

Best Practices of Highest Ranking in NAAC and NIRF Accredited Colleges in India

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Abstract:-

In recent investigation of Higher education institution (HEI) regulated by UGC body to provide ranking system by NAAC along with NIRF to college and Universities. NAAC has implanted during their amendments in Best practices Criteria VII has provided 100 marks and their outcomes for society beneficially. All the University and College have come forward for various best practices took place in society. The top 30 best practices offered to run academics and administration of foundations such as Carrier, Academic, Physical, Cultural and Scientific CAPCS, Village Adoption, Cotton College Social Responsibility Cell, ICT Enhanced Learning Experience, Community based Practices, Skill Development Programme, Live Lab, BEE-Live: Biodiversity and Environmental Engagements, Promotion of e-Content Development, Women as Leaders and Achievers: Laying Foundation for Successful Life, Flavour of Research: Learning in Multidisciplinary Contexts, Education for All Equal Opportunity Centre, Annual Activity of college, Water and Waste Management, Institutional Social Responsibility, Regular Conduction of Student Centric Activities, Encourage Faculty and Student Research, Development of College Information Management System (CIMS), Development of Social Progress Index (SPI) of Students, Departmental Activities, Clubs and Forums, Skill Empowerment Cell, Environmental Awareness Process, Comprehensive Continuous Internal Assessment System, System of Personal Interaction. All the above practices to The NAAC has developed and published a series of best practices of various institutions as per seven criterions of assessment and accreditation, some are case studies. Best practices reflect the credibility and cheerful life of a college. These practices are able to instill the scientific approach to issues or problems of society. Best practices are the agents of change for particular educational institution and society as well.

KeyWords:-

HEIs, AQAR, SSR, Best Practices, CAPCS, UGC, NIRF, IQAC, criteria-VII.

I. INTRODUCTION

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits higher education Institutions (HEIs) in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. The Indian HEIs are producing new thoughts through research and development. NAAC has given 100 focuses to Innovations and Best Practices (Criteria VII) in by and large appraisal and accreditation of a school. Best practices are those which increase the value of human life and bolster fundamental driver of a foundation. It helps being developed of an establishment—a source/intends to perform social duty. It can change the life of entire organization just as individual partners. Universities embrace various sorts of best practices according to their institutional condition; attempt to realize developments and new thoughts. Customary arrangement of instructing learning and school as the place implied uniquely to provide food information has been modified radically; it is currently, hailed as the middle for numerous exercises—financial, political and social transformations. Utilization of innovation is the main thrust in the present training framework. Universities can transform such innovation courses into their best practices which as institutional social obligation (ISR) can support the instructive climate of the school, associate with the ground level; thusly it could produce social delicate force for the development. The NAAC has created and distributed a progression of best acts of different foundations according to seven measures of evaluation and accreditation, some are contextual investigations. Best rehearses mirror the believability and lively existence of a school. These practices can ingrain the logical way to deal with issues or issues of society. Best practices are the specialists of progress for a specific instructive foundation and society also.

NAAC was established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in quality of education", and the Programme of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bengaluru. This practice proved very fruitful to us. The faculty of the college started upgrading their teaching-learning process making use of ICT (PPTs) in class room teaching. Every faculty members purchased his own laptop and prepared PPTs of different topics for upgrading the teaching method. It has positive impact on student performance.

II. OBJECTIVE OF STUDY

To know the different best practices of top NAAC accredited colleges. To find out the role and impact of best practices on college development and/ in process of college accreditation. To list out/ search the significant best practices undertaken by colleges. To compare the various colleges were according to NAAC score, NAAC grade and NIRF rating. To provide the processed ready hand data of top NAAC accredited state-wise colleges and their best practices.

III. METHODOLOGY

Table 1: Best practice of colleges and their particulars

SN	Best Practices in Colleges	Particulars
1	Carrier, Academic, Physical, Cultural and Scientific CAPCS	Central Education Research and Training (CERT), Carrier Academy, Academic audit, Cultural academy, Physical academy, Scientific academy, Beautification and Maintenance.
2	Village Adoption	Gender equality, Education policies, Local issues, Daily Needs, Transportation mechanism, Village Building and Maintainance, feedback of government scheme, Gramsabhas, Maze goan-maze sarkar, Shasan Apalya Dari, Water Harvesting.
3	Cotton College Social Responsibility Cell	improvement in education and health environment, contribution to emotional health of oldies, improvement in education in this sector, impact on policy making, manual prepared for mobile science laboratory in remote areas, gained infrastructural grant, WWF manuals and handbook in Assamese, forest fringe areas became environmentally aware, changes in rural agriculture.
4	ICT Enhanced Learning Experience	Improved attentiveness and engagement, increased knowledge retention, interactive and fun learning environment, quick understanding, easy tracking of response, enriched overall learning experience
5	Community based Practices	Fostering Community Responsibility Empowering Women: Laying Foundations for Better Society Outcome: large number of students involvement, connectedness towards society, breeding of values and ethics, counseling for students

6	Skill Development Programme	Students selection ratio upward turn, students winning competitions, increase in student confidence, student performance increased, classroom interaction and participation increased
7	Live Lab	Outcome: conducted 40 training programmes for 300 adolescent participants, life skills sessions for parents, life skill training
8	BEE-Live: Biodiversity and Environmental Engagements	Outcome: change in attitude towards environment, plantation in the campus, improvement in biota, population of insects, frogs, birds, etc. increased, reduced carbon content, quality of harvested rainwater increased, ground water level improved
9	Promotion of e-Content Development	555 articles uploaded in wiki resources, 350 students trained.
10	Extension Service for Rural Transformation	Infrastructures and basic amenities increased, increase in family income, thrift, change in lifestyle, improvement in personality and empowerment, increase in better living standard, better education of children, freedom from high interest loans, entrepreneurship developed
11	Agnes Towards Community (ATC)	Fund raising by students for Endosulfan victims, increase in attendance in Gram Sabha/ Gram Panchayat, effective implementation of Swachh Bharat Abhiyan
12	The Annual Academic Audit by the Internal Quality Assurance Cell	Increase in paper presentation, publication, seminar, workshop, conference, documentation improved, master plan formulation, active involvement of stakeholders, response from students
13	Women as Leaders and Achievers: Laying Foundation for Successful Life	Outcome: great women leaders such as Shaila Dixit, Meera Kumar, Brinda Karat, Romila Thaper, Anita Desai, etc., production of eminent leadership, crowd funding raised, various ventures at international level

14	Flavour of Research: Learning in Multidisciplinary Contexts	Outcome: various facilities availed, prominent research outcome, gained awards for research, research on new drugs and vaccines, the research projects increased, research publications increased, boost to research
15	Education for All Swavlanban—Equal Opportunity Centre Parwaaz—Annual Activity of REACH	Outcome: Activities for differently abled students, conveyance facility for students, workshops for students, visually challenged students trained in JAWS software, confidence built in students
16	At Home in the World	Office of International Programmes Learning, Resource and Research Centre Outcome: 30 universities from various countries visited to college, MoUs with international universities, 21 universities network, Skype interactions with world educational institutions, ASSK Centre, WISCOMP
17	Providing academic and skill oriented help to economically, poor students through Mother Veronica Development Foundation (MVDF) programme	Progress in performance of students, students teachers-nparents interpersonal relatedness, reduction in dropout and failure rate, enhance credibility and employability, job profile increased
18	Women Empowerment	Students of different colleges mix, more active in taking part in activities, increased discussions on social issues, discussions on political representation of women
19	Water and Waste Management	Outcome: improvement in infiltration and reduction in runoff, improvement in ground water level, reduced strain on water supply, improvement in groundwater quality, prevention of flooding, improved soil aeration, enriched soil with micro-organisms, improved water holding capacity, enhanced germination, plant growth and yield, reduced waste generation, low capital investment, reduced greenhouse gas emission
20	Institutional Responsibility Social	Outcome: students developed organizational skills, improved communication, initiative for conducting events, common room, Day Care Centre increased satisfaction levels of female staff

21	Regular Conduction of Student Centric Activities	Outcome: orientation programme for UG, MA and MBA, organization of workshops, seminars, guest lectures, festivals, special days
22	Encourage Faculty and Student Research	Outcome: faculty and student development programmes, increase in articles, seminars, conferences, workshops, research activities
23	Development of College Information Management System (CIMS)	Outcome: increased the use of CIMS, decreased students visiting office, students can check their internal assessment, notes and question bank available, useful in compilation of annual reports, cataloguing personal achievements, computing university results, filling SSR, online information available
24	Development of Social Progress Index (SPI) of Students	Outcome: 697 students participated in 18 different sports, 1092 students participated in 31 zonal and inter-zonal festivals, 11360 students participated in different cocurricular, extra-curricular, NSS, NCC, clubs, etc. won overall trophy for best performance 38 times, won 159 prizes, won 50 prizes in curricular competitions, sport persons won 10 medals, all India and university level 18 medals, 53 prizes and medals at university level, participation of students in Republic Day parade
25	Departmental Activities	Outcome: large number of students participated in these activities run by departments, help in shaping leader in them
26	Clubs and Forums	Outcome: large number of students participate in these activities, help them in shaping their personality and academics
27	Skill Empowerment Cell	Outcome: self-help and job oriented courses started, skill courses helped students to stand economically

28	Environmental Awareness Process	Green house properly maintained, more solar systems, no use of plastic bags in campus, increased treeplantation, effective environment and water management
29	Comprehensive Continuous Internal Assessment System	Improved students' performance and semester results, course improvement
30	System of Personal Interaction	Positive impact on achieving quality education, strong bond of oneness among stakeholders, student complaint reduction, practice of fair examination

IV. DISCUSSION

This practice proved very fruitful to us. The faculty of the college started upgrading their teaching-learning process making use of ICT (PPTs) in class room teaching. Every faculty members purchased his own laptop and prepared PPTs of different topics for upgrading the teaching method. It has positive impact on student performance. Some students of the college secured rank in university merit list. Competitive examinations are cracked by our students. Some students are able to win prizes in competitions organised by college and also university. The students of the college are excelling in various examinations. Number of students securing first class has increased. Most of the students became self-explanatory. Grasping of slow- learner are increased. Students take more interest in teaching –learning process. Maximum number of students is participating in games and sports at district, state, national level. Some students are able to win prizes in sport competitions organized by college and also university. The sports culture seems generating. The campus has also enriched. For character, academic and physical building of students houses are created which contribute for students all-round development. In each wing, individual co-ordinators are appointed who give motivation to the faculty and students which help to improve their performance. An evaluation scale has been made for measuring the performance of each wing. After every month, principal of the college takes review of theseco-ordinators and give suggestions from time to time. Through this project regular evaluation of the facultyand students is carried out. Separate data is maintained by these wings related to teachers' action plan, action plan of sport teacher, students' performance, teacher's evaluation, analysis of teachers' evaluation report etc. The principal with the help of project director and co-ordinators give remedial suggestions whenever required to the concerned teacher and for student's point of view regarding teaching methods. Action plans for teachers are made where focus is given on self-up gradation of the teachers in terms of teaching skills and their routine work. Similarly, these wings do action planning for students for their overall development.

V. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

In the beginning, few employees were reluctant to devote for this but in the course of time they realised the importance of this work. Sometimes the planned work is not completed within time and hence the enthusiasm among the people remains fluctuating. Many a time, the work of gram-panchayat lags behind due to insufficient fund or revenue which arise the feeling of unrest among the people and these in turn hamper the missionary work. Even though, efforts are made to make maximum participation of all the stakeholders. Small-small works are performed with the help of community counselling and collective labour. Any major issue requiring finance is put forth and discussed in Gram Sabha in front of the villagers and remedy is found out. . The extra resource required for this purpose is made available by the college with the help of management.

VI. CONCLUSION

The adoption of a village by any educational institution is a missionary work which cannot be made obligatory to any employees unless there is a sense of devotion and commitment among the employees for community. The institution has succeeded in overcoming this and started working in the community. On the demand of local people the name of village Thugaondeo (Marathi

meaning spit village) changed into Devgram (village of God) which was first step towards village building, because of this we are able to win the trust of villagers which matters lost for us. Institution took lots of effort to change the name of village. We have photographs of various meetings of seva-mandals, programmes, meetings with government officers regarding counselling of villagers, counselling about agriculture, community prayer, gramswachhata, shibirs etc. taken at different occasions. The same can be checked by direct talking with the villagers. The employees for this sake regularly devote extra hours in the community apart from duty hours as per the responsibility assigned to them. Platforms are made around trees in market area from scattered stones.

VII. REFERENCES

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