

# 1. Introduction

THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL has come a long way since its inception in the year September 1994. Established as an autonomous institution under the UGC, the NAAC has been able to instill a momentum of quality consciousness amongst Higher Educational Institutions (HEIs) leading to continuous institutional improvement. The institutions of higher learning across the country have since come to know the benefits of NAAC appraisal and validation.

NAAC's agenda of total quality viewpoint has made a profound effect on the institutional perception of quality. The past decade has witnessed colleges and Universities adopting innovative methodologies so much, so that the quality assurance mechanism has become an integral part of educational system. Quality Sustenance and Quality Enhancement are the two key words reverberating in most institutions of higher learning in the country today. As many as 124 Universities and 2486 colleges in the country have been successfully assessed and accredited by NAAC in the past eleven years.

Maintaining this momentum of quality consciousness is of crucial importance. It is a common knowledge that no single strategy works on its own. Multiple methodologies should be used at the same time and these should be intended to overcome the barriers and setbacks that come in the way of Quality Assurance and Quality Sustenance. We have to ensure that all stake holders in higher education remain fully engaged in this endeavour and together move forward the NAAC's agenda on quality assurance.

## **Constitution of IQAC :**

The educational institutions must have a long-term objective, and not rest after initial euphoria of accreditation process. It is in this context, that the NAAC has been pushing colleges to set up Internal Quality Assurance Cells (IQAC). The NAAC's advocacy of establishment of IQAC by every accredited institution as a post-accreditation measure is the first step towards institutionalization and internalization.

Institutionalization in this context means making quality enhancement an integral part of institutional functioning. An Accredited institution is a sure sign of quality & integrity in the eyes of stakeholders. IQAC will be utilized to generate good practices, ideas, planning, implementing and measuring the outcome of academic and administrative performance of the institution.

One of the important functions of IQAC is to develop realistic and attainable quality benchmarks for each of the academic and administrative activities. Benchmarking means fixing standards for all activities on the basis of its own practices and the experiences of others. One of the most critical functioning of IQAC's is to keep the institution abreast of and abuzz with quality sustenance activities on a wide gamut of pertinent issues through workshops/ Seminars/ Demonstrations/ Case

Studies/ Group Discussions/ Panel Discussions/ Role Plays/Symposia etc. Multi-disciplinary and multi-institutional activities like these will expose the students and teachers to new frontiers of knowledge thereby strengthening the moral fibre of the institution leading to holistic development. These activities may be organized at different levels like institution, University, State, National or International levels.

The area coverage and the scope of the subject matter of the activity depend upon the levels at which these programmes are organized. This apart, the programmes conducted at levels other than at the institutional level may demand a lot of skill, imagination, planning much in advance and with huge financial resources. It may be possible to organize only one or two such programmes in a year. At the institutional level, programmes are relatively easy to organize and such programmes may not need any financial resources and even if it becomes necessary, it will be insignificant. Besides, they may be organized at short notice. Several such programmes can be organized in a year. The students, teachers and other stakeholders will stand to benefit from such programmes.

The composition of the IQAC will depend on the size and complexity of the institution. It helps the colleges in planning and monitoring. IQAC also gives stakeholder beneficiaries, a cross-sectional participation in the institution's quality enhancement activities. The guidelines are only indicative and will help the institutions in having quality sustenance activities.

It is essential for the members of IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out procedural modalities. It is advisable to choose persons from varied antecedents, who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitments, to improve the quality of teaching and learning. It would be appropriate to choose persons in charge of institutional services such as library, computer center, estate, student welfare, administration, management representatives, students, alumni, industrialists, parents, academicians in the region, etc.

The role of the coordinator of the IQAC is fundamental & critical in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person of high repute with expertise in the relevant field. The secretarial assistance if any, may be availed from the administration. It is preferable that the coordinator may have a sound knowledge on usage of computers for effective communication.

The IQAC has to ensure continuous improvement in all the operational aspects of an institution and also assure its stakeholders of the accountability of the institution for its own quality. A large number of institutions accredited by NAAC have established IQACs and are already in functional stages.

For Re-accreditation of the institutions NAAC has set two Minimum Institutional Requirements.

- A functional IQAC in the institution; and
- A website with institutional information and also for communication connectivity.

To make quality assurance mechanism an integral part of the education system and at the same time attain academic excellence, it is expected that the Higher Education Institutions establish the IQAC. NAAC has recently re-accredited 28 institutions of higher learning in different parts of the country. The experience shows that the IQACs in these institutions are proactive and functioning well.

With the aim of replicating the same in other accredited institutions and also to share some of the issues and concerns, the NAAC had organized a one-day workshop on October 14, 2005, the theme 'IQAC Activities – Case Presentation'.

In the first instance, around 140 institutions which had sent their AQAR reports describing their IQAC activities were shortlisted. After scrutinizing the reports, around 40 institutions were selected and a questionnaire was sent to them eliciting case presentations. Out of those 40, twenty (20) were eventually selected to make their case presentations for discussions.

The purpose of the workshop was to share the experience of the institutions about the activities /practices carried out, fine tuning the process, action plan through the Internal Quality Assurance Cell in the accredited colleges. Crucial issues related to IQAC establishment like 'Objectives and functions of IQAC', 'Organizational arrangements', Strategies, Activities and Resources and 'Responses and Impact' were discussed at length in the workshop. These proved to be invaluable in helping participants to get acquainted with the nuances of IQAC functioning.

Based on the discussions in the workshop and the reports submitted by the colleges, some of the practices followed in the institutions are presented in this volume.



## 2. IQAC Activities

### 2.1 Planning of IQAC through democratic methods

Goal:	To develop an action plan for the academic year; To interact with colleges / students / Management / Society to assess and elicit suggestions / recommendations in important areas like introducing need based new academic programmes, improving infrastructural facilities etc., and to share best practices with the others to achieve the objectives of IQAC.
The Context:	At the institutional level, it is necessary to create a positive attitude and approach, motivating and providing support to the colleges / Departments for organizing co-curricular or extra curricular activities, promoting research culture, encouraging teachers to organize seminars, workshops etc. motivating students to learn beyond the curricular aspects and providing training in computer operation to the non-teaching staff are some of the tasks performed by IQAC members. The whole exercise is a participatory approach and also achieved through a democratic way.
The Practice:	<p>IQAC members also act in the capacity of Head / Member of different committees and enjoy an administrative position of significance. The Vice-Principal, the Registrar, the NCC officer the NSS Programme officer, Professor-In-Charge of Library and some other senior faculty members have been inducted in the IQAC. By virtue of their positions and their proximity to the staff / students associated with the said committees, these members are able to play a significant role in the decision-making process of some of the activities. The members of IQAC, worked as facilitators along with the Heads of Departments in identifying the Best Practices being followed in each department. The members of IQAC made a criterion-wise presentation to the Heads. The Heads of the Departments were then requested to make a presentation on the same. Staff members indicated that although they were keen on undertaking research they were not very clear regarding procedural issues. Hence:</p> <ol style="list-style-type: none"><li>i. Information regarding Major Research Projects / Minor Research Projects / FDP scheme was provided through the Staff academy.</li><li>ii. A centralized process of identifying funding agencies and motivating faculty members to apply for research projects to various funding agencies was initiated. The committee looked after submission of applications to various agencies and then monitored the progress.</li><li>iii. Efforts were made to streamline the working of the unaided programmes based on the feedback received from the staff and students. The Vice-Principal was assigned the responsibility to co-ordinate the unaided programmes. The core faculty / visiting faculty, office and laboratory staff were appointed.</li></ol>
Evidence of Success:	Sharing of Best Practice enabled the colleges in identifying, recording and emulating of the same by other Departments. IQAC has planned several need based unaided programmes in B.Sc. in I.T. and Computer Science, B.Sc. in Biotechnology, B.Com. in Accounting & Finance and B.Com. in Banking & Insurance, B.M.S., M.Sc. I.T. and Computer Science, M.Sc. in Biotechnology, M.Sc. in Environmental Science and M.Com, and it has been

	<p>implemented. Under the innovation of the UGC scheme, Colleges have started Coaching SC/ST and minority community students for competitive exams like UPSC, Maharashtra Public Service Commission (MPSC), SSC and IPS. Five teachers have availed the FIP facility under the 10th plan of UGC and are currently pursuing Ph.D. programmes. Eight teachers have registered for Ph.D. Degree. The number of Minor Research Projects sanctioned to the faculty is 23 and the outlay is 7,80,000/- The Nano Technology Research Centre has 2 Major Research projects, one each from CSIR and BRNS – a total of more than Rs. 21 lakhs.</p>
<p>Problems encountered and Resources required:</p>	<p>Quality initiatives and implementation require both inspiration and perspiration. Along with this, a vital element i.e. financial resources are sine qua non. Some of the typical problems encountered by the IQAC are enumerated below.</p> <ul style="list-style-type: none"><li>* Drawing out of strategies and plans by academicians.</li><li>* Work beyond duty hours for activities that go beyond teaching by faculty may create an element of resentment.</li><li>* A positive step of linking increments to performance may eliminate this problem.</li><li>* Demands from staff/students for improved and state of the art infrastructure.</li></ul>
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## 2.2 Business Motivation Training and Research Centre

Goal:	<p>The Business Motivation Training and Research Centre (BMTRC) has been set up with the aim of improving quality of commerce education. It is a comprehensive project for bridging the gap between theory of commerce education and practice in the business world. The principles of the Centre are:-</p> <ul style="list-style-type: none"><li>• Motivating students to choose entrepreneurship and self employment as a career.</li><li>• Enhancing quality education by introducing supplementary vocational based short term courses.</li><li>• Providing exposure to students to the business world by introducing industrial training.</li><li>• Undertaking research through surveys, interviews, collection of data on the industrial education interface.</li><li>• Developing employability of students for jobs in the service sector.</li></ul>
The Context:	<p>Curriculum designing without overlapping with the University Syllabus is a difficult task. Hence frequent meetings were held with the experts in the industrial field and academicians, particularly in the commerce education. The project involves short term courses, which are conducted along with the regular schedule of the degree courses. The designing of the courses was also a challenging issue which was dealt with by involving experts from industries.</p>
The Practice:	<p>The following courses are being conducted:-</p> <p>Accounts writing and computer application</p> <p>Event management</p> <p>Business English</p> <p>Travels and Tourism.</p> <p>A course in E-Commerce</p> <p>The duration of these courses is a minimum of three months and a maximum of eight months. Students enrolled for the courses have to complete the theory part through class teaching and training part in the industries and offices during the vacation at least for a period of two months. The classes are held in the evening after the regular college hours. Students are provided with the internet facilities and a network of computers. The faculty for these courses is almost from the industrial field working on visiting basis. The certification is by the college after the completion of the courses and training. The examination is conducted module-wise and at the end of the course as well. This is a unique practice of the institution which provides an impetus to students to choose entrepreneurship as a career. The constraints are obviously felt to some extent. Mainly as we have to run these courses on self financing basis, decision regarding the fee structure has always been a difficult task. Additionally, availability of experts from the industrial field as faculty also requires some compromises so far as the schedule of the courses is concerned. But these constraints have</p>

<p>Evidence of Success:</p>	<p>been overcome with the help of the alumni association which helps us in providing faculty for the courses.</p> <p>As the main aim of the Business Motivation Training and Research Centre project is to equip students with the entrepreneurial training, some students have started their own business unit on a small scale basis. In addition to this, the placement cell of B.M.College of Commerce helps the students to provide jobs in industries and offices mainly in the private sector. The Centre also aims at enhancing the quality of commerce education by supplementing the knowledge of the practical business world to the theory education imparted through University curriculum. The Business Motivation Training and Research Centre involves training as a core part of the course. It is successfully implemented and has helped us expose our students to the practical world of commerce. The Centre being an autonomous activity, enjoys the freedom to implement ideas and revise the course in a shorter span of time. The result of the Business Motivation Training and Research Centre courses indicates that the aptitude of students is recognised properly and converted into knowledge and improvement capacity.</p>
<p>Problems encountered and Resources required:</p>	<p>We have tried to solve them successfully with mutual understanding and value addition to the courses. However, a few of them can be quoted as follows :-</p> <p>It has always been a big task to keep pace with the time and revise the curriculum of these courses.</p> <p>The examinations of the regular University courses are normally held in March / April and therefore, deciding the schedule of examination and adjusting the training period has been little difficult.</p> <p>Many meritorious students from our college are pursuing professional courses like CA, CS, ICWA, hence they find it very difficult to coordinate the schedule with the schedule of the BMTRC Centre courses.</p> <p>Difficulty is felt in getting expert faculty from the industrial field for the course.</p> <p>Notes : Through the BMTRC project, changes have been introduced for quality enhancement by providing a large exposure to students, which has made a significant value addition to their knowledge and personality. Hence, colleges are seriously thinking of being autonomous in the near future. BMTRC may be the first step towards autonomy.</p>
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## 2.3 Organizational Arrangements in Internal Quality Assurance Cell

Goal:	Christ College has taken strategic strides to become a leading institution by imparting quality education. In this direction the primary goal of the IQAC is to work on strategies and ensure the implementation of these to build an institution that will stand tall for the high impact of its teaching.
The Context:	The Quality Cell has been conceived and developed as a centre to facilitate and support activities of the teaching community. It provides resource support (non-financial) and acts on feedback received from all the stakeholders. It designs and develops strategies and implements these to improve the overall quality of the class room transaction. The co-ordinator of the IQAC works in co-ordination with all the staff.
The Practice:	<p>The cell operates with one individual exclusively coordinating the activities and three teaching members who work and support the coordinator. The cell interacts with the teachers at the departmental level periodically to get feedback and suggestions from all the teachers in the department. The departments will set goals and targets with a time frame and submit the same to the IQAC. These will periodically be assessed by the cell and a review meeting will be held.</p> <p>The cell also introduces programmes or dialogues to ensure accountability with transparency in all teaching practices and assessment patterns. In this effect the cell made it mandatory for all teachers to issue a copy of the Course Plan to all the students. Having been declared an autonomous institution, the cell initiated dialogue among the departments to introduce transparency into the assessment of the students' learning.</p> <p>The cell interacts with the Student Council, Parent's Committee and receives feedback from these groups and uses this feedback in planning its strategies, especially in bringing transparency/objectivity/accountability in the teaching-learning-evaluation processes.</p> <p>It also initiates workshops for the administrative staff (include the support staff) who are involved in maintaining the campus and its surroundings. Follow up workshops will also be periodically held to reinforce the training.</p> <p>The cell also acts as a documenting centre for the seminars/workshops/ publications/. Documentary files maintained in respect of those who attended /presented papers in seminar/workshops. These are subsequently uploaded on the institution website: christcollege.edu against the concerned teacher's name in the concerned department</p> <p>This documentation has worked as a motivational factor for teachers by the work of the teacher becoming a public document for those interested.</p>
Evidence of Success:	For IQAC, the major success has been acceptance of the concept as part of the processes in the campus. The initiatives of the cell are now accepted by the teaching community and the students. The initiative on strengths, weaknesses, opportunities and threats (SWOT) analysis

Problems encountered and Resources required:	<p>introduced in every teaching department was accepted by all and worked upon positively. Subsequent review meetings held with all the departments to work out strategies based on the SWOT analysis.</p> <p>The primary problem encountered is that of resistance – to change. A lot of convincing and persistent measures to alter strategies wherever needed has resulted in a lot of time being lost.</p> <p>Resources required:</p> <ul style="list-style-type: none"><li>• Infrastructure Support from all other administrative departments/infrastructure &amp; finance office to organize programmes.</li></ul>
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## 2.4 Participatory Learning

Goal:	To make students totally involved in the teaching-learning process, alternate teaching techniques supplementing the traditional lecture method must be evolved. This shift from traditional to innovative methods should make teaching an exciting and interactive exercise. All categories of students (slow & advanced learners) must benefit from the change and must be motivated to self-learn at least part of the topics discussed in the class. The students must be participatory and not be passive targets. Towards this effort, teaching modules and lesson plans are organized.
The Context:	Feedback from students clearly indicates that the chalk and talk method is totally inadequate to sustain the interest of the students. The introduction of Choice Based Credit System in 2001 has brought in sweeping changes in the curriculum. Innovative, application oriented, skill-based papers have been introduced in all disciplines. These papers cannot be taught by the conventional lecture method alone. Hence radical changes have been made in pedagogy.
The Practice:	<p>Students are involved in role-play, case studies and puzzle solving are some of the techniques used by several departments. Trouble shooting, Brainstorming sessions, Panel discussions and Management games are the tactics employed by the staff of Management Studies to make their wards industry-ready.</p> <p>Student centered learning strategies have been initiated. Exercises are undertaken to enable students to acquire hands-on learning and first hand information from real life situations. A few significant methodologies are described below:</p> <ul style="list-style-type: none"><li>• Industrial visits for experiential learning</li><li>• Onsite – learning and field visits</li><li>• Internships</li><li>• Collaboration with NGOs, MoUs with industries for training</li><li>• Projects / Pilot Studies / Surveys</li></ul> <p>The above exercises are given to all UG &amp; PG departments as they help the students to develop composite skills like data collection, organization, presentation and interpretation of data, usage of IT for preparation of thesis and power point presentation.</p> <p>A language lab has been established for acquiring communication skills through interactive learning. Two Internet Browsing centers with the provision of INFLIBNET, DELNET facility in the library have been set up to promote self-learning.</p> <p>Preparation of lesson modules for power point presentation has been greatly facilitated through the establishment of a Multimedia Material Production Centre. IT students help in the preparation of teaching materials, for which they are paid under the “Earn While You Learn Scheme”. About 50% of staff prepares their own power point presentations, while the rest are undergoing the necessary training.</p>

Evidence of Success:	<p>Sustained efforts have been taken by the staff to adopt alternate teaching methods and the percentage of lecture methods is at present only 40-60, depending on the course. Teachers have been challenged to update themselves on emerging areas through web site visiting, as they have to act as facilitators and guides.</p> <p>Students have welcomed the change and are now actively interacting with teachers, enjoying and benefiting from participatory learning.</p>
Problems encountered and Resources required:	<p>Workshops and seminars had to be organised to bring about attitudinal changes in teachers and to impress on them the effectiveness of methodologies as teaching tools, other than the lecture method. Teachers have to be trained in the usage of ICT for preparing teaching aids.</p> <p>The management had to invest in procuring LCDs, OHPs, Educational CDs, Hardware and Software. Apart from the existing browsing centre, an additional 20 systems had to be established to meet the rising demand. The cost of this was met through the UGC grant under CPE Scheme.</p> <p>MoUs had to be undertaken with local industries, NGOs and other establishments to accommodate internship and on-site learning. New evaluation techniques also had to be introduced.</p>
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## 2.5 Newsletter of IQAC: Quality Initiatives and Endeavours

Goal:	The main aim of the practice is to get maximum involvement of all the stakeholders by providing them complete information about the activities of the IQAC. The basic principle underlying this approach is that if the people involved in any productive activity are well informed, the participation index and involvement grows at a higher pace.
The Context:	While emphasizing the need for dissemination of information about the plans and prospects of the working of IQAC, it was very important in the very first year of accreditation to inform the people and create awareness among themselves about the underlying need of moving into the post-accreditation era. Without any appropriate and suitable financial and administrative set up and attitudinal strengths, the process of creating awareness was very cumbersome. With only the zeal and motivation to work as the desired force available with the institution and with only one goal to move along the aspirations of NAAC, the Principal and the Coordinator moved towards getting all the stakeholders involved with the optimum use of the minimum possible resources with the tool of an IQAC newsletter.
The Practice:	The institution with a clear motive to make optimum use of the resources available, developed a self-devised system of providing information about the activities of the NAAC in the post-accreditation scenario. The Principal and the Coordinator of the college decided to prepare a document that could provide a complete and clear information about the activities of the NAAC, IQAC and the role of the college in the post-accreditation set-up. A small document of only four pages was prepared which included the introduction and background of the accreditation process in the college; vision and mission of the college; concept, objectives and functions of the IQAC; Plans chalked out; objectives and targets accomplished; recent milestones and future plans. The whole document was prepared by the coordinator of IQAC and published. The copies were distributed among all the faculty members, office staff, non-teaching employees, office bearers of the Alumni Club, PTA members and some copies were kept in the library reading room for the use of the students. The copies of this leaflet were also displayed on the different Notice Boards. The cost of the Newsletter titled “Quality Initiatives and Endeavours” was less than Re.1-00 but the impact and response was enormous.
Evidence of Success:	A moderate effort on the part of the institution to get ‘ maximum out of minimum’. A leaflet was released by the Director, Public Instruction (Colleges), Punjab. She appreciated the efforts and called upon other institutions in the state to follow the initiative taken by the college. It was a very successful endeavour as everyone having a stake in the institution got information about the institution’s post-accreditation efforts for quality enhancement as well as motivated all to work collectively and effectively for the accomplishment of the future plans. This shows that small and moderate efforts, made with clear vision and motives, can do wonders.

Problems encountered and Resources required:

Being a Govt. College and having so many financial, administrative and other handicaps, the various endeavours aimed at quality sustenance and enhancement face some problems. But the attitude and motivation of even a few persons connected with quality pursuits is enough to march forward. This was an innovative exercise devised by the college requiring less amount of finances. So, no serious problems were faced while implementing this practice. The efforts of the Principal and motivated faculty members paid rich dividends.

Notes

The adoption of this practice and other quality related initiatives undertaken by the institution have proved that the small and moderate people at small places can do wonders and create a congenial atmosphere for all the stakeholders.

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## 2.6 Thrust for Knowledge : 'JIGYASA'

Goal:	Science Honors Programme (SHP) was started in the year 2004 for the Second Year B.Sc. students belonging to all science streams. 'Jigyasa' the research volume of work done by these students was the culmination of SHP. The duration of the programme is one academic year. The students are selected on the basis of a written test and the participants enrolled in the program have to undergo an extensive training in developing research aptitude and carry out a small research project in their chosen subject. The goal of this activity is to inculcate a scientific discipline and nurture the curious mind of a student who wants to go beyond the prescribed syllabus. The precise documentation of the outcome of their research endeavors is the research volume Jigyasa that is published at the felicitation programme of the successful candidates.
The Context:	In view of the growing demand for skilled workers in the field of research and development, it was felt to be necessary to equip the students right from the undergraduate level with the activities involved in research. Usually students are exposed to research at their post graduate or doctoral degree level and have to undergo a lot of hardships to adjust to the ever demanding environment of research. So it was thought to be a worthwhile effort to offer the students the glimpses of the disciplined journey leading towards an accomplished research endeavor. One of the most important things in research activity is the documentation of one's findings in a scientific manner which also has a chance to authenticate the work by eminent personalities of the field. Students of SHP thus were expected to learn to write and publish their work through 'Jigyasa'.
The Practice:	<p>The students selected for the research module in the program were provided guidance regarding various steps involved in research. Each student was assigned an advisor teacher who supervised the entire project work that included carrying out research in the laboratory and compilation of the work in the form of a research paper at the end of the program. Students were oriented by expert research guides in various fields such as how to choose a project, reference work related to the topic, literature review, writing of the project proposal, presenting data in a compiled manner using computers, project report writing, abstract writing and finally writing of research paper to be compiled and published in the research volume 'Jigyasa'.</p> <p>Students were also provided with computer assistance for doing online reference work, typing and printing of their reports, articles and research papers.</p>
Evidence of Success:	The first evidence of success is the marked increase in the confidence level of student participants. Students have learnt the art of carrying out a research project in a scientific manner. The technicalities of reporting the findings of research are also imbibed by them. It reflects in all their writing work that involves analytical thinking. They have also developed a knack for trouble shooting and developing a result oriented approach. They exhibit an eagerness to learn more, thus increasing their knowledge base. They also demonstrate creativity while writing a report. The students realize the importance of authenticity of the work included in Jigyasa and take pride in the fact that they too can publish articles which

<p>Problems encountered and Resources required:</p>	<p>can be acknowledged by the scientific community. In short, they have been successful in capturing the true essence of the research activity by being a part of 'Jigyasa'.</p> <p>In all the above activities the following problems were encountered:</p> <ol style="list-style-type: none"><li>i. Since the program is in addition to the regular work, the students as well as the teachers had to put in extra hours and work on holidays to complete the program.</li><li>ii. The students as well as the teachers had to undergo training to understand the requirements of research activities. Getting a knowledgeable faculty from a research organization was difficult due to time constraints and the student level being the undergraduates.</li><li>iii. Students had to be reminded from time to time about timely completion of the projects and submission of the research papers which was difficult due to constraints of laboratory space at specific times, unavailability of resources such as glassware, chemicals, instruments or their non working conditions. Also in the absence of dedicated computer facility for the program there was an increase of burden on the departmental computers leading to loss of time.</li><li>iv. Cost escalations during the typing and printing of the research volume.</li></ol> <p>These problems were mostly overcome by orienting the students and teachers regarding the work schedules in advance and making time slots available for students to use the laboratory and computer Science and Information Technology department. The printing was done by the expert office staff and the creativity evident in the Research volume was a joint efforts of the students, non-teaching staff and teacher participants.</p> <p>The shortage of funds was taken care of by the college to ensure fine quality of printing.</p>
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## 2.7 “Skill-Will” Club

Goal:	<ul style="list-style-type: none"><li>• The goal of the Programme is to train students in Communication Skills and soft-skills, such as Reading/Pronunciation/English Speaking; Writing; Group Discussion; Job Skills-Presentation Skills</li><li>• The “Skill-Will” Club aims to train students in soft-skills to empower them to compete in the job-market.</li></ul>
The Context:	<p>The remarkable shift in the job market has brought pressure and responsibility right to the steps of the educational institutions. It is well understood that skills should be part of any teaching programme and that it is the skills that make the students employable besides the acquisition of the degrees. It is with this in mind that the initiative was taken up and the curriculum designed with the actual requirements of the job-market in mind and to create will among students for competing in the job-market, equipped with the necessary soft-skills. The program aims to impart soft skills including communication skills, presentation skills, personality skills and job-skills to help students to acquire General English skills and help to remove mental blocks involved in communication. These activities will be conducted through the “Skill-Will” CLUB.</p>
The Practice:	<p>The Practice makes room for a group of teachers to voluntarily conduct classes and provide training to students and equip them with a set of soft-skills necessary to compete in the job-market. Teachers from the Department of English have designed the program, and the programme will be held with the help of teachers from all faculties. Teachers put special efforts without remuneration besides the regular work. No fee is collected from the students for the purpose.</p> <p>The teachers are conducting classes for the students without collecting any fee. The Club identifies a target group of 100 students through a simple test. The list of selected students is notified and initially an Orientation Programme is conducted for the students. They are made aware of the importance of the skill acquisition and the necessity of the “Skill-Will” Programme. Theory classes ranging from 10—20 hours are conducted besides five hours of training in MS Word and Power Point during vacations. Students already trained in computing skills are roped in to train other students. Students are provided with the audio system, audio-cassettes, CDs and the Course Books, Class Books of Cambridge series with the help of which students get trained in pronunciation, building conversation etc.</p> <p>The details of the programmes which were conducted are provided hereunder:</p> <p>Reading/Pronunciation/English Speaking:</p> <p>Classroom Listening, Audio versions of conversation – pronunciation of vowels, consonants, words, sentences, Listening to a conversation and making observations, finding out errors, Class room Reading, Text Reading, News Paper Reading, Reading aloud, Mind Reading, Reading at a pace, Skimming, Pronunciation, To speak English exercises, To look at the</p>

Picture and develop conversation, To write conversation for an imaginary context, Practical Classroom speaking practice, Phonetics (vowels, consonants, sounds for the alphabets, Referring Dictionary for pronunciation, Referring pronunciation Dictionary etc).

Writing:

Letter writing (Personal Letter, Official Letter, Business Letter, Letter of Application, Curriculum vitae, Report writing, Note Making, Precise Writing etc, Creative Writing, News report writing, Expanding Headlines etc.

Group Discussion:

Audio version of Group Discussion (GD), Audio version of Interview - Large Group Discussion, Small Group Discussion, GD for Selections, Critical commentary and tips on Group Discussions, Classroom Practice sessions, GD involving teachers for practice and tips, Audio-tape, Video presentation of Group Discussions, Tips for moderation, Practical moderation techniques, Group Dynamics, Group activities, Leadership and managing a discussion and conversation etc.

Job Skills-Presentation Skills:

Materials on inter-personal skills, Job skills, How to write a portfolio, Telephone conversation, Seminar, Mock Interviews, Role Play, Exercises in role play: marketing etc, Practical use of MS Word, five hours training on Power Point presentation, OHP presentation, Preparing for Presentation etc, making profiles, stress management, time management, Using Internet, e-mail ID, sending e-mail, mailbox, net surfing etc.

Evidence of Success and Resource Required:

The impact of the programme is immense. The confidence among the students of the Club is worth mentioning. A large number of students intend to join the programme and want to get the benefit of this voluntary initiative from the teachers.

Resource Required:

Resource Persons who can impart English as well as soft-skills Books, CDs, Cassettes, Audio-visual equipment, CD Player, TV and Multi-media Computer system.

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## 2.8 Mentoring

Goal:	<ul style="list-style-type: none"><li>• The college would like to achieve the vision of the institution – that of a life – oriented education</li><li>• It also would like to improve discipline and human interaction on the campus through the mentoring system.</li></ul>
The Context:	<p>The College had earlier class teachers in charge of their respective classes, they were in charge of handing over the examinations progress reports after every exam conducted, wherein, the academic progress of the students was monitored, with not much opportunity to look into the strengths and weaknesses in the personal life of the student and guide her. To overcome this problem, the mentoring system was adopted in the College.</p> <p>The students being at a vulnerable age tend to be rebellious (be it with regard to dressing, use of cell phones, attendance or relationships). The mentor, with constant counseling helps them to cope with their personal problems. This helps the students to be closer to the teacher in charge.</p> <p>The mentors also strike a balance between the students coming from different strata of society thus creating an environment of self-respect and respect for others.</p>
The Practice:	<p>Mentorship is assigned to each member of the Arts and Commerce faculty based on the subject and classes they handle. In the case of the Science stream, they are assigned according to the Practical batches they handle.</p> <p>Each staff member is allotted 30 - 40 students and She/he is a mentor for all the three years of their stay in Mount Carmel College at the UG level. The mentor sheets have been designed to make provision to include all academic, co – curricular and personal details of the candidate including his /her family during the first year degree.</p> <p>The mentor helps the student understand the organizational culture. She/he provides guidance on personal issues and guides her/him to choose certificate / credit courses offered in the institution.</p> <p>The mentor points out strengths and areas for development in each student. She/he also helps the student to set long-term career goals and short-term learning objectives to enable them to perform effectively.</p> <p>The mentor meets her/his wards regularly. Parents are called for interactive sessions to know how constructively their ward utilizes the time at home. Constructive suggestions are made for the overall development of the student.</p> <p>Parents of achievers are advised by the mentor to encourage their wards to capitalize on their strengths and pursue higher studies. Slow learners are given tutorials in their weak subjects by the respective teachers</p> <p>Sometimes mentors even address health problems and personal problems of the students.</p>

Evidence of  
Success:

- Mentoring has proved to be the ideal system to have adopted, as tremendous improvements that have been seen in the overall performance of the students.
- There is a significant change and marked improvements in the students' attendance and attitude.
- High self-esteem, appreciation for one-self and respect for others.
- Mentorship was highly appreciated by the parents who felt that their children were in safe hands.
- Students felt that they had somebody to turn to in times of trouble.
- Improved discipline and humanizing environment on campus.
- Indiscriminate use of cell phones reduced.

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## 2.9 ICT as Teaching-learning Process

Goal:	<p>Upgradation of knowledge capital by enhancing faculty competencies with the use of ICT for effective teaching and learning.</p> <ol style="list-style-type: none"><li>To establish digital and ICT enabled global teaching – learning process with our faculty as resource persons.</li><li>Taking the teaching and learning process out of the classroom and making it as anywhere and anytime exercise at learners’ speed and convenience.</li></ol>
The Context:	<p>The use of ICT in the teaching - learning process has been envisaged to attempt at upgrading the teaching pedagogy in our college. This would not only make the learning experience through our institution more exciting and permanent, but also enhance the teaching capabilities of the teachers as facilitators of learning. It would also promote self - learning and help the students to gain knowledge at their own learning pace.</p>
The Practice:	<p>The teachers and administrators of the college have always looked for the innovations in teaching and learning along the years. In a quest for “any time anywhere” teaching – learning experience, the college has requested the teachers to adopt the use of audio visual aids to at least 30% of the total teaching. To achieve this end the teachers have been teaching with the help of slides, transparency sheets and power point presentations.</p> <ul style="list-style-type: none"><li>In an effort towards self-learning, the students are also encouraged to prepare slides, transparency sheets and power points as a part of their assignments. This makes the teaching-learning process a two way process, involving both the teachers and the learners.</li><li>In an attempt to adopt more sophisticated ICT tools, the college proposed multimedia material development for teachers and video conferencing facilities for wider sharing of these materials, in the proposal submitted to the UGC, when being identified as the <b>College with Potential for Excellence</b>.</li></ul> <p>Recognizing the progressive and quality initiative of the college in its teaching and learning, the Consortium for Educational Communication (CEC), New Delhi of the UGC and the ISRO identified our college for the Satellite Interactive Terminal (SIT) of the EDUSAT.</p> <ul style="list-style-type: none"><li>Three teachers were sent to UGC – CEC, New Delhi, for training in Technical and Academic issues for operationalisation of EDUSAT Network.</li><li>In order to understand the nuances of the Multimedia, a ten-day ‘Orientation Programme in the Use of Multi-media’ was conducted by Gene Macro Media Interactive India Pvt. Ltd at the multimedia lab of the college, for more than 30 faculty members. Teachers were trained on Photoshop, Coreldraw, Macro Media, Adobe Premier and Dream weaver.</li><li>The College has conducted two virtual training programmes in e-content and multimedia for teachers in association with CEC. The programmes were through video-conferencing. They involved both theory and practical sessions</li></ul>

	<ul style="list-style-type: none"><li>• The teachers developed ‘Short Learning Objects’ (SLO) and ‘e-content’ in their respective subjects.</li></ul> <p>The college conducted “A capacity Building Programme on Multimedia and e-content Development” during November 2005 for 23 teachers on a voluntary basis. Another programme was conducted in the first week April 2006 for 22 teachers of our college and for the teachers of the neighbouring autonomous colleges and the University. These were virtual training programmes through the Satellite Interactive Terminal (SIT) of EDUSAT.</p> <p>Six of our teachers were also sent to UGC-CEC, New Delhi, to be trained on Multimedia Material Preparation. They have prepared learning objects and e-content.</p> <p>All the SLO &amp; e-content developed by the teachers during these training programmes will form digital repositories in our library to be used for the teaching-learning process.</p>
Evidence of Success:	<ul style="list-style-type: none"><li>• The teachers have developed 68 short-learning objects, and 32 e-contents. UGC-CEC has identified PSGCAS for establishment of the Satellite Interactive Terminal (SIT) of EDUSAT for transmission and reception of nation-wide classes through EDUSAT.</li><li>• SIT was installed in the College on 6-8-05. It is one among the 3 Colleges selected across the country. The team from PSGCAS has been interacting daily through video conferencing and also receiving various lessons.</li></ul>
Resources required:	<p>The required resources were met from the funds allotted by the UGC under the “College with Potential for Excellence” Scheme.</p>
Contact details:	<p>The Principal PSG College of Arts &amp; Science Civil Aerodrome Post Coimbatore – 641 014 Tamil Nadu Tel: 0422-4397901 to 905 Fax: 0422-2575622 E-mail: <a href="mailto:psgcas@eth.net">psgcas@eth.net</a> Website: <a href="http://www.gcas.ac.in">www.gcas.ac.in</a></p>

## 2.10 IQAC - Tapping Innovative ideas of Faculty

Goal:	<p>The conceived idea of the faculty in a department is discussed threadbare and then the HOD refers it for discussion at IQAC, where it is evaluated for its relevance, validity, applicability, usage to stakeholders, and for the excellence. It is then recommended to the college council for its implementation. Hence the theory becomes practice. The basic aim is to sensitize and involve the teachers.</p>
The Context:	<p>The faculty and learners wish to improve upon themselves. They should have access to the latest literature in the subject matter and the learners should be exposed to it. The Physics department while celebrating the international year of physics has tried to expose not only themselves but the students too. The faculty organised various programs like: modelling in science, From Reductionism to Holism, Computer Simulation in Physics, Atoms for Peace, Quiz, Laser Studies and Experimental Demonstrations.</p> <p>Non-teaching staff too can add such innovative ideas which can be included in IQAC.</p>
The Practice:	<p>This effort has been practiced ever since the institution came into being and no proper record was maintained. Now some of the departments are documenting the achievements during an academic year. Government institutions have to follow the instruction from the Govt. in terms of finance or relevance of a course. No institution can start any new vistas in its curricula. But the persistence and continuous efforts by the institution through IQAC have been successful in altering the attitude of the Govt. The state higher education department has now been directed to institute ICT - Society to run add-on courses like 'Tally 7.2' and on 'Personality Development'. It was announced by the In-charge QAC-NAAC Cell of the state higher education department. These new courses shall come into practice from the next academic session.</p>
Evidence of Success:	<p>The success stories are not only narrated to the students, and in order to motivate them the achievers themselves interacted with them. The students have encouraged the staff through their academic achievements and by securing top positions in the University examinations. Ten students have cleared UGC-Net exam, a few have made it to engineering and medical colleges, others have been selected for the PG-Courses, a few have got admissions in the foreign universities to continue research and development, a few pursuing CA/CS and a medical final year student aspires to join the IAS. The recently passed out students in Physics and Industrial Microbiology are doing well in the universities.</p> <p>The co-ordinator of the IQAC has been nominated as a special invitee to the college council - a supreme body which undertakes all major issues. A faculty was awarded Urdu Sahitkar Academy Award and was invited to Hyderabad and Shantiniketan because of his work on literature and poetry.</p>

Problems encountered and Resources required:

The inclination and interest of the teacher and learner is lacking. The 'Quality culture, dedication, commitment' etc. are keywords to success. These must be adhered to strictly by all the Stakeholders. Finance and facilities are the major resources required for the programme which the govt. institutions cannot afford. There is a dearth of subject experts in the field. The regular staff is not formally trained to conduct such activities. The various central and state govt. agencies like UGC/NAAC/MHRD/State higher education departments/universities should provide finances for the programme.

Notes

Tapping the young creative minds of students for improvement in course - contents; methodology of teaching practice and a suitable method has to be evolved to tap this. Honour/incentive to the teacher and taught for creativity be instituted.

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## 2.11 Tutor-ward System

Goal:	<ul style="list-style-type: none"><li>• To strengthen further the bonds of appreciation and affection that exists between Teaching Staff and students.</li><li>• To provide guidance to students in the areas of study habits and help them to be more focused by assisting them to set academic targets for the current year.</li><li>• To provide the necessary platform for students to air their grievances.</li></ul>
The Context:	<p>A significant decline in enthusiasm to attend lectures / other teaching-learning processes was observed by the teachers, which they thought could be attributed to general indiscipline among students. However, the results of a survey (conducted to ascertain the reasons for this phenomenon) revealed that almost 30% of our student community lacked the requisite motivation to pursue their undergraduate courses with the kind of seriousness they deserved. Some of the issues which surfaced were that</p> <ul style="list-style-type: none"><li>• Firstly, there appeared to be a general belief among the students that attending lectures would not significantly improve their chances of securing an assured future.</li><li>• Secondly, students, especially those who were either coming into the city (Shillong) from far flung areas of the State or from different States in the North East of India had problems of adjustment into their new environment.</li><li>• Thirdly, students were under pressure to gain additional qualifications, over and above the undergraduate course they had enrolled for in the College.</li></ul> <p>Having ascertained the reasons, the teachers along with the Principal, decided to introduce the 'Tutor-Ward system' to help motivate students in the right directions. The practice yielded almost immediate results. The same group of students, just by having the opportunity to talk with concerned adults about their lives helped them feel less stressed. Others, while not being inveterate 'bunkers' began to come back to their classes and participate more actively in curricular as well as extra-curricular events of the College. All in the College (especially the teaching Staff and the students) felt the positive effects of deeper bonding.</p>
The Practice:	<p>Every member of the teaching faculty is entrusted with the task of a mentoring 20 students. The faculty members of each department collectively decide on the particular group of students which each teacher of the department will be entrusted.</p> <p>The whole process is divided into two sessions. During the first session, a questionnaire is used to elicit some personal information from the students with regard to their study habits, problems faced on campus, goal setting, et al. Each student meets his / her mentor in a one-to-one session. Faculty members of each department meet again and information procured from the responses and from the mentoring session is recorded and the issues which arise are looked into with an adequate level of seriousness.</p> <p>Six weeks later another tutor-ward session is held to monitor progress in implementation of goals set in the earlier session. At the end of the second session the faculty members of each department meet once again to collate the responses procured from the students.</p>

Evidence of Success:	<p>Based on this, a report is prepared by each department. This report is tabled by each department to the Principal at a special Heads of Departments meeting for necessary action.</p> <p>Reports from various Departments have suggested significantly positive feedback on the interactive sessions. More than 70% of those who have been involved have displayed a remarkable change in their attitude to academic pursuits and appreciate the closeness they now enjoy with their teachers.</p> <p>The system of mentoring is found to be successful for monitoring all round development of a particular student. It has tremendously helped in the improvement of the students' performance. It has improved the one-to-one interaction between the students and the teachers, which has helped to solve many of their academic and other problems. The net result of this exercise is the overall improvement not only of the students, the solving of their problems, but it also makes teaching more effective, after receiving student feedback.</p>
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## 2.12 Student Orientation Activities

Goal:	To provide the students with the latest in education facilities and opportunities such as Computer education, Placement, Motivation, Infrastructure Development.
The Context:	The issues facing the college in this regard are peculiar to this region. The lack of employment opportunities as also the lack of recognized courses is a drawback to students pursuing their studies in this region. Any programme undertaken by the college has to be undertaken keeping these points in mind.
The Practice:	<p>Development of Infrastructure facilities specially geared for students</p> <ul style="list-style-type: none"><li>• The Cotton College Computer and IT Center conducts a number of self-financing courses in addition to the regular courses.</li><li>• Teaching aids such as OHPs, LCD projectors, Microphones have been made available in a number of departments/classrooms</li><li>• A new computer laboratory is to be set up under the UGC-NASSCOM scheme.</li><li>• The following departments have received grants under the DST (Govt. Of India) FIST Scheme<ol style="list-style-type: none"><li>1. Departments of Geology and Geography (2001) to set up a GIS laboratory—Rs. 55 Lakhs</li><li>2. Department of Statistics (2001) to set up a Computer Laboratory—Rs.7.5 Lakhs</li><li>3. Department of Physics (2002) to set up a Computer Laboratory and to purchase sophisticated laboratory equipment ——Rs. 50 Lakhs</li><li>4. Department of Zoology (2003) to set up a Computer Laboratory and to purchase sophisticated laboratory equipment ——Rs.11 Lakhs</li><li>5. Department of Mathematics (2004) to set up a Computer Laboratory and for purchase of books and Journals</li><li>6. Department of Chemistry (2004) to set up a Computer Laboratory, to purchase sophisticated laboratory equipment and for purchase of books and Journals for the department library——Rs. 25 Lakhs</li></ol></li></ul> <p>Motivational activities:</p> <ul style="list-style-type: none"><li>• An interactive meet was organized in collaboration with the IQAC of Cotton College with the IAS toppers in the month of July 2004. Cottonians got a first hand account of what it takes to be achievers from I.A.S toppers- Experts gave talk on “How to crack the mother of all examinations” to a large gathering of students.</li><li>• A motivational lecture was given by Army &amp; Air Force personnel on November 2004 regarding careers in the Army and Air Force.</li></ul>

Evidence of Success:

The efforts of the IQAC to improve student-oriented activities has met with success. Some details are provided below

Professional courses have been introduced in the Entrepreneurship Development Cell and also in the Computer and IT Centre of the college

Placement services provided to students:

The college has a Placement Cell. It often conducts campus interview for the students. This dedicated wing of the college organizes meetings, counseling sessions and interactions to enhance the knowledge and ability of the students to face placement interviews successfully.

UGC-NASSCOM is sponsoring Techno Skill Development Center (TSDC) in collaboration with Zenser Technologies Ltd., Pune. Cotton College is among the four centers all over the country selected for the pilot project. In this center, per year, 40 students from all the NE States, selected on the basis of a qualifying test, will be trained in software development by professionals of Zenser Technologies Ltd. and will be given 100% placement in software industries based on their performance.

The State Bank of India directly recruited 6 students as Probationary officers after campus interview in 2005. One hundred students have been selected to appear for the SBI campus interview in 2006.

A number of other agencies such as the armed forces and other private agencies have given presentations about employment opportunities in their organizations and conducted campus placement interviews.

Entrepreneurship Development Programmes are conducted by the Entrepreneurship Development Cell of the College.

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## 2.13 Computer Training Programme for Non-teaching Staff

Goal:	To upgrade the office, library services and to provide the staffs with the latest technical know how.
The Context:	As the premier institute of higher education in the entire North Eastern Region of India the college receives a large number of applications for education. It involves a good number of non-teaching staff for sorting out the large numbers of forms, and finalization of merit lists including the allotment of subject combination, hostel allotment etc.
The Practice:	<p>The library of the institution is one of the biggest college libraries in India with more than 1,12,000 books. A good number of staff is engaged for library service. So the IQAC took initiative to computerize the administration and library services.</p> <p>The Computer and IT Center of the college has undertaken training of the non- teaching staff of the college and see that the secretarial staff becomes computer literate.</p> <p>The college office also has chalked out the following programmes for the office staff:</p> <ol style="list-style-type: none"><li>1. Basic Computer training</li><li>2. Computer hardware/ software training.</li></ol> <p>For the above, the college has the provision for financial grants from its miscellaneous fund. There is also provision for training in short hand and accountancy. Training also is being imparted for the operation of the Xerox machine and reprography. Five staff members have already received training in the fields mentioned.</p> <p>The priority was given for computerization and networking of the following branches as these are located in the same campus:-</p> <p>* Pay cell * Examination Branch * College Admission Branch * Library * Scholarship Branch * Central Office for Maintaining Correspondence and Records.</p> <p>This was followed by arrangement for Computer Training Programme for the non-teaching staff engaged in the respective branches.</p> <p>The college has presently about 470 employees including teaching and non-teaching staff. Since the establishment year 1901 of the college till the time of NAAC visit in the month of January 2004 the pay cell was not computerized. The college authority with the assistance of a few sincere and dedicated faculty members took up a project for automation of the pay cell. A team of non-teaching staff was selected for computer training in the IT center of the college free of cost to make them skilled manpower.</p> <p>The examination branch is now fully computerized and is run by the existing non-teaching staff effectively.</p>

	<p>The admission process in the college is also an important activity of the college administration and now with automation administration work is performed effectively by the non-teaching staff.</p>
	<p>In the first phase of automation the library staff was imparted training for making them skilled manpower for quick library service and records maintenance. Presently the library is fully computerized. The College has fully computerized central office for maintenance of correspondence and records.</p>
	<p>Computer Hardware Training: The college has taken up all necessary measures for selected non-teaching staff for computer hardware training as part of IQAC activities. The financial support for training will be provided by ECIT as per the MOU between ECIT and the college authority.</p>
<p>Evidence of Success:</p>	<p>The non-teaching staff of the college was highly motivated by the NAAC visit and working morale and motivation has considerably improved. The pay cell, examination and scholarship branch, college admission, library, central offices are fully computerized. The administrative staff is provided with computers and LAN connects all the computers in the office. Records can now be easily accessed.</p>
<p>Problems encountered and Resources required:</p>	<p>The challenges faced during the upgradation of the office are that the staff members were shy to undergo the training. A meeting was organized by the Principal and it has been decided by the IQAC to plan a programme for the supporting staff to have the training. A good speech by the Principal and his commitment has motivated the staff undergo the training.</p>
	<p>The computer department has undertaken this activity. Available financial and infrastructural resources of the college were utilized.</p>
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## 2.14 Commerce Laboratory

Goal:	<p>The Commerce Laboratory was set up to enhance the quality of students on a sustained basis. The Commerce Laboratory provides the students with an environment which is conducive to their all round development.</p> <ul style="list-style-type: none"><li>• To Encourage the self-learning process in the students through complete involvement in academic and co-curricular activities. Broadening the scope of student's knowledge through continuous exposure to the practical world.</li><li>• Encouraging creative and innovative ideas.</li><li>• Developing organisation skills, communication skills and leadership qualities.</li><li>• Engaging rigorous research oriented activities to develop an updated database.</li><li>• Providing a platform to the students to exhibit their literary skills.</li></ul>
The Context:	<p>Setting up of a laboratory in the field of Commerce was quite vague initially, and the biggest challenge was to convey the idea to the students unambiguously. Hence frequent meetings of the teachers with the Principal were held and finally it was decided that the laboratory would be set up to operate in two ways. Firstly through surveys, visits, group discussions, presentation, business quiz, etc. where the students would get an opportunity to showcase their competitive skills and secondly through charts and models wherein students would be encouraged to display their innovative ideas.</p> <p>The efforts taken have led to the establishment of a sophisticated and well-equipped laboratory. Every department in the college is provided with some space in the laboratory and charts and models are renewed at regular intervals.</p>
The Practice:	<p>The Commerce Laboratory conducts various activities like Guest Lectures, Industrial Visits, Workshops, Surveys, Inter-Collegiate Competitions etc. The activities for the academic year are planned and discussed with the Principal and concerned faculty members. Once they are finalised, frequent meetings of the core committee of the students, teacher – in – charge of the Commerce Laboratory, Principal and Vice-Principal are held to chalk out the details regarding their implementation.</p> <p>The uniqueness of this practice lies in the fact that it gives the students a scope to generate novel ideas/activities and implement them successfully. To quote a few examples, events like Mock WTO, Mock Budget, Business Talent Hunt were the brainchild of our students. In the process of conducting these activities they develop perfect organising skills, communication skills and the art of promoting the events; we believe this helps students in achieving the goal of inculcating the habit of self-learning.</p>
Evidence of Success:	<p>Principals, teachers and students from different renowned colleges have visited our laboratory. Maharashtra Chamber of Commerce, Industries and Agriculture (MCCIA) has provided its association for conducting a mega event named Business Talent Hunt.</p>

Commerce Laboratory has planned and implemented various co-curricular activities which have helped in evolving many successful processes like: Bridging the gap between education in theory and implementation in practice: This has been carried out in activities like visits to companies, guest lectures, surveys and mock events, Commerce Laboratory strives to train the students in the use of their theoretical knowledge in the actual practical world.

The students of the Commerce Laboratory organise and manage all the events, even inter-collegiate events professionally, it enhances their organisational and leadership qualities.

The students are given wide exposure to the outside world through interaction with industrialists, educationists and the media. This contributes to their all-round development and widens their perspectives. The students of the Commerce Laboratory generate many innovative ideas and they are given full freedom to implement them successfully. Faculty members play a supportive role.

Development of communication skills: Through continuous interaction with Industrialists, Educationists, Media, Principal and faculty members, students have learnt to communicate effectively.

The results indicate that the Commerce Laboratory has been successful in contributing towards the quality enhancement of our students.

Problems encountered and Resources required:

There have been a few minor problems in the course of implementing the quality enhancement programmes. However they have been solved successfully. To quote a few,

- As an affiliated college to the University of Pune, a college doesn't have freedom to design its own curriculum and as such the activities of the Commerce Laboratory cannot be made a part of the curriculum. However, a few activities like visits, surveys and lectures are conducted as practicals, which are mandatory under Pune University's curriculum.
- University of Pune has not allocated any specific amount as fee for the purpose of Commerce Laboratory but BMCC has solved this problem by utilizing some amount from the Students Welfare Fund. Many meritorious students from our college are pursuing professional courses and hence they cannot devote much time to the activities of the laboratory. This problem is solved by forming batches of students in the senior college as well as the junior college so that the activities are carried out on a continuous basis.

Resources Required: The resources required for conducting the activities of the Commerce Laboratory are generated by the college. The resources mainly required are participation and guidance of the teachers on a continuous basis.

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## 2.15 Enhancement of Placement

Goal:	To help the students to realize their primary ambition of getting employed on graduation, efforts have to intensify to arrange campus interviews and prepare our students to emerge successful in them. Different strategies, ranging from curricular updation to training programmes for students have been organized. A realizable target of securing employment for a minimum of 25% of our graduates has been set for the year 2005 – 2006.
The Context:	<p>Students, during the first two years of their graduate studies are not motivated to set goals. Only during the last semester they give serious thought to their future and feel frustrated as they realize that they have not taken advantage of the opportunities provided in the campus to acquire employable skills. Hence it has become imperative to counsel and encourage them to set definite goals and work towards achieving them from day one of their tenure in the campus. They have to be given guidance in choosing the appropriate additional qualification like certificate and diploma courses offered and improve their academic profile by obtaining parallel, add-on qualifications.</p> <p>Placement has been improved through the following efforts</p> <ul style="list-style-type: none"><li>• Appointing a placement officer and establishing a placement cell with one staff from each department.</li><li>• Counselling for outgoing students on Bio-data &amp; Job application and preparation of Job Prospects.</li><li>• Imparting on them the acquisition of relevant skills needed for specific jobs.</li><li>• Creating a Career corner in the Library with posters for competitive examination, collection of current books for preparation of these examinations etc.</li><li>• Display of details on jobs related to the field of study, on the notice board of departments.</li><li>• Offering General Courses for Communication skills, Personality Development and Confidence building exercises</li></ul>
The Practice:	Students with career ambition and the potential for employment will be identified after the first semester. They will be motivated to improve their academic profile and join courses that will reinforce their employable skills. By the Sixth Semester, the cumulative acquisition of these skills along with the confidence they had gained through mind set, will make these students winners & increase our percentage of placement.
Evidence of Success:	The enrollment for certificate courses like Mathematics for Competitive exams, Spoken English, Functional Hindi and Computer courses has significantly increased. The present final year students are well prepared for the job selection. Last year graduates attended interviews for job selection in our campus as well as those in other institutions. More than 30% were offered placement. The success of the senior students has been a strong motivation for the present students to qualify themselves with employable skills.

Problems encountered and Resources required:	<p>Parental attitudes towards employment outside the region requiring non-conventional work culture (eg. Nightshift, Gender mix) had to be changed through counselling.</p> <p>Locally available jobs are few and they do not offer attractive incentives. From past experience, the institution has learnt that targeting and grooming the students in the final year alone, do not raise their potential to satisfy the employer's expectations. Hence potential candidates have to be groomed from the first semester.</p> <p>The Management has to bear the expenditure involved in the payment of placement Officer's Salary and inviting several interested companies to the campus.</p>
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## 2.16 Students Participation in Decision Making

Goal:	<p>The main aim of the practice, is to involve the students in the quality assurance and enhancement endeavours. Keeping its traditions alive, to involve the students for the development of the institution, and to make them feel as more relevant and fruitful. For this purpose, two approaches and systems were developed:</p> <ul style="list-style-type: none"><li>(i) Practice of Teaching the Junior Students by the Senior Students and</li><li>(ii) enlisting more than 150 students as volunteers' core group, to be associated with the different staff committees and task committees. The objective behind this was to make the students more involved, disciplined, participative, progressive and quality conscious.</li></ul>
The Context:	<p>The main challenge for and implementing this practice was the psychological and emotional motivation to be injected and infused into the students. Their participation was to be contextualized. Their energies and capabilities were to be channelised. This was done after a thorough search and identification of the motivated lot by organizing special tutorial group meeting . This has involved all the students of the college. A team of willing volunteers was used to motivate the remaining students of the college, as Appreciation Certificates were awarded to the student volunteers for their exemplary contributions.</p>
The Practice:	<p>Students' participation for quality assurance has two dimensions: Firstly, teaching the subject of Mathematics by a meritorious and senior student of B.Sc. III to the students of B.Sc. I. This approach was adopted to make the students more serious in life and relevant to the society. Further, the purpose was to make the linkages between the junior and senior students more strong and binding for a disciplined behaviour in the campus. The 'student teacher', who taught the juniors, was also given some monetary motivation by making the payment of a token honorarium to give a feeling of psychological contentment and financial enrichment.</p> <p>Secondly, the creation and development of a volunteer force associated with the different tasks and staff committees was indeed very successful. The organization of different activities, functions and events in the college was largely the responsibility of the students with a supervisory role for the faculty. For this purpose, a committee of the staff firstly motivated and trained them for various jobs through many sessions of inter-active meetings. The student volunteers were attached to different committees of the staff where they worked tirelessly. In recognition of their efforts for the smooth conduct of various activities and to motivate them towards being more effective and constructive in future also, all the volunteers were awarded 'Appreciation Certificates' by the Principal in a specially organised function. Some of the senior and meritorious student volunteers were also included as members along with the faculty in those committees dealing with the disbursement of Students Aid Fund, Grievance Redressal Cell etc.</p>
Evidence of Success:	<p>This practice of students participation was very successful as most of the students felt being transformed into better citizens. This year again, a large number of students volunteered themselves to be included in the list of volunteers. The volunteers selected after a special tutorial group meeting covered each and every class, faculty and stream, thus giving a</p>

<p>Problems encountered and Resources required:</p>	<p>complete look of unified workforce. These volunteers were addressed by the faculty and the Principal in a specially convened session to make them more involved and relevant. The various parameters of the success of this practice are : the students feel relevant to their institution; they are more disciplined, responsible and involved; they are more involved in their studies; they also perform better in academics, sports and cultural activities; they are closer to the faculty and the Principal; they are more useful to the society and their immediate neighborhood; their personalities are now more developed; they have better time management within and outside the campus etc. This indicates that our basic input, the students, can do wonders, if properly channelised.</p> <p>In the implementation of this practice of involving students in quality assurance activities, the institution did not face any serious problems. Actually, the number of students offering themselves as volunteers was larger than required as per the needs. So, a process of selecting the students from a large number of willing students was adopted. A committee of the senior faculty members was constituted to mobilize, enlist, motivate, train, channelise and utilize this productive work force. A proper record of all the volunteers was prepared and maintained.</p>
	<p><i>Notes</i></p> <p>Though the practice of involving students in the college activities is a tradition in this institution, using of students as volunteers for some tasks and in other academic endeavours which was isolated and partial earlier, was made a permanent and regular feature of the strategy of the college. This strategy has greatly benefited the institution as the students and the institution both have gained in different ways. The college is boasting of producing better, meritorious, responsive and cultured citizens. A system of students' feedback has strengthened this belief.</p>
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## 2.17 Feedback Power: A System of Multi-cornered Feedback

Goal:	The IQAC, while devising and developing plans and strategies to move on the road to quality enhancement cautiously and effectively, had a compelling requirement to know about the impact of various policy measures followed in the institution and responses of the various stakeholders. So, this was the main goal of developing an effective and elaborate system of feedback. The institution, to satisfy this goal, developed its own system of getting multiple feedbacks for taking the decisions in the right perspective. It is an established fact that for any institution past and present results are the best guide for the future. This became the underlying principle for adopting this practice.
The Context:	The knowledge about the role, relevance, impact and success of a particular policy decision for quality assurance and enhancement endeavours were the main contextual features and issues that had to be addressed by designing and implementing an effective feedback system. The creation of a favourable and suitable internal environment, micro as well as macro, for the policy decisions to be more fruitful and significant. In this context, the institution heavily depended upon a multi-cornered feedback system. This system made the IQAC stronger and wiser for devising and implementing quality assurance plans.
The Practice:	<p>The IQAC devised and implemented this practice of an Effective Feedback for best results. For this purpose, an Eight Way System of Feedback was devised such as</p> <ol style="list-style-type: none"><li>(i) Students' Feedback</li><li>(ii) Teachers' Self-Evaluation</li><li>(iii) Alumni Reports, Newsletters and Feedback</li><li>(iv) PTA Observations and Reports</li><li>(v) Annual Report of the Principal</li><li>(vi) Social Community and Public Analysis</li><li>(vii) Govt., Managements, NAAC, UGC, and University Ratings and Reports and</li><li>(viii) Annual Quality Assurance Report (AQAR) submitted by IQAC to NAAC. Under this system, some of the parameters were easily accessible and effectively implemented such as Students' Feedback, Alumni Reports, PTA Observations, Principal's Annual Report, Social and Media Public Analysis, AQAR and some other ratings. The college devised its own bi-lingual (English and Punjabi) Students' Feedback Format which included only general observations about academic, administrative, sports, extra-curricular activities, etc. This performance provides an opportunity to the students for giving their suggestions for further developments and better results. The only limitation of this feedback was that specific questions were avoided and only general impressions and views were ascertained. Moreover, teachers felt self-evaluation methodology was still under consideration and development. The teachers are persuaded and motivated by the college administration to move ahead in this regard and develop a proper, easy and desirable system and format for self-evaluation.</li></ol>

Evidence of Success:

The implementation of this practice of getting feedbacks from different channels and acting on its basis for developing future plans and strategy has been largely successful. All these feedback, specially the students feedbacks, Alumni Reports, PTA observations, NAAC guidelines, University instructions, and Govt. regulations and Directions and public observations have proved to be very fruitful foundations. This system provides a comprehensive and integrated pool of observations and information about the degree of success or failure of the various policy measures and initiatives taken by the institution. This is a sound technique to prepare the balance sheet of the institution.

Problems encountered and Resources required:

The main problems encountered in the implementation of this practice are the development of the desirable and suitable formats for getting the feedbacks from the different quarters. The different aspirations and attitudes of the different stakeholders are some of the other handicaps. Some of the groups required to provide feedbacks are reluctant and hesitant. They feel that these observations may not be misunderstood and misused as balance sheets of their working capabilities. The psychological fears and the general indifferent behaviour proves hazardous. However, the college tried to make the maximum use of the different observations made by different stakeholders to arrive at some of the major and vital parameters required for successful transformation of the institutional capacities. Some of the motivated faculty members and non-teaching staff helped in the compilation and analysis of the feedbacks with a satisfactory degree of satisfaction.

Notes

The feedback power has given more strength to the institution to overcome the impact of threats. After the accreditation, the institution has taken many significant strides which had a glaring impact on the different stakeholders. As a result, they have become more responsive, involved and serious about the growth of the college. To begin with, the students' feedback, PTA observations and Alumni reports have largely helped this institution in evolving the appropriate strategy for quality education.

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## 2.18 Departmental interactions with IQAC and its impact.

Goal:	<p>For the purpose of effective and fruitful implementation of quality enhancement the members of IQAC visit all the departments of the institutions on regular basis. IQAC has its own strategies and quality measures, which are thoroughly discussed with the departments. For the said purpose different committees have been formed under the banner of IQAC, such as –</p> <p>Research activity Committee, Advisory Committee, Admission Committee, Library Committee, Discipline Committee, Cultural Committee</p> <p>These committees are assigned different components of a plan. IQAC also monitors the activities of the committees &amp; receives compliance reports also. In case of any deviation, suggestive measures are also suggested by the IQAC.</p>
The Context:	<p>To enhance the quality of education it has been observed that, good attendance of students in classes and information about their pass percentage is also needed. To attain this purpose the participation of the teachers in seminar / a workshop etc. is useful. Moreover, the interaction of the different departments with IQAC is also necessary. While the members of IQAC interact with different departments, the agenda of the interaction is always in the knowledge of all concerned teachers. These are the features / challenging issues which have compelled the designing, and the institution implementing, the practice.</p>
The Practice:	<p>IQAC asks the departments for the activities of the whole session to be performed in the departments. Such as - Academic Activities b) Cultural Activities c) Social Activities d) Sports Activities, etc. Different departments call their meetings in the beginning of the session to finalize the activities. After this, every department is asked by IQAC to attend the meeting of IQAC members along with the list of activities to be performed in the session. After the discussion with the members of the department, changes are made in the list of activities with the consent of the members of the department. As per the list submitted, departments performs the activities and submit the report to the IQAC members. In case a deviation is found by the members of IQAC, a corrective action for the same is taken as and when required.</p> <p><i>Increase of attendance</i></p> <p>Each teacher is required to submit an absentee list to the college office every day before leaving the college. Those students who are regularly absent for 4 days or more reported on, to the concerned parents. The parents of the students are also advised to be in touch with the teacher for the said purpose. This process i.e. the involvement of concerned parents regarding the attendance of students who are regularly absent, helps to enhance the attendance, which is found to be better than the attendance of the previous year.</p> <p><i>More participation in debate</i></p> <p>Each Department of the college is required to organize a departmental debate. Students are involved in organizing debates in the departments.</p>

	<p>Apart from this, students are also encouraged to take part in the debates organized by the other institutions. Students are provided every type of facility by the college.</p> <p><i>Enhancement in pass percentage</i></p> <p>To increase pass percentage a list of slow learners has been prepared after house examination. Classes for the students are arranged and stress is given on the slow learner students in the classes solving university question papers.</p>
<p>Evidence of Success:</p>	<p>The regular visit of IQAC members to the different departments for the purpose of interaction according to agenda circulated proved very fruitful. All the departments perform their activities as per the activities prepared at the beginning of the year. IQAC members interact regularly with the members of the departments.</p> <p>Attendance in the classes has increased by 20% because of the regular submission of absentee names by the teachers in the office and as a follow up action giving the information to the parents regarding absence of their wards.</p> <p>Every department is required to organize debates and encourage the students to participate in the debates held in the surrounding educational institutions. Because of this, participation in debates has increased by 40%.</p> <p>After conducting the house test and class test a list of slow learners has been prepared. Classes are organized for them free of cost. This practice has increased our pass percentage from 90 to 100%.</p>
<p>Problems encountered and Resources required:</p>	<p>While implementing these practices it is found that some of the teachers do not interact properly with the IQAC members. It is noticed that there is a need to motivate the teachers to make them ready for this interaction. The teachers are motivated to attend and present papers in seminars/ workshops organized by other institutions for the purpose of enhancement of knowledge.</p> <p>It is also found that some of the students do not take interest in remedial classes and the parents do not respond as per our requests when they are informed about the lack of interest of their wards in the academic matters. The Parents are invited to discuss matters about the progress of their wards.</p>
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## 2.19 The Training and Placement Cell

Goal:

The Practice aims to empower general graduates for competing in the job market. It aims to equip the students with skills like communication skills, presentation skills, group skills, group discussion and skills to participate in an interview. It builds links with organisations and industry circles to find placements for the students. It provides guidance, training and placements for the general graduates of the campus. The Placement Cell is committed to provide all possible assistance to its Undergraduate and Post-graduate students in their effort to find employment. The responsibility of the Training and Placement Cell is taken care of by a three-member team headed by a Co-ordinator.

*Training and Placement Cell tries to:*

- Create and maintain a database on profiles of students.
- Provide the necessary skills through training and skill acquisition.
- Build bridges with the industry and prospective employers.
- Facilitate non-engineers to participate in the IT revolution through IT Enabled Services.
- To ensure placements for students.

*The important functions of the Cell are:*

- To build and maintain good relations with the industries
- To keep track of all advertisements related to the Industry and communicating them to those concerned.
- To invite companies to the college (the companies can contact the college Placement Officer for their requirements.)
- To arrange a pre-placement talk, after confirmation by the company
- To arrange for the test and interview
- To get feedback on our students performance etc.
- To organize personality development programmes, inviting industry experts for visiting the campus etc.
- To assist our students in getting vocational training and outgoing students in placement.

The Context:

The world is in the third era of globalization. The first and the second eras introduced cross-border trade and manufacturing, eliminating barriers, first of all geographical barriers. The current virtual age, with its tremendous advances in technology, allows the provision of services from e-enabled locations, across national borders. Thus, IT Enabled Services are the next major drive of technology led services industry. The outsourced IT Enabled Services are now receiving greater attention as a category with larger potential for growth and contribution towards employment opportunities in India. It is in the light of such developments and the changing global dynamics in education and business that the Placement cell of the college acts as an interface between the students and the industry. This plays a very important role in the campus activities.

The Practice:	<p>The Practice makes room for identifying a target group of students and provides them with intense training both with the help of the human resource available in a college and also experts from outside. The Placement Cell intends to maintain a good library of resource books for self-improvement and job search.</p>
	<p>The Cell takes the help of two Skill Development Initiatives and a vocational Course to implement its strategies and ensure placements for students. The College has started UGC Sponsored Add on Course on communication skills, Vocational Course in Office Management and Secretarial Practice, and the “Skill-Will” – Soft-Skill Development Initiative. There is a proposal to launch Add-on Courses in “Financial Services” and “Beauty Care, Child Care and Nutrition”, which are sponsored by the UGC.</p>
Evidence of Success:	<p>A number of students have been selected during the campus selection process that has become the order of the day. More and more companies and institutions come to the College seeking students who fit in their requirements. The Cell has been making concerted efforts to rope in more and more companies for the process of Placements. Recently Progeon- a BPO of INFOSYS has conducted campus selections and 18 students of the college have been provided with placements. Further “Accenture” Software Company has selected 06 students of the College for various placements. Several other Companies have submitted their willingness to conduct Placement Camps in the College Campus.</p>
Problems encountered and Resources required:	<p>Resources Required:</p> <p>Obviously the student strength is a constraint in any initiative, as it needs focused efforts and ensured results. The College has 2600 student strength and the sheer numbers come in the way of any effort for Placements. The Curriculum designed for general Degree graduates woefully lacks in skills and hence students need special and concerted efforts to acquire skills. The number of students who lack communication and computing skills are more in number and hence catering to the needs of all students is a challenge.</p> <p>Financial resources</p> <ul style="list-style-type: none"><li>• Computers and trained faculty</li><li>• More efforts for skill-development among students etc.</li></ul>
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## 2.20 Non-Teaching Staff Training – TQM Initiative

Goal:	<p>The aim of this Practice is mainly to equip the Non-teaching staff of the College with necessary knowledge, skill and confidence. The training programs also focus on the personality development of the individuals and developing team skills. Social relation skills are given emphasis in order to bring about cordial relationship among the various stakeholders with whom the non-teaching staff members interact. Apart from these, there is a need to develop soft skills in order to perform their tasks more elegantly.</p>
The Context:	<p>There is a need to train the Non-Teaching Staff for specific jobs at regular intervals. The non-teaching staff of the institution form a link between students – Principal, university and Government; teaching staff – Principal, management/government; Parents – teachers, Principal, University and Management and so on. This demands special human relation skills to facilitate better relationship among all the stakeholders. The training programs focus on developing these skills, which are relevant to perform tasks.</p> <p>Under the Practice, the Non-teaching staff of the College are provided training and encouraged to participate in TQM workshops. Training and continuous learning is the hallmark of quality attainment and sustenance. Hence attempts are made to empower the non-teaching staff through training.</p>
The Practice:	<p>The non-teaching staff training programs take place at regular basis. The areas that need attention are identified and specific programs are designed. Resource persons are invited to conduct the workshops. The institution had organised a two days workshop on the concept of Total Quality management and its application in education sector by TQM and HRD Facilitators. The participants went through an experience of how they should prepare themselves to the present day needs. They learnt different aspects of Personality development through active participation. The focus of the workshop was also on communication skills, social relation skills, presentation skills and also on attention to details in their day-to-day work. As a part of this workshop, a panel discussion with higher officials in the Education sector was also organized.</p> <p>The institution had hosted a state level workshop on “TQM in higher Education” jointly organised by Commissionarate of Collegiate Education and NAAC for the Principals of various institutions. The TQM and HRD Facilitators of the institution have been resource persons at the Joint Director’s office to train the staff members in this direction.</p>
Evidence of Success:	<p>It has been observed that the Non-teaching staff have shown considerable interest in understanding the need for self-development and improving the quality of service. They evinced interest and preparedness to learn new skills to cope up with the demands of the present day. Many of them have actively participated in the workshops. The workshops and Panel discussions have given them an opportunity to interact with their peer groups, to interact with higher officials, and to share their thoughts with them.</p>

Problems encountered and Resources required:

Resource Persons trained in TQM and soft-skill areas.

College Infrastructure facilities were used.

Some funds required to conduct these type programmes, are met by the college itself.

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## 2.21 Students as Important Stakeholders in Quality Initiatives

Goals:	<ul style="list-style-type: none"><li>To involve all the stakeholders in the quality initiatives of the College and to be a transparent institution to the students as major stakeholders.</li></ul>
The Context:	<ul style="list-style-type: none"><li>The growth and success of the institution involves the participation of the students as an important stakeholder in the planning, decision-making and implementation process.</li><li>The college has decided to involve the students, who are one of the major stakeholders in Higher Education. With the involvement of the students, the institution will benefit in the overall functioning of its activities; as a result there will be a quality enhancement in the institution as well as in the functioning of the students' council.</li></ul>
The Practice:	<p>It is a herculean task to obtain the inputs on a continuous basis from all the 5000 students of the college. Hence we have a democratically elected Students' Council which meets on the last Wednesday of every month. The Principal addresses them with the relevant initiatives.</p> <ul style="list-style-type: none"><li>The Students' Council comprises of a boy and a girl representative of each class, headed by a Chairman and Vice-chairperson and a Secretary and a Joint Secretary.</li><li>The student representatives and office bearers are elected from among those who are academically fit and without any disciplinary action against them.</li><li>The teachers of the various departments in the capacity of tutors also discuss matters with the students.</li><li>The recommendations, suggestions and the requests of the students are placed before appropriate committees for approval.</li><li>The response of the students obtained through the feedback also acts as an important input in all our efforts.</li><li>Since IQAC has representatives from all the committees and bodies of the College, a fruitful integration and co-ordination of policies is possible.</li></ul>
Evidence of Success:	<ul style="list-style-type: none"><li>It is a controlled democracy, wherein the students are drawn into the process of policy-making and implementation.</li><li>It serves as a constant forum for expressing their appeals and grievances.</li><li>The College has gained on a continuous basis through this on-going mechanism of student-administration interaction.</li></ul>
Problems encountered and Resources required:	<ul style="list-style-type: none"><li>Since the date and time are fixed for the year, the problem of the students not attending the meeting is very remote. However, since the student strength in the college is more than 5000, having a Single Students' Council for all the programs would be impractical and not truly representative. Hence the college has started two separate Students' Councils, one for the aided programmes and the other for unaided programs. This has proved to be very effective.</li></ul>

- Time becomes a constraint, when the Principal has to conduct two meetings of two different Students' Councils on the same day. However, this has been overcome by the Principal earmarking the last Wednesday of every month exclusively for these meetings.

Allocation of funds and monitoring of its use is done by the Principal and the respective Staff-in-charge.

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## 2.22 Role of Parent Teacher Association (PTA) in Faculty Enrichment

Goal:	Identification of guest-faculty and motivating them to come and serve is difficult since the remuneration paid is too low. The government has imposed complete ban on the recruitment of human resources due to a financial crunch. Out of a total 131 posts of lecturers, 40 happen to be vacant, thus posing a threat to the academics. The Parent Teacher Association – (PTA) opined to recruit the guest faculty on contractual basis, to keep the continuity of the academic process and as the glory of the ‘State of the art’ institution needs to be maintained.
The Context:	The financial crunch at the government level augmented the depleted infrastructure in terms of laboratories, human resource and teaching learning aids. The state higher education directed the college to recruit human resources on a contractual basis. In some of the departments, regular lecturers are sharing the workload. PTA suggested to recruit lecturers for the benefit of students wherever the strength is less or there is no teacher. The guest-faculty on diverse subjects is difficult to get and more so if they are not qualified. One can get a guest faculty who have vast practical experience in their chosen fields on computers/ PDP and the related fields.
The Practice:	The retired teachers, teachers from universities or freshers are recruited as per the govt. rules on contractual basis to impart either full fledged discourse on the subject or deal in a few selected topics. The guest faculty provide extension lectures and seminars for which the payment is made out of PTA fund. The maintenance of the laboratories, public utilities, teaching - learning aids, college campus, building etc. is carried out with the PTA fund only. The record is properly maintained and the accounts are audited half-yearly and presented at the annual general meeting. The new projects with the recommendation of the HOD/Incharge are discussed as to their validity, at the PTA-executive meeting and are then verified. The total expenditure is done as per govt. instructions by a constituted committee. The committee keeps a proper record and the entries are made in the stock registers. Any revenue generated is deposited in the PTA fund.
Evidence of Success:	The annual academic results are an index to success. A sizeable number of students have excelled, bagged top positions, succeeded in competitive exams, made their mark in CA/ SC/IMA/Medical/Engineering Colleges and got admission in PG-courses in different institutions. The students have excelled in Youth Festivals in cultural and heritage events and in sports at state/national/international and at university and intervarsity level. A computer lab., two PG buildings comprising of twelve rooms, public utilities, gymnasium, lush green lawns, teaching - learning aids, seminar hall and renovated science laboratories add to the beauty of the campus.
Problems encountered and Resources required:	The frustrated guest faculty over the years wished to approach the court for injunction to get permanently absorbed as regular lecturers. But the decision was timely served that Guest faculty could in no way be made permanent. The govt. should appoint regular lecturers. How far can PTA - fund support an institution to fund all these activities? Even the guest

faculty do not involve themselves mentally in other projects of the institutions. It has been noticed that the students are taxed unnecessarily. The Govt. should not take it for granted that the public should look after this responsibility which is actually a prerogative of the govt. itself. Though it primarily is meant to serve as an adjunct. The serving guest-faculty members should be rewarded and honoured at annual prize - distribution functions so as to make them feel as a part of the regular team.

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## 2.23 Term-wise teaching plan and research activities

Goal:

The aim of preparing term-wise teaching plan:

- to ensure that the entire syllabus is spread uniformly over the session.
- there is uniformity in teaching of the staff members teaching separate sections of the same class so that all the sections cover the same syllabus for the two house examinations held in the months of September & December.
- the Heads of the various departments to keep a check on the adherence to the plans.
- to encourage more and more staff to pursue research.

The Context and Practice:

Term-wise Teaching Plan:

The academic session commences in the month of July every year. The session is divided into three terms: Jul-Sep, Oct-Dec, Jan-Mar. The staff members have to fill the teaching plan in the beginning of the session and details of the topics / units to be covered in each of the three terms so that there is a uniform distribution of the syllabus over the entire session. It is ensured that if there are more than one staff member teaching different sections of the same class, then their term-wise distribution of topics should be such that all the sections follow the same pace. The heads of various departments are directed to keep a check on the adherence to the plan. At the end of the term, the staff members are required to submit the topics actually covered till date to the Head of the department. This is then matched with the originally submitted plan. Rectification steps are taken if required.

Research:

The college library is fully automated and a broadband internet connection is provided. A separate machine is kept for staff members to access the internet. Moreover the staff members have the access to the department of computer science which has two internet connections – one broadband connection and one dial-up connection. The facility is especially being used by staff members who are pursuing research. Extended library and lab timings are provided on demand. The Cyber cafe is being upgraded.

Panjab University, Chandigarh organises classes for those who enroll for Ph.D. The staff members who want to attend these classes inform the college before hand and their lectures are scheduled in such a manner that they can go to attend the classes in the university campus.

Evidence of Success:

Term-wise Teaching Plan:

In BA / B.Sc. / B.Com classes there are more than one section of the same class. Each section is allowed to have a separate teacher for a particular subject. In the absence of a teaching plan each staff member would follow his / her own pace and thus there would be variation in syllabi coverage during a given term. A single question paper is set for all the sections for a house examination, which previously caused problems to students. Now with all the classes and teachers following the same pattern, it becomes easier for students of

<p>Problems encountered and Resources required:</p>	<p>different sections to interact with each other. It also ensures that the entire syllabus is covered in all the classes. This also allows merging of two sections in the event of a teacher of one section going on leave causing minimum academic loss to the students.</p> <p>Adjustment for Research:</p> <p>The staff members are showing a keen interest to get acquainted with computers and are being helped by the computer science staff. Internet facility is being used for initial study by those who intend to pursue research and publish papers.</p> <p>There was no notable challenging issue in designing a term-wise plan apart from a little resistance in implementation which it self was removed through open talks explaining the advantage of the same to the staff members. The library timings are extended on request. The internet facility already existed in the college.</p>
<p>Contact details:</p>	<p>Term-wise Teaching Plan:</p> <p>When the IQAC of the college proposed and passed instructions to various Heads of departments to implement the term-wise teaching plan, and review the same periodically in consultation with the staff members and students, in the beginning the staff members were a little sour with the idea; but later on they followed it in letter and spirit.</p> <p>Research: The Staff had no computer orientation; therefore they were hesitant to learn initially. Many are hesitant to start research in the absence of computer literacy. The labs of the computer science department are fully occupied during working hours. Therefore special timings have to be given to the staff members who need internet access or some coaching.</p> <p>The Principal Sri Guru Gobind Singh College Sector 26 Chandigarh – 160 019 Tel: 0172-2790312 Fax: 0172-2790312 E-mail: principal@sggscollege.ac.in drksingh@sggscollegea.ac.in Website: www.sggscollege.ac.in</p>

## 2.24 Training of Non-teaching Staff for Automation Process

Goal:	<ul style="list-style-type: none"><li>• The college plans to convert to a completely automated environment wherein all the administrative services including establishment, accounts branch, sports section and library services are to be made computerized for better and faster rendering of these services.</li><li>• The existing staff in these respective branches had been working on a manual system for years and was computer illiterate.</li><li>• The basic requirement in addition to the infrastructure installation was to train the staff who would be working on the new automated environment.</li><li>• The training was aimed to provide them with the basic technical skill set needed to start operating in the new environment, and also to build a positive attitude towards changed work culture.</li></ul>
The Context:	<p>As the non-teaching staff working in various capacities in the administrative offices of the college had been working for years in a set pattern of manual way of doing things, they were used to a fixed way of maintaining manual records. The challenging issues addressed in imparting them with the computer orientation training were to overcome the resistance to the change shown by them and to build self-confidence to learn. A few were disturbed by the view that computerization would lead to retrenchment of a few of them who couldn't learn the new way. Some members who were in advanced age group and close to retirement objected to being forced to learn computers at the fag end of their careers. The attitudinal approach of the Non-teaching Staff in changing over from manual to automation was a hindrance which was to be overcome before the automated system could be launched.</p>
The Practice:	<p>In the beginning the staff was assured that the new system was in the best of interest of all concerned. The mental block that many of them felt in shifting from their well practiced manual system to the new system was overcome by starting the training in phases. In the first phase the persons who volunteered to get acquainted with computers were chosen and trained. The accounts section volunteered to be trained first and were successful in computerizing the salary section. Once they started using computers for the work allotted to them their colleagues started to feel confident about their own abilities to learn.</p> <p>In the second phase the compulsory training of the library staff was undertaken. The college has already installed the requisite hardware and software for library automation. The sports section followed suit as they too have lots of paper work involved.</p> <p>The computer orientation training for Non-teaching Staff is organized during the summer vacation, as they are able to devote more time and concentrate better. A staff member is specially deputed to teach. Personal attention and guidance is provided keeping in view the caliber of the persons being trained and the type of official work they are required to carry out in course of their duty. Moreover, they are encouraged to take the help of staff of department of computer science in case they need. Both teaching and the technical staff of</p>

	<p>department of computer science has been extended their support in making this training programme successful.</p> <p>All new recruited Non-teaching Staff are made to acquaint themselves with the automated practices.</p>
<p>Evidence of Success:</p>	<p>After the initial resistance the training program has been well received. Its success is evident from the fact that the various administrative sections of the college have started using computers although manual records are being kept side by side during the changeover phase. The Accounts section was the first to changeover from manual salary system to computerized salary generation. Sports department has started using the system for various allocations, billings and adjustments of facilities given to sportsmen in terms of diet money, cash awards etc. The main library started working on computerization parallelly in a phased manner along with the manual system. Subsequently the establishment branch, and the inward and outward section are also using computers.</p>
<p>Problems encountered and Resources required:</p>	<p>The main problem that was encountered was that initially the changeover from manual to automated system was launched in the library without prior training of the staff. The infrastructure was installed and the staff felt intimidated by it. The same feeling was carried forth towards the staff in the other sections. The ones who were nearing retirement were opposed to change towards the end of their careers. They felt safe and secure with the old procedures and methodologies. They felt that using computers meant using English language. The lack of confidence due to their educational background created further hurdle. The mindset of the Non-teaching staff became mostly very rigid and stubborn.</p> <p>A lot of coaxing was required from the administrators to make them shift to an automated environment and to help them overcome the phobia of computers. It was decided to first train the staff and then provide them with a computer on their respective seat. Those who could not work in English language were given the training for software in the regional language. The teacher who was appointed for training was directed to be encouraging and supportive in his/her attitude while teaching. Keeping in view the educational background of the non-teaching staff he/she was instructed to use regional language while teaching instead of pure English in order to make them understand the concepts and feel less intimidated.</p>
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## 2.25 Socially Significant Multi-Purpose Complex

Goal:	<p>IQAC strongly felt that the physical expansion in the vertical mode has reached its saturation, but the institution needed furthermore infrastructural development for the setting up of conducive institutional ambience for the multitude of activities it has to carry out for the benefit of its stakeholders, ranging from the students to the society as a whole. It has envisaged that the strategic location of the college makes the complex easily accessible to all the beneficiaries and will create a conducive atmosphere in the institution for various curricular and extra curricular activities.</p>
The Context:	<p>The plan of IQAC to restructure the auditorium so as to make it a Multipurpose Complex required several courses of action in a systematic manner. The increase in the plinth area of the auditorium required the assimilation of the adjacent volley ball court into its design. IQAC decided to shift the institution's volley ball court to one of its sister concerns and was successful in implementing it. IQAC in collaboration with the other statutory bodies decided to implement the project 'Gym Plaza', an indoor stadium for the multi-pronged activities of the college.</p> <p>IQAC had suggested that the new complex should be of bigger dimension than the previous auditorium for carrying out the variety of activities at the regional to international level. This has been taken into serious consideration by the decision- making bodies and the new construction embodies a larger capacity to contain an appreciable number of individuals as well as activities.</p>
The Practice:	<p>The construction of the multipurpose complex is 80% complete, and is expected to be completed in the immediate future. IQAC has firmly held on to the fact that the complex is not an economically oriented developmental strategy, but embodies academic and social relevance. IQAC asserts that the complex should aim at promoting social consciousness and the spirit of national integration for its various stakeholders.</p> <p>IQAC has advised the decision- making bodies to continue its tradition by offering the multipurpose complex to meetings of social significance like Women's issues and empowerment, child labour, concerns of the physically and mentally challenged, the aged, awareness programmes like AIDS, environmental issues and various activities like blood donation camps and eye camps. The Complex is proposed to become the platform for training programmes, intercollegiate youth festivals and extension activities. Other facilities in the multipurpose complex like the students' recreation and retiring rooms, cafeteria etc provide immense benefit to the student community.</p> <p>In the academic realm, the multiple facilities of the Complex can be availed for the organization of various activities like the university seminars and workshops, UGC meetings, Principals' Meet, Managers Meet etc. It is also an easily accessible centre for various competitive examinations. The Halls and the air conditioned conference room with its state of the art facilities, offer an apt venue for workshops and symposiums for the academic faction, regional to international. The well equipped research consultancy centre and the centralized computer centre offer novel possibilities for enhancing knowledge acquisition</p>

	<p>and skill transfer. The research consultancy room can offer the research scholars under various disciplines better access to IT facilities and research procedures. The well equipped audio visual room enhances the quality of teaching methodology and motivates the students by offering increased possibilities for better project presentations.</p>
Evidence of Success:	<p>The Multi purpose Complex with its colossal potentialities is materializing the dream of IQAC for quality enhancement through infrastructural development, into a reality. IQAC through the construction of the Multi purpose complex, is providing empirical evidence that infrastructural development provides the backbone for the progressive growth and development of the institution, while catering to the tasks of social responsibility.</p>
Problems encountered and Resources required:	<p>One of the gigantic hurdles in the completion of the Complex is the dearth of ample financial resources.</p> <p>IQAC has devised ways to mobilize funds from well-wishers through a number of strategies. The students and the faculty members are given raffle tickets to be sold in the public to obtain money. The other fund raising drives include getting in contact with the alumni and requesting financial support, approaching and enlightening the PTA to take up initiatives for various activities to avail funds, commercializing the <i>Teresian website</i> by selling its space for advertisements, etc. The concerned decision-making bodies have also publicized the problem to all the stakeholders so as to get hold of adequate resources for the completion of the project.</p>
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## 2.26 Research and Development Cell – Constitution & Functions

Goal:	<ul style="list-style-type: none"><li>• Inculcate a research culture among the faculty and students.</li><li>• Enable the faculty to translate theoretical knowledge into action.</li><li>• Develop scientific thinking (scientific temper) and acquire research skills through Higher Education.</li><li>• Training in designing a project, planning its execution, methodologies to be used and methods of reporting.</li><li>• Encourages staff to pursue M.Phil / Ph.D programmes, undertake minor &amp; major research projects and to organize Regional/State/National level workshops and seminars.</li><li>• Facilitate the student community to acquire knowledge of research.</li></ul>
The Context:	<p>The NAAC peer team that visited the college pointed out the need to improve research activities within the college. It was in this context that the research and development cell was established with a full time co-ordinator.</p> <p>The challenging issues that had to be addressed were-</p> <ul style="list-style-type: none"><li>• Motivating the teachers and students to shoulder the additional work willingly.</li><li>• Providing adequate time slots for the conduct of activities through the research and development cell.</li><li>• Conducting honours programmes that would catch the attention of students and providing flexibility in inter-departmental programmes.</li></ul>
The Practice:	<p>An action plan was drawn on an annual basis. It includes</p> <ul style="list-style-type: none"><li>• Introduction of credit-based Honours programmes for the students covering areas relating to scientific, social &amp; economic issues, inter-disciplinary and physical development.</li><li>• Teachers are motivated in the department to pursue at least one minor / major research project in their area of specialization or one that is inter-disciplinary in nature.</li><li>• Publishing of articles/papers in leading journals and books.</li><li>• Registration for M.Phil/Ph.D programmes.</li><li>• Conducting National / State / Regional Level Workshops / Seminars / Conferences.</li></ul> <p>The unique nature of this exercise is the conduct of credit-based Honours Programmes, which have a multidisciplinary approach. It enables the student to gain practical knowledge in areas relating to other disciplines. [for e.g. a science student can take up a programme in communicative English or an arts student can take up a programme in forensic chemistry.]In spite of the programme having several benefits the time factor remains as a major constraint. Three days per week are allotted for these programmes but over-enthusiastic students want to enroll for more programmes.</p>
Evidence of Success:	<p>This is indicated by the Honours programmes organized and student and teacher involvement.</p>

- Number of staff engaged in Minor research projects.
- Number of staff enrolled & completed M.Phil / Ph.D programmes.
- The various types of seminars organized in the recent years.

The popularity these programmes have gained over the years. Students are eager to participate in these programmes and enhance their skills and knowledge. The outcome of introducing these is as follows

During the year 2001-2006 - Programmes organized - 148 ; No. of students enrolled - 3063; No. of teachers - 146

No. of UGC sponsored minor Research projects during the year 2003-2005 - 9 projects and the amount sanctioned - Rs: 4,65,000/-

M.Phil / Ph.D awarded in the Year 2003-05 : 8

No of seminars organized: National Level Seminars - 04, State level conferences - 02, Regional Level Workshops - 6

Problems encountered and Resources required:

- Non-availability of finance.
- Problems of co-ordination between departments because of paucity of time and multiple responsibilities.
- Participation in terms of numbers at the programmes organized at National / State / Regional levels.
- Writing and publishing of papers because of more number of teaching hours for UG programme.

The resources required are:

- Identification and assistance for finance from funding agencies like UGC, KRVP, commercial banks, Industries, Parents, Benefactors and management.
- Generosity of time and effort by individuals, appointment of Co-ordinator and Executive committee to facilitate better functioning in organization of seminars / workshops. To a large extent there is improvement, but this needs to be strengthened.
- Constant and regular motivation by the Research and Development co-ordinator and IQAC, towards enhancing teacher registration for Ph.D / M.Phil programmes.
- To follow up individual colleges to send representation to participate in programmes like seminars / workshops.

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## 2.27 Dry Run Inspection – Annual Internal Quality Audit

Goal:	<p>To monitor the continuous progress of the College through an annual internal management audit conducted by the IQAC. The objectives of the inspection are listed below:</p> <ul style="list-style-type: none"><li>• Enable the faculty to work in the direction of innovations in Higher Education sector.</li><li>• Motivate the teachers to aim constantly at quality and sustenance activities.</li><li>• Help the individuals, in all departments to use innovative methods in their classroom teaching and learning process.</li><li>• Encourage teachers to improve their professional grades.</li><li>• Develop Research Culture at the grass root level.</li><li>• Review the functioning of departments, associations and facilities.</li><li>• Evaluate individual teacher performance.</li></ul>
The Context:	<p>Annual Internal Quality Audit Programme was introduced by the institution</p> <ul style="list-style-type: none"><li>• to reinforce the healthy practices of the college with suitable mechanisms to identify and reform</li><li>• to see whether the goals and objectives were being implemented successfully</li></ul> <p>The faculty members were oriented and trained by the IQAC into the quality culture. A few senior staff members who attended seminars and conferences even at the international level shared their experiences to motivate the college teachers into the quality culture.</p> <p>At the initial stages, criteria for inspection were evolved based on the probes given by the NAAC. Some of the issues identified were performances of students, innovative methods in teaching, significant academic progress, academic improvements of staff etc.</p> <p>Students graduating from this institution are groomed to master any set of skills or knowledge. They are trained to maintain a high standard with their counterparts. Numbers of personality development programmes were arranged by the college.</p>
The Practice:	<p>The Dry Run Inspection plays a catalytic role to ensure well-defined levels of quality in the functioning of the institution. This inspection improves the academic and organization performances. The teachers develop a system for examining themselves consciously and bring improvements and changes sometimes on their own. It is a deliberate attempt to consistently and annually review and assess the performance of all the departments, programmes, associations and facilities of the institution.</p> <p>The IQAC draws up the schedule well in advance and informs all the members of the staff. A self-study report in duplicate has to be kept ready based on the format evolved for inspection. It has 2 parts: one being the self-study report of the department and the other, the individual teacher profile. The instructions and objectives of the inspection are made known to all concerned. The Peer Team comprises of all the IQAC members, a representative of management and an external member who is a well known educationist drawn from the local society. The inspection is done at two levels:</p>

Evidence of Success:	<ul style="list-style-type: none"><li>• Interaction with the members of the department.</li><li>• Inspection and checking for documentary evidence.</li></ul> <p>A 2-day annual evaluation programme whereby the IQAC draws up the SWOT analysis of the department visit follows this. Suggestions for improvement are given to all departments in writing. The whole exercise is done systematically by the IQAC. The data obtained is collected and compiled. Participative management is widely practiced in all possible situations.</p> <p>The success rate of this exercise can be summed up as follows</p> <ul style="list-style-type: none"><li>• The format for the departmental profile is in accordance with the self study report of NAAC. It is handed to the departments at the commencement of each academic year and the same is used to conduct the annual internal audit.</li><li>• The format is reviewed and changes incorporated as and when the need arises.</li><li>• It gives direction and keeps the departments focused towards planning and execution of activities together with evidence and documentation.</li><li>• The IQAC conducts the annual audit and checks all these aspects and critically evaluates the strengths / weaknesses of every department.</li><li>• The format also provides scope for every department to identify their best practices.</li><li>• This being an annual feature finds a place in the calendar of events and now works as an in-built strategy making documentation a regular feature.</li></ul>		
Problems encountered and Resources required:	<p>Some teachers in the department were not able to collate the data and write the self-study report. The teachers did not get sufficient time; they had to do it along with their University examination and teaching schedule. Clerical assistance was not available. The teachers had to use the computers to get their work done.</p> <p><b>Resources:</b></p> <p>Human Resources – to collect information to process and collate.</p> <p>Financial – for stationary and other miscellaneous items for preparing reports.</p> <p>Technological – Use of computers and other modes of data processing.</p> <p>Material Resources – Paper and stationary items for preparation of inspection.</p> <p>Notes : The IQAC Develops standards for the various administrative and academic functions of the college. It also orients and trains staff members existing and new entrants on various issues and changes in higher education. The IQAC sheds responsibilities and works in a team at all levels of the hierarchical structure. The college has introduced Quality Circles in line with the industrial setup.</p>		
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### 3. Conclusion

The NAAC has been engaged in the improvement of the institutional functioning, even after the assessment of the institution. Assessment and accreditation is not a ritualistic procedure leading to rating, which can be shared among peers or for promoting institutional credibility. It is an attempt to move towards institutional excellence. Such a measure to change the institutional attitude towards assessment and accreditation may be the beginning of the quality enhancement. Quality pursuit becomes a natural phenomenon rather than an enforced work culture. In this context the **Internal Quality Assurance Cell (IQAC)** assumes importance as an endogenous system defining the quality culture of an institution.

The best practices followed by some of the institutions were validated in the workshop on '**IQAC Activities – Case Presentation**' organized by NAAC, with the participation of the heads and IQAC coordinators of these institutions. The innovative practices implemented in accredited institutions are recorded and shared among institutions so that others can adopt them for quality enhancement. Once identified, the IQAC has to prepare a plan of action at the beginning of the academic year and devise programmes for successful implementation. With the support of the IQAC, colleges may plan all their activities -Academic, Administrative, Cultural, Co-curricular and training programmes for teachers and support staff besides resource mobilization and infrastructure requirement, to make it more meaningful and effective. It is hoped that these case presentations in the form of a publication would help strengthen the IQAC initiatives and its functioning in the institutions.

We encourage all the institutions to send their practices to NAAC for further validation and dissemination. (A format is appended to the text). Some of the good practices that are recorded in this volume which include: Organizational Arrangements in Internal Quality Assurance Cell, Thrust of Knowledge, Enhancement of Placement and Training of Supporting Staff for Automation Process, Research and Development Cell, and Dry Run Inspection – Annual Internal Quality Audit, etc. The institutions may adopt/ adapt these practices according to their requirements and the context.

It is our sincere hope that the case studies presented in this volume would help identify some of the practices to be taken up as quality assurance activities by the IQACs of the institutions. The NAAC visualizes IQAC as its prototype in quality assessment and enhancement at the institution level. All the stakeholders of an institution should promote and encourage the activities of the IQAC in order to make the institution a Centre of Excellence.



## Report on workshop on IQAC Case Presentation

The functioning of the IQAC is multi-dimensional. It has to function as an advisory, recommendatory, monitoring and executing body. IQAC generally consists of members drawn from various committees, associations and heads of departments of the institution. A core committee consisting of 3 to 5 IQAC members can be constituted to implement and to monitor regularly, the various suggestions made by IQAC. IQAC may chalk out programmes for quality improvement with the involvement of all the stakeholders of Higher Education. IQAC should be a facilitating and coordinating body giving inputs to the organization in the decision making process. It has a participatory role for the implementation of the quality assurance programmes.

Following are some of the priority areas identified for serious consideration of IQAC:.

- a. To work on the implementation of the recommendations given by the Peer Team.
- b. To develop a strategic plan for five years.
- c. Documentation of all the activities.
- d. Formulate mechanisms to obtain feedback from all stakeholders and analyze it for implementation.
- e. Mechanism to identify innovative ideas and activities of all sections of the institution.
- f. The IQAC may organize training programmes for teachers as well as non-teaching staff depending upon the nature of the college.
- g. To organize orientation and training programmes for administrative and finance staff in collaboration with other bodies viz, academic staff college of universities and administrative staff college of the state.
- h. IQAC may collaborate with other IQACs of the cluster colleges for sharing best practices.
- i. To motivate teachers to adopt modern pedagogical techniques to move away from the lecture method.

### Guidelines for the effective functioning of IQAC

#### I. Resource generation from various sources

- a) Self financing courses
- b) MP Local Area Development fund
- c) Alumni
- d) Industrialists
- e) Philanthropists

## **II. Promotion of Research Culture**

- a) Research Cell – Co-ordinator
- b) Information about funding agencies
- c) How to apply to get Minor / Major Research Projects
- d) Organise workshop / seminars / conferences/ invited lectures.

## **III. Assessment of the impact of IQAC activities**

- Classify the activities into various categories like -curricular, extracurricular, co- curricular, library, administration and infrastructure.
- Compare the performance of college pre and post IQAC period.
- NAAC may propose qualitative and quantitative assessment criteria for IQAC.
- Specify expectations of NAAC regarding IQAC planning and implementation

## **IV. Participation of Stakeholders**

- Student representatives be made aware and involved in the IQAC activities but at the discretion of the Institution.
- Participation of Teachers must be assured in all the IQAC activities
- Management should be taken into confidence for sustaining the IQAC activities and for resource mobilization.
- Non-teaching staff should play an important role in quality assurance of the college and should be involved and trained for the same

Once IQAC is on operation along the lines discussed as above, it has to submit an Annual Quality Assurance Report (AQAR) to NAAC at the end of the academic year. The AQAR is a review of all its activities of the past one academic year. The Institution has the flexibility to develop the format to prepare the report. However, the focus of Annual Quality Assurance Report (AQAR) is on the quality initiative and/ or quality sustenance activities. The salient features of quality improvement activities taken up respectively during the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> year after first accreditation (so as to study stability, continuity plus change) may be included in the AQAR at the time of submission of Re-accreditation Report (RAR). This would give a clear picture about the growth and development of the institution. The IQAC co-ordinator may be a permanent faculty member with a good reputation in the institution.

It is advisable to have a budgetary provision for IQAC activities. Management may also extend support and encouragement to all its initiatives. IQAC may maintain regular communication with the State Level Quality Assurance Cell (SLQAC) and persuade the SLQAC to be more pro active and effective.

## **Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) in Accredited Institutions**

### *A Post-Accreditation Quality Sustenance Activity*

#### **Introduction**

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality upgradation of institutions of higher education, the NAAC proposes that every accredited institution establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post-accreditation period, the IQAC will channelise the efforts and measures of an institution towards academic excellence.

The guidelines provided in the following pages will facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards the internalization and institutionalization of quality enhancement. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or record-keeping exercise in the institution; it will be a facilitative and participative voluntary system/unit/organ of the institution. The IQAC has the potential to become a vehicle for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. Quality circles in industries operate on similar lines.

#### **Objectives**

*The basic purposes of the IQAC are :*

- a) To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution
- b) To assure all the stakeholders connected with higher education about the quality of education provided by the institutions.

## **Strategies**

*IQAC shall evolve mechanisms and procedures for:*

- a) Timely, efficient and progressive performance of academic, administrative and financial tasks
- b) The relevance and quality of academic and research programmes
- c) Equitable access to and affordability of academic programmes for various sections of society
- d) Optimization and integration of modern methods of teaching and learning
- e) The credibility of evaluation procedures
- f) The adequacy, maintenance and proper allocation of support structure and services
- g) Research sharing and networking with other institutions in India and abroad.

## **Functions**

*Some of the functions expected of the IQAC are :*

- a) Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution
- b) Dissemination of information on the various quality parameters of higher education
- c) Organization of workshops, seminars on quality related themes and promotion of quality circles
- d) Documentation of the various programmes / activities leading to quality improvement
- e) Acting as a nodal agency of the institution for quality-related activities
- f) Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

## **Benefits**

*IQAC will facilitate / contribute :*

- a) To a heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture
- b) To enhancement and integration among the various activities of the institution and institutionalize many good practices
- c) To provide a sound basis for decision-making to improve institutional functioning
- d) To act as a change agent in the institution
- e) To better internal communication.



## Composition of the IQAC

The IQAC may be constituted in every institution under the chairmanship of head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists/representatives of local committee. The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One or two members from the Management
5. One/two nominees from local society
6. One of the teachers as the coordinator of the IQAC.

The composition of the IQAC will depend on the size and complexity of the institution. It helps the colleges in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institutions quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improve the quality of teaching and learning.
- It would be appropriate to choose persons (senior administrators), in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination, and planning and development.
- The management representatives should be persons who are aware of the institution's objectives, limitations and strengths and are committed to improvement. The local society representatives should be of high standing and should have made significant contributions to society, and, in particular, to education.

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start

with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have a sound knowledge about the computer, its various functions and usage for effective communication.

### **Operational Features of the IQAC**

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improve rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC has a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions mentioned earlier. The operational features and functions expected of the IQAC are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

### **The Annual Quality Assurance Report (AQAR) of the IQAC**

All the accredited institutions which have established the IQAC will submit a self-reviewed progress report annually to the NAAC, detailing the tangible results achieved in key areas which are specifically identified by the IQAC in the beginning of the academic year by devising a perspective plan. The AQAR is the outcome of the perspective plan of the IQAC.

### **The Annual Quality Assurance Report (AQAR) of the IQAC**

All accredited institutions shall submit the AQAR to the NAAC by *the end of every academic year* with emphasis on the following key result areas:

Name of the Institution: \_\_\_\_\_ Year of Report: \_\_\_\_\_

**Part A:** The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year.

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**Part B:**

1. Activities reflecting the goals and objectives of the institution:
2. New academic programmes initiated (UG and PG):
3. Innovations in curricular design and transaction:
4. Inter-disciplinary programmes started:
5. Examination reforms implemented:
6. Candidates qualified: NET/SLET/GATE etc.
7. Initiative towards faculty development programme :
8. Total number of seminars/workshops conducted:
9. Research projects a) Newly implemented: b) Completed:
10. Patents generated, if any:
11. New collaborative research programmes:
12. Research grants received from various agencies:
13. Details of research scholars:
14. Citation index of faculty members and impact factor:
15. Honors/Awards to the faculty:
16. Internal resources generated:
17. Details of departments getting SAP, COSIST(ASSIST)/DST. FIST, etc. assistance/ recognition:
18. Community services:
19. Teachers and officers newly recruited:
20. Teaching – Non-teaching staff ratio:
21. Improvements in the library services:
22. New books/journals subscribed and their cost:
23. Courses in which student assessment of teachers is introduced and the action taken on student feedback:
24. Unit cost of education:
25. Computerization of administration and the process of admissions and examination results, issue of certificates:
26. Increase in the infrastructural facilities:
27. Technology upgradation:
28. Computer and internet access and training to teachers and students:

29. Financial aid to students:
30. Support from the Alumni Association and its activities:
31. Support from the Parent-Teacher Association and its activities:
32. Health services:
33. Performance in sports activities:
34. Incentives to outstanding sportspersons:
35. Student achievements and awards:
36. Activities of the Guidance and Counseling cell:
37. Placement services provided to students:
38. Development programmes for non-teaching staff:
39. Best practices of the institution
40. Linkages developed with National/ International, academic/research bodies
41. Any other relevant information:

Part C: Detail plans of the institution for the next year

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*Name & Signature of the Coordinator,  
IQAC*

*Name & Signature of the Chairperson,  
IQAC*

## Format for Presentation of Practice

**1. Title of the Practice**

This title should capture the keywords that describe the Practice.

**2. Goal**

Describe the aims of the practice which are followed in your institution in the IQAC. What are the underlying principles or concepts in about 100 words.

**3. The Context**

Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

**4. The Practice**

Describe the Practice and its implementation. Include anything about this practice that may be unique in the Indian higher education. Please also identify any constraints or limitations in about 400 words.

**5. Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

**6. Problems Encountered and Resources Required**

Please identify the problems encountered and resources required to implement the practice in about 150 words.

**7. Notes**

Optional. Please add any other information that you deem important to the reader such as changes that may have been introduced after the establishment of IQAC in about 150 words.

**8. Contact Details**

Name of the Principal:

Name of the Institution:

City:

Pin Code:

Accredited Status:

Work Phone :

Fax:

Website:

E-mail :



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**14<sup>th</sup> October 2005**

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