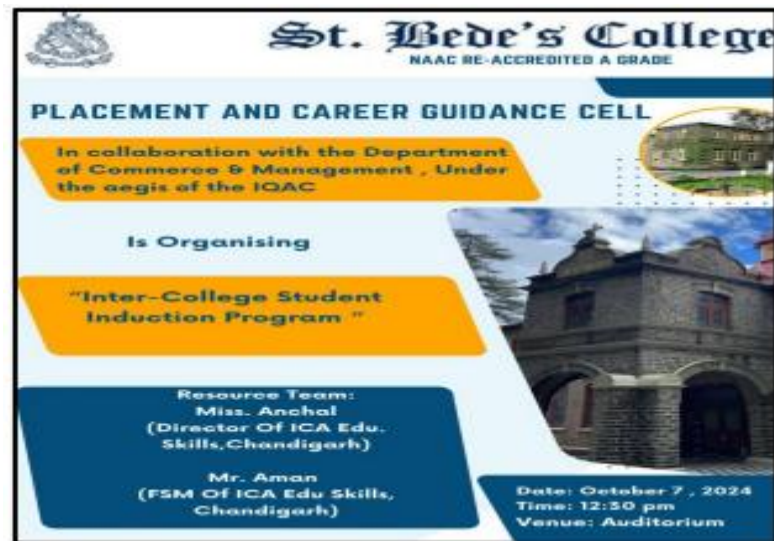
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Career Counselling Session: “Discovering Opportunities in Commerce”



- **Induction Program (Oct 7, 2024):** Included students from other colleges and promoted skill-based learning.



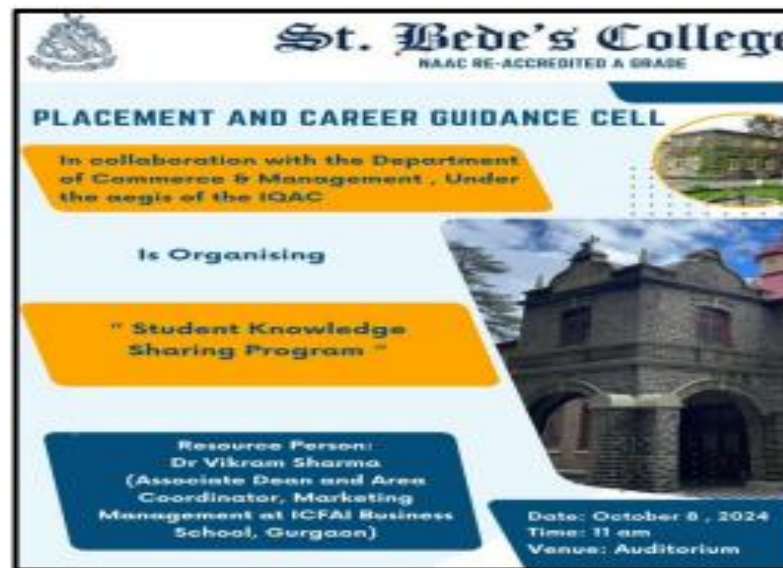
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Inter - College Student Induction Program



- **Knowledge Sharing Program (Oct 8, 2024):** Faculty-student interface for academic and career development.



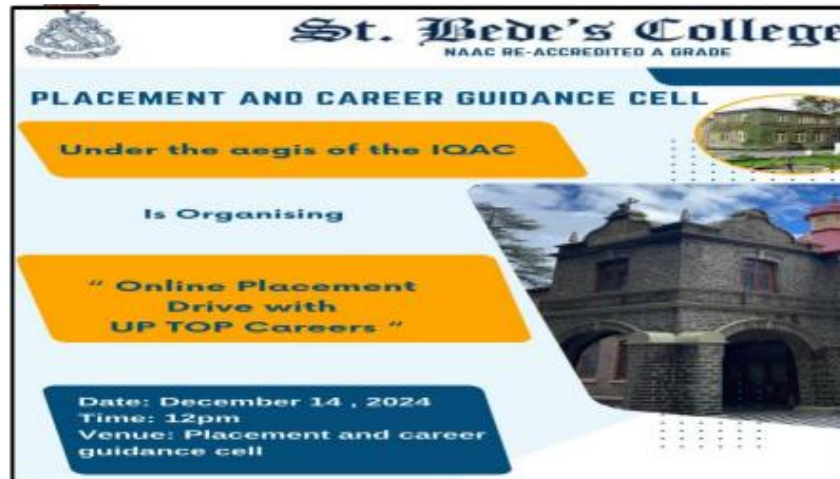
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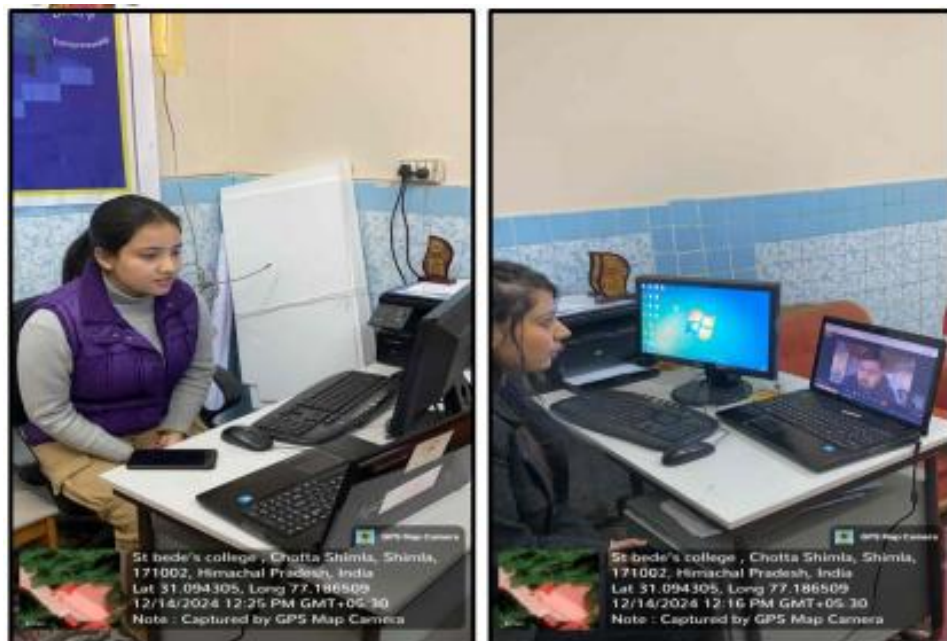
Student Knowledge Sharing Program



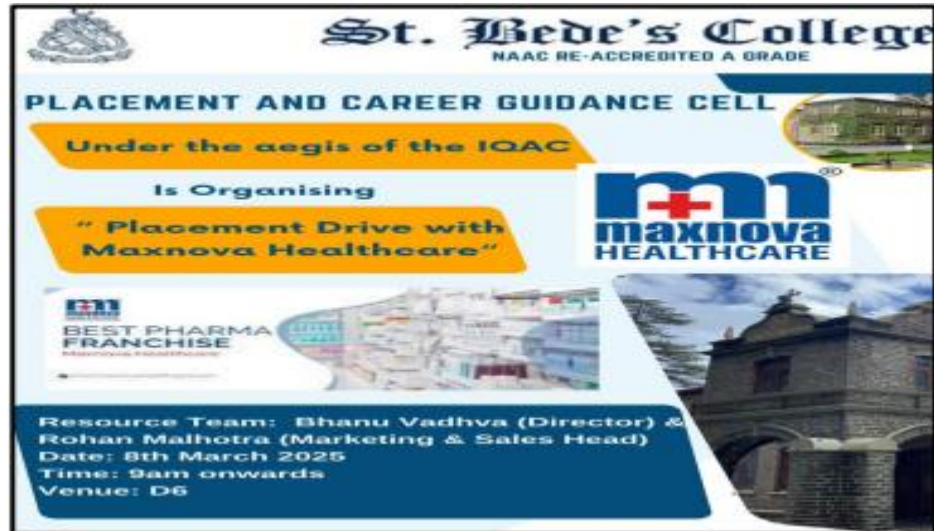
- **Placement Drives (Dec 14, 2024 and Mar 8, 2025):** With UP TOP Careers and Maxnova Healthcare.



Brochure



Online Placement Drive with UP TOP Careers



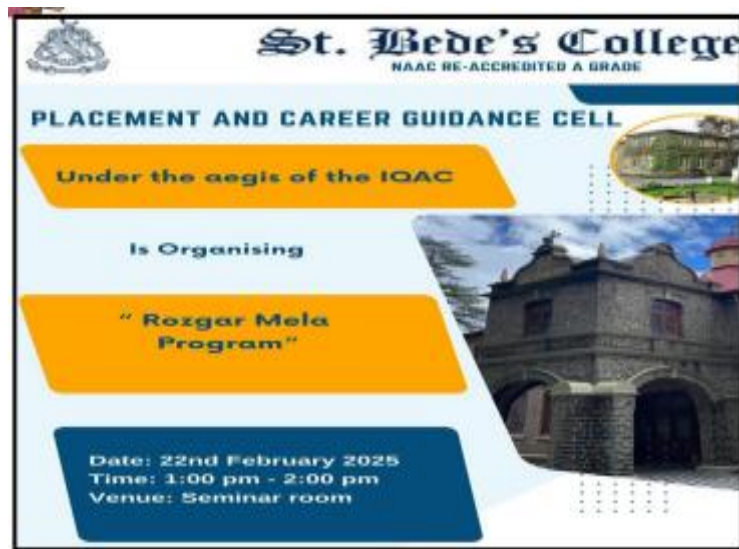
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Placement Drive with Maxnova Healthcare



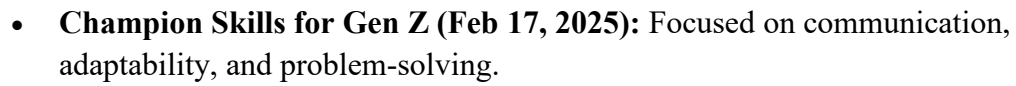
- **Rozgar Mela (Feb 22, 2025):** Promoted industry linkages, skill-building, and government schemes.



Brochure



Rozgar Mela



Rise & Shine with Champion Skills Program



Outcomes:

- Enhanced employability, digital competence, and confidence among students.
- Provided real-world industry exposure and networking opportunities.

5. Department of Biotechnology

Workshop: Skill Development for Young Budding Entrepreneurs (Oct 4–5, 2024)

- Included expert sessions on IPR, FSSAI regulations, GST compliance, and idea pitching.
- Participants from multiple institutions engaged in ideation and networking.

Outcomes:

- Strengthened entrepreneurial mindset among students.
- Provided insights into startup incubation, legal frameworks, and government schemes.
- Encouraged interdisciplinary collaboration.



Brochure



Two Days Workshop on ‘Skill Development for Young Budding Entrepreneurs’

6. Department of Botany & Physical Education

Event: *International Workshop on Research Methodology (Apr 7–9, 2025)*

- Conducted in collaboration with national and international universities.
- Topics included research ethics, data analysis, and interdisciplinary research.

Outcomes:

- Enhanced research capabilities and understanding of global academic standards.
- Fostered international collaboration and scholarly engagement.




ST. BEDE'S COLLEGE, SHIMLA
 NAAC RE-ACCREDITED 'A' GRADE
 College with Potential for Excellence

PG Departments and Department of Physical Education
 In Collaboration with UGC Cell
 (Under the aegis of IQAC)
 is Organising

THREE DAYS INTERNATIONAL WORKSHOP ON RESEARCH METHODOLOGY (Online)
(SCIENCES & HUMANITIES)
APRIL 7 - 9, 2025

Resource Person and Moderator

7th April, 2025		8th April, 2025	
 Prof. Ma. Rouda Ampoyno-Hervani Cebu Normal University PHILIPPINES	 Dr. Yaganeswari Pradeep Department of Psychology, V. V. Jyoti Institute of Education India	 Prof. Rajesh Choudhary P. B. S. University Raipur Chhattisgarh, India	 Prof. Jomar E. ESTO University of Southern Mindanao, PHILIPPINES
9th April, 2025			
 Prof. Oliver B. Villalona Faculty of Pharmacy, Univ. of Santo Tomas PHILIPPINES	 Prof. Sarah Rose G. Amabilhaz University of Southern Mindanao, PHILIPPINES	Topic Covered <ul style="list-style-type: none"> ✓ Research Ethics ✓ Basic Concept of Research and Data Analysis ✓ Interdisciplinary Insights: How Cross-field thinking leads to great Research Questions 	

Organisers
 Patron: Prof. (Dr.) Moby Abraham Convener: Dr. Kunam Sharma
 UGC In-charge: Dr. Ashwini Kumar Co-Convener: Ms. Anshita Sharma
 Organising Secretaries: Dr. Preeti Khandelwal, Dr. Sangamita Sharma, Ms. Tinksha Kamal, Mr. Nalin Sharma

TIME
 10:30 am - 12:30 pm IST

Google meet link:
<https://meet.google.com/zqx-dnaz-qwu>

Brochure



Three-Day Online International Workshop on Research Methodology



Three-Day Online International Workshop on Research Methodology

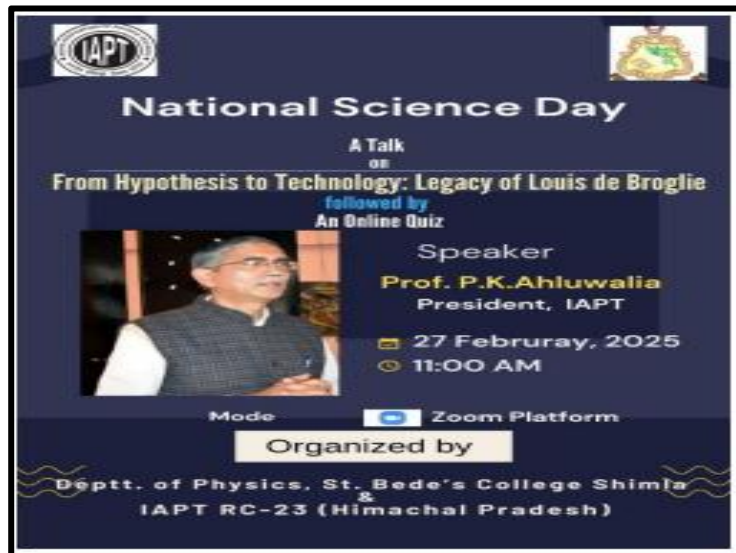
7. Department of Science

Event: *National Science Day Celebration (Feb 28, 2025)*

- Activities: Career guidance, scientific discovery bulletins, idea pitching, wellness product display, Vedic math, mock tests, and slogan competitions.

Outcomes:

- Promoted innovation, scientific inquiry, and applied science.
- Encouraged interdisciplinary thinking through integrated activities.



Brochure



National Science Day Celebration



8. Hackathon and Ideation Cell

Event: *Hackathon Marathon (Dec 2024–Feb 2025)*

- Real-world problem-solving with app and browser development.

Outcomes:

- Boosted digital literacy and innovation.
- Fostered teamwork and technical skills through project-based learning.



Brochure



Hackathon Marathon



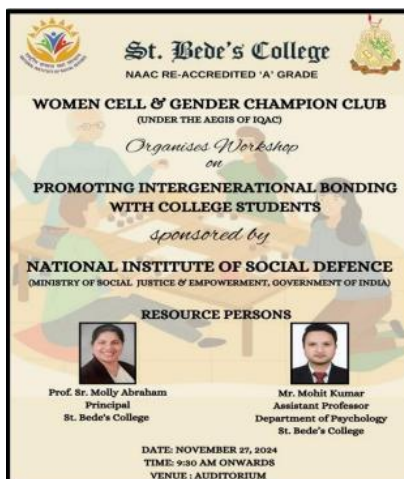
9. Women Cell

Series of Workshops on Intergenerational Bonding (Nov 2024–Feb 2025)

- Multiple sessions with psychologists, educators, and administrators.
- Activities: Games, skits, storytelling, recipe sharing, and open mic.

Outcomes:

- Promoted empathy, emotional intelligence, and social values.
- Strengthened community ties and value-based education.



Brochure

Series of Workshops on Intergenerational Bonding



Series of Workshops on Intergenerational Bonding



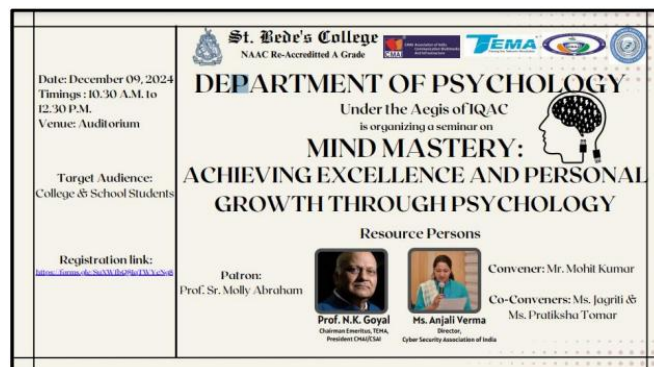
10. Department of Psychology

Seminar: *Mind Mastery for Personal Growth (Dec 9, 2024)*

- Topics included mental health, cyber safety, and positive psychology.

Outcomes:

- Improved awareness of psychological wellness and self-regulation techniques.
- Equipped students with tools for resilience and balanced mental health.



Brochure



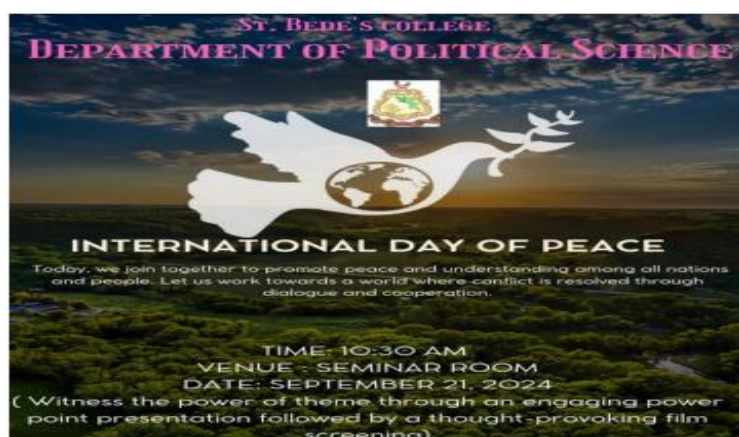
Seminar: *Mind Mastery for Personal Growth*



11. Department of Political Science

Activities:

- *International Day of Peace (Sept 21, 2024):* Film screening and discussions.



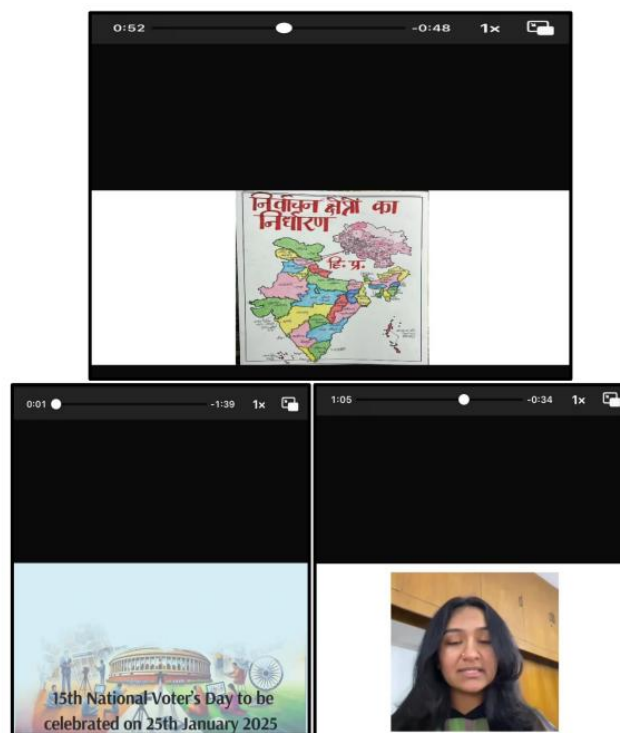
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Observing International Peace Day



- *National Voter's Day (Jan 25, 2025):* Community awareness through multimedia projects.



Voting Awareness through Video Making, National Democracy Day

Outcomes:

- Cultivated civic awareness and democratic values.
- Encouraged critical thinking on global and national issues.



12. Department of Hindi

Initiatives:

- Pronunciation and spelling workshops in the Language Lab.
- Hindi typing and ICT skills training.

Outcomes:

- Promoted linguistic precision and technology integration in vernacular education.



Pronunciation and spelling workshops in the Language Lab



Hindi typing and ICT skills training



13. Department of Computer Science

a. Workshop on AI and Cyber Security: Empowering Entrepreneurs for Digital Future (Oct 15, 2024)

Activities: Led by cyber experts Sh. Vijayant Gaur, Director of the Cyber Security Association of India including alumni Ms. Anjali Verma, Director of the Cyber Society of India, covering key discussion topics:

- Cybersecurity and its relevance in today's digital world
- The evolving landscape of cybercrime
- Cybersecurity practices for individuals and organizations
- Educational pathways including cybersecurity courses and certifications
- The legal framework and regulatory measures against cybercrime
- Emerging trends in cyber threats and security
- The integration of AI in cybersecurity
- Leveraging technology as a defense mechanism against cyber threats

Outcomes: Awareness of AI in entrepreneurship and cyber laws.

St. Bede's College
NAAC Re-Accredited A Grade

**Workshop on AI and Cybersecurity:
Empowering Entrepreneurs for the Digital Future**

Organised by
Department of Computer Science
(Under the Aegis of IQAC)

Resource Persons :

Sh. Vijayant Gaur
Director, Cyber Security Association of India,
Certified Information Security Manager (CISM),
Certified Information Systems Auditor (CISA)
SMS

Ms. Anjali Verma
Director,
Cyber Security Association of India

THRUST AREAS:

- Cybersecurity and Cybercrime
- The Cybercrime Landscape Today
- Cybersecurity for Everyone
- Cybersecurity Courses and Certification
- Legal Framework Against Cybercrime
- Laws and Regulations
- Future Trends in Cybercrime
- The Role of Technology in Cybersecurity & AI
- Technology as a Defense

Patron:
Prof. Sr. Molly Abraham
Principal

Convener:
Ms. Neha Walla
Assistant Professor

Date : October 15, 2024 **Venue : Auditorium** **Time : 11:00 A.M. onwards**

For any queries, contact
stcybergaurd@stbedes@gmail.com
0418993075, 9816113346

Brochure



Workshop on AI and Cyber Security: Empowering Entrepreneurs for Digital Future

b. Report on Webinar: “CMAI-CSAI-IHRO Cyber Warrior Mission: A Pathway Towards Employability” (November 22, 2024)

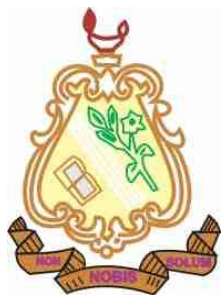
Mode: Hybrid

Participants: 440 (including dignitaries, principals, faculty members, and students from various colleges and St. Bede’s College)

A webinar titled “**CMAI-CSAI-IHRO Cyber Warrior Mission: A Pathway Towards Employability**” was conducted on **November 22, 2024**, aimed at raising awareness about critical aspects of cyber safety and enhancing students' employability in the digital era.

The event featured distinguished speakers:

- **Prof. N.K. Goyal**, Chairman Emeritus, TEMA and President, CMAI/CSAI
- **Ms. Moubani Sorcar**, Indian actress
- **Sh. Sandeep Arya**, Deputy Director General, Department of Telecommunications, HP LSA, Shimla
- **Sh. Ravi Chawal**, Director Security, Department of Telecommunications, HP LSA, Shimla
- **Ms. Hepisha**, Cybersecurity and Crime Intelligence Researcher
- **Ms. Shonal**, Anti-crime Strategist and Cyberpsychology Practitioner



The resource persons provided valuable insights into **cybersecurity, cybercrime, cyberbullying, cyberspace management, and cyber hygiene**. Their sessions were both informative and engaging, highlighting the increasing importance of digital awareness in personal and professional spheres.

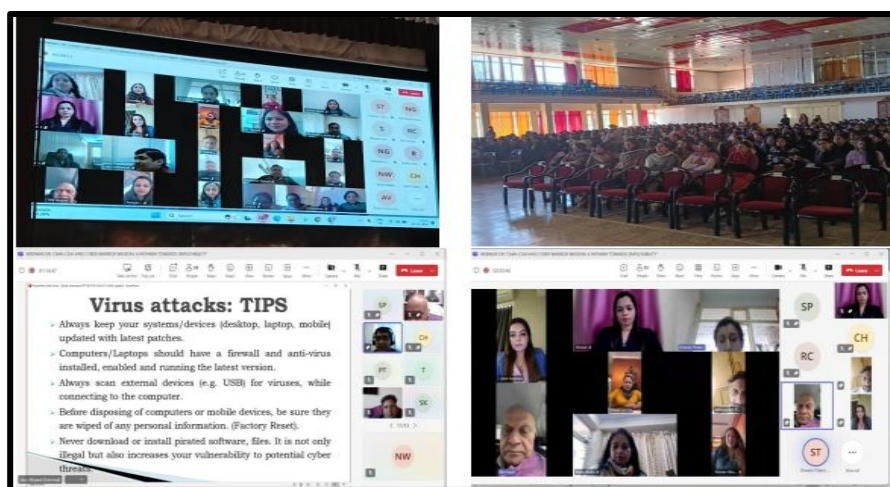
Organised in a **hybrid format**, the webinar saw the participation of around **440 attendees**, including prominent dignitaries, college principals, faculty members, and students from St. Bede's College and other institutions.

The event successfully met its objective of spreading cyber awareness and emphasized the need for cyber vigilance as an essential skill for employability in the modern world.

Outcomes: Understanding cyber careers and relevant certifications.



Brochure



Webinar On “CMAI-CSAI-IHRO Cyber Warrior Mission: A Pathway Towards Employability”



c. Hands-on Training: *HTML & CSS* (Apr 7–11, 2025)

Activities: BCA students taught web development at SD Senior Sec. School, Shimla. School Students developed foundational web design skills for the students of SD School. Participants built and styled basic web pages using HTML and CSS. BCA students gained teaching and mentoring experience. Promoted digital literacy and early interest in computer science.

Day 1: April 7, 2025

The first session was designed to introduce Class 9th and 10th students to the foundational concepts of web development. The session aimed to ignite interest in technology by breaking down the essential elements of website creation.

1. **Introduction to Websites:**

Students were introduced to the concept of websites, including their various types (e.g., informational, e-commerce, portfolio) and purposes.

2. **Website Creation Process:**

The session covered the basic stages involved in building a website—starting from planning and design to actual development—highlighting the importance of each step.

3. **Web Browsers and Editors:**

Students were familiarized with commonly used web browsers (such as Google Chrome and Mozilla Firefox) and web development editors like Visual Studio Code and Sublime Text.

4. **Interactive Q&A Session:**

An open forum allowed students to ask questions, clear doubts, and actively participate, fostering curiosity and enthusiasm for learning web technologies.

Day 2: April 8, 2025

The second session focused on introducing students to HTML—the backbone of web development. Through guided explanations and hands-on learning, students began exploring how web pages are structured and formatted.

1. **What is HTML?**

Students were introduced to **HTML (HyperText Markup Language)** as the fundamental language used to create and structure content on the internet. Its role in building the skeleton of a webpage was emphasized.

2. **Tags, Elements, and Attributes:**

The concept of **HTML tags** and **elements** was explained, showcasing how they define webpage components. **Attributes** were introduced to demonstrate how additional information is embedded within tags (e.g., href, src, alt, etc.).

3. **Basic Structure of an HTML Document:**

The standard layout of an HTML document was covered, including key components such as:

- `<!DOCTYPE html>`
- `<html>`



- `<head>`
- `<title>`
- `<body>`

4. Formatting a Web Page:

Students explored basic **HTML formatting tags** such as:

- `` for bold
- `<i>` for italic
- `<u>` for underline
- `
` for line breaks
- `<hr>`

Day 3: April 9, 2025

The third session advanced students' understanding of HTML by introducing multimedia elements, interactivity, and webpage connectivity. Hands-on demonstrations helped reinforce learning.

- **Introduction to `<marquee>`:**

Students explored the `<marquee>` tag to create scrolling text and images on web pages. Various attributes such as `direction`, `behavior`, and `scroll amount` were demonstrated to customize movement and visual effects.

- **Image Insertion:**

The use of the `` tag was introduced, teaching students how to embed images in web pages. Attributes like `src`, `alt`, `height`, and `width` were explained to ensure proper formatting, responsiveness, and accessibility.

- **Image Maps:**

Students learned how to create **interactive images** using **image maps**. The `<map>` and `<area>` tags were used to define specific clickable regions within an image, enabling navigation or interactivity directly through visual elements.

- **Connectivity with Other Webpages:**

The session concluded with a demonstration of hyperlinking using the `<a>` (anchor) tag. Students were shown how to create both **internal links** (linking pages within the same website) and **external links** (linking to other websites), enhancing overall navigation and usability of a website.

Day 4: April 10, 2025

The fourth session focused on equipping students with the skills to work with tables and forms—key components in building interactive and data-driven web pages.

1. Table Creation:

Students learned to create and format tables using HTML tags such as:

- `<table>` to define the table
- `<tr>` for table rows
- `<th>` for header cells
- `<td>` for data cells



They practiced organizing data into rows and columns, adding borders, and applying basic styling for clarity and visual appeal.

2. Introduction to Forms:

The importance of forms in collecting user input on websites was discussed. Students were introduced to the `<form>` tag and its role in interactive web development.

3. Form Controls:

Various HTML form controls were explained and demonstrated, including:

- Text fields (`<input type="text">`)
- Radio buttons (`<input type="radio">`)
- Checkboxes (`<input type="checkbox">`)
- Dropdown menus (`<select>`)
- Buttons (`<input type="submit">`, `<button>`)

Students explored the syntax, purpose, and behavior of each element.

4. Form Creation:

Students applied their learning by building complete HTML forms using the `<form>` tag and various input elements. Use cases such as login pages, contact forms, and surveys were used to provide practical experience.

Day 5: April 11, 2025

The final day of the training program focused on styling web pages using CSS and assessing students' learning through a quiz and hands-on activity.

1. Introduction to Cascading Style Sheets (CSS):

Students were introduced to CSS (Cascading Style Sheets) as the language used to enhance the visual presentation of web pages. The concept of separating content (HTML) from design (CSS) was explained to emphasize clean and maintainable code.

2. Implementation of CSS in Webpages:

Different methods of applying CSS were demonstrated:

- Inline CSS
- Internal CSS (using `<style>` within the HTML document)
- External CSS (using a separate .css file)


Students learned how to use selectors, properties, and values to style elements such as text, backgrounds, borders, and page layouts.

3. Quiz / Final Assessment:


A short quiz and practical assessment were conducted to review and reinforce the concepts taught throughout the week. This provided students with an opportunity to demonstrate their understanding by applying HTML and CSS to build simple web pages.

Outcomes: Digital outreach, peer learning, and web literacy among school students.






St. Bede's College
NAAC Re-Accredited A Grade



Venue :
S.D Senior Secondary School,
Ganj Bazaar, Shimla

Five-Day Hands-on Training Session
on
"HTML AND CSS"

Organised by
Department of Computer Science
(Under the Aegis of IQAC)



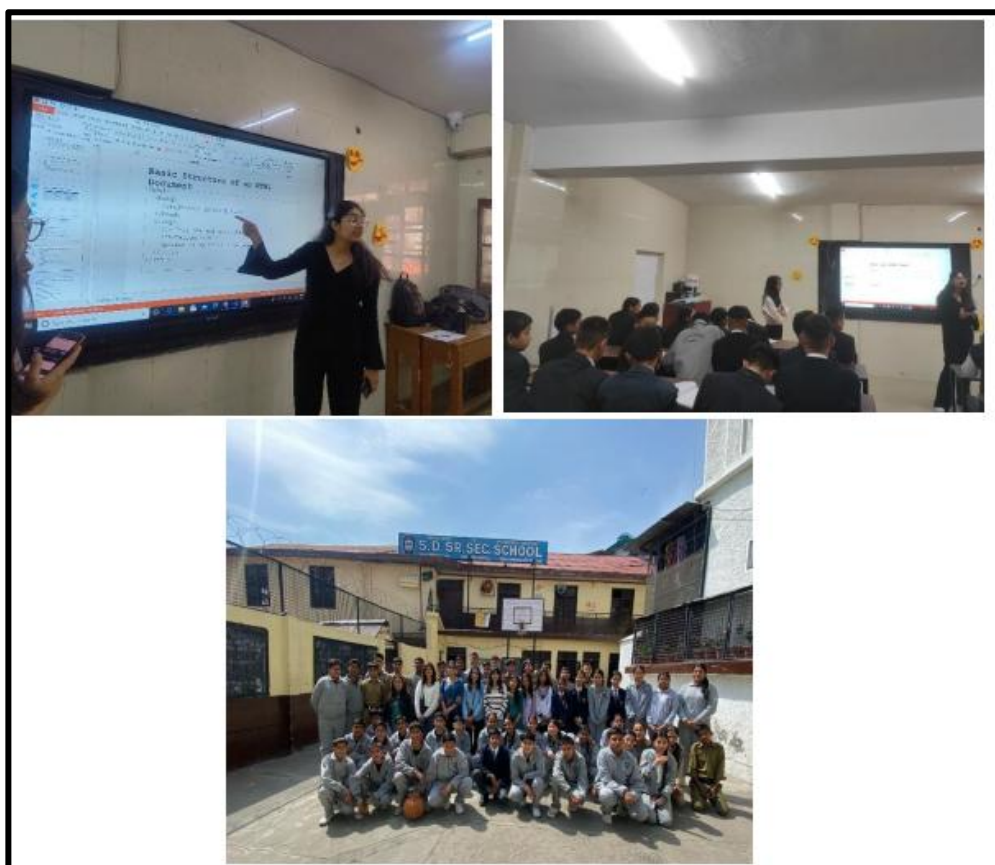
Patron:
Prof. Sr. Molly Abraham
Principal
Convener:
Ms. Neha Walia
Assistant Professor
Co-Convener:
Ms. Nivedita Bhardwaj
Assistant Professor

Date : April 7-11, 2025

Time : 1:00 P.M. – 3:00 P.M.

Mode: Offline

Brochure



Hands-on Training: HTML & CSS