

**TWO DAYS
NAAC-SPONSORED-NATIONAL WORKSHOP
ON**

**EMERGING TRENDS IN QUALITY
EDUCATION: THE ROAD AHEAD**

(August 29-30, 2013)

Organized by



Internal Quality Assurance Cell

Guru Jambheshwar University of Science and Technology, Hisar (Haryana)

(Established by State Legislature Act 17 of 1995)

['A' Grade NAAC Accredited Technical University with a Score of 3.26 CGPA]

PART-I : WORKSHOP BACKGROUND

ABOUT THE UNIVERSITY

The Guru Jambheshwar University, Hisar, was established on October 20, 1995 by an Act of the Legislature of the State of Haryana. It was formally inaugurated on November 1, 1995. It is named after Guru Jambheshwar Ji Maharaj, a saint environmentalist of 15th century. Keeping in view the nature of courses offered at the University and the mandate for which it had been established the name of the University has been changed as Guru Jambheshwar University of Science & Technology. The University is recognized by the University Grants Commission under Section 2(f) for recognition of degrees on 11.1.1996 and under section 12(B) of the UGC Act to be eligible for central assistance on 7.2.1997. Since India is on the path to become an economic superpower in near future. As an institution of higher-technical learning, the Guru Jambheshwar University of Science

& Technology, Hisar (“A” grade accredited by the NAAC) has been contributing its bit by introducing professional programmes with their acceptability in the industry and job market. The university has earned recognition and respect for quality and relevance of research as evident by the fact that various ministries of government of India (including ministry of Defense, Science & Technology, Food Processing, Biotechnology, etc.) have sponsored research projects to the members of facility in different disciplines that has resulted its H-Index more than 40 at present. The University has been accredited by National Assessment and Accreditation Council (NAAC), in 2002 as grade ‘A’ and has been re-accredited as grade ‘A’ with (CGPA 3.26), in 2009. As per UGC and NAAC recommendations, Internal Quality Assurance Cell (IQAC) has been established in the University in year 2004.

THEME OF THE WORKSHOP

Higher education is a dynamic, continually evolving concept that keeps adapting to the most up-to-date changes. Likewise, the methodology used in teaching and research is equally momentary in nature and demands up-to-date approaches as well. Educationists need to absorb the fundamental nature of the evolutionary character of higher education in academic curriculum, empowering students and scholars to create an updated learning process that is pragmatic, effective and methodically impactful. The watchful and deliberate efforts by policy-makers and academicians have put in place a set of practices within higher educational institutions that provide the most engaging opportunities for the students to acquire competencies and skills. This enables them to be fully equipped for the challenges now emerging in our global society. In this age of information surplus era, it is important for the higher educational institutions in general and teachers in particular to drop down and share information that has relevance in terms of budding specific employable skills. When the educators and organizational leaders in our country's higher education firmly and ardently dedicate themselves to implement certain guidelines for themselves and for the students in their realm of responsibility, the young students cultivated in an environment where they are proficient enough to develop holistic

capabilities. With the advent of National Assessment and Accreditation Council (NAAC) in India, one can foresee a radical turnaround in the way quality education that will be made available by higher educational institutions in the next few years. The dependence on the already popular teaching aid - technology will soon become an indispensable tool that will offer more flexibility to the students and the teachers. The traditional classroom set-up is fast being replaced by methods that encourage greater participation and interaction between the students and the teachers. With such a set-up in the offing, education will never remain confined to mere information but will be an experience that touches lives forever. This way, it may be able to certainly connect the society with directional quality education in India.

In order to redefine quality education, universities need to blend high value deliveries with modern learning tools to ensure that each institution has a safe, healthy, energizing, intellectually challenging, and joyful learning environment. The pedagogical fraternity needs to be committed to engage students in active, collaborative and technology-based learning methodologies to develop formative and summative assessments of student progress and learning. As educators, it is our mission to facilitate the development of global citizens - individuals with self-confidence who are able to contribute to community life, to build tolerance, and to be accountable. Moreover, students and scholars should be capable of dealing with intellectual, emotional and spiritual platforms constructively. A regular introspection of our teaching/research methodology and curriculum can go a long way in making our learning process more relevant and dynamic in the wake of changing times. Educators at all levels need, personally and professionally, to take on the vital task of equipping students and scholars to face every challenge and use every opportunity as they become effective and productive global citizens and leaders of tomorrow. Hence, quality education is becoming the need of the hour.

The modern knowledge-based society has assumed an unquestionably momentous position and in this society in which higher and technical education has been making enormous contribution in keeping pace with various current innovations and technological advances. It goes without saying that the Quality is the back bone of any education system. It is

said that quality of a nation is judged by the quality of its citizens. Quality of citizens directly depends on the system of education of the nation which in turn is determined by quality of teachers. Quality in higher education is the most urgent need as India moves towards becoming an educational hub. All levels of education need a strong vertical knit to ensure quality. Academic institutions opt for quality circles and quality efforts at institutional, national and international levels. In addition, various academic bodies like UGC, AICTE, NAAC, NBA, MCI, PCI, etc. aim at quality enhancement in higher education.

In view of above, the Internal Quality Assurance Cell (IQAC) of Guru Jambheshwar University of Science and Technology, Hisar proposes to organize the Two Days National Workshop on 'Emerging Trends in Quality Education: The Road Ahead' on August 29-30, 2013 with the financial assistance from NAAC. The main focus of the workshop is:

- a) To review the prevalent system of higher education India in terms of policies and provisions vis-à-vis scope of implementing quality education standards;
- b) To identify and discuss the core aspects and criteria in quality concerns vis-à-vis research, teaching, learning and evaluation process; and
- c) To suggest the practical and sustainable modus-operandi for quality technical education in India.

OBJECTIVES OF WORKSHOP

- a) To review the present system of education and identify the challenges in quality higher education in India;
- b) To suggest measures and procedures to overcome the challenges;
- c) To share best practices of higher educational institutions in India and their acknowledged contribution for quality enhancement; and
- d) To understand the comparable indicators of quality in higher education.

THEMES OF WORKSHOP

1. Challenges in Quality Higher Education;
2. Equity and Equality in Higher Education;
3. Quality Sustenance and Enhancement through IQAC;
4. Classroom Innovations for Quality Education;
5. Community-Educational Institution Partnership;
6. Continuing Professional Development;
7. Quality Enrichment in Higher Education: Innovation and Best Practices;
8. Quality Technical Education in India; and
9. International Quality Assurance Practices in Higher Education.

The resource persons related to the theme and sub themes are being invited for presentation and discussion. The detailed programme is enclosed herewith for ready reference of the participants.

THE PROGRAMME SCHEDULE OF WORKSHOP

Time Schedule (Day-I) Date: 29-08-2013	Particular of Programme Scheduled Activities
09:30 Hrs-10:00 Hrs	Registration Confirmation Session
10:000 Hrs-11:15 Hrs	Inaugural Session Chief-Guest : Prof. R P Kaushik, New Delhi Session Chair : Dr. M L Ranga, Vice-chancellor, GJUST, Hisar Session Co-Chair: Prof. R S Jaglan, Registrar, GJUST, Hisar
11:15 Hrs-11:30 Hrs	Tea-Break
11:30 Hrs-12:30 Hrs	Session-I: Challenges in Quality Higher Education Session Chair : Prof. M M Goel, KUK Session Co-Chair : Prof. S C Kundu, GJUST, Hisar
12:30 Hrs-13:30 Hrs	Session-II: Classroom Innovations for Quality Education Session Chair : Prof. M I Hasan, MDU, Rohtak Session Co-Chair : Prof. Neeraj Dilbagi, GJUST, Hisar
13:30 Hrs-14:30 Hrs	Lunch-Break
14:30 Hrs-15:45 Hrs	Session-III: Community-Educational Institution Partnership Session Chair : Prof. B S Chaudhary, KUK Session Co-Chair : Prof. D C Bhatt, GJUST, Hisar
15:45 Hrs-16:00 Hrs	Tea-Break
16:00 Hrs-17:15 Hrs	Session-IV: International Quality Assurance Practices Session Chair : Prof. H L Verma, APSU, Gurgaon Session Co-Chair : Prof. M C Garg, GJUST, Hisar
Time Schedule (Day-II) Date: 30-08-2013	Particular of Programme Scheduled Activities
10:00 Hrs-11:15 Hrs	Session-V: Continuing Professional Development Session Chair : Prof. J S Pasricha, PU, Patiala Session Co-Chair : Prof. H C Garg, GJUST, Hisar
11:15 Hrs-11:30 Hrs	Tea-Break
11:30 Hrs-12:30 Hrs	Session-VI: Higher Education: Innovation and Best Practices Session Chair : Prof. Moin Uddin, New Delhi Session Co-Chair : Prof. B K Punia, GJUST, Hisar
12:30 Hrs-13:30 Hrs	Session-VII: Quality Technical Education in India Session Chair : Prof. R N Saha, BITS, Pilani Session Co-Chair : Prof. Yogesh Chaba, GJUST, Hisar
13:30 Hrs-14:30 Hrs	Lunch-Break
14:30 Hrs-15:45 Hrs	Session-VIII: Equity and Equality in Higher Education Session Chair : Prof. Shahid Ahmed, JMI, Delhi Session Co-Chair : Prof. N K Bishnoi, GJUST, Hisar
15:45 Hrs-16:00 Hrs	Tea-Break
16:00 Hrs-17:00 Hrs	Session-IX: Concluding/Valedictory Session Session Chair : Prof. M S Turan, GJUST, Hisar Session Co-Chair : Prof. Kuldip Bansal, GJUST, Hisar

WORKSHOP ORGANISATION

Workshop Patron	:	Dr. M L Ranga, Vice-Chancellor
Workshop Director	:	Prof. Karam Pal Narwal, Director, IQAC
Organizing Secretary	:	Sh Sanjay Singh, PIO, GJUST, Hisar

WORKSHOP ADVISORY COMMITTEE

1. Prof. R S Jaglan, Registrar, GJUT&T, Hisar
2. Prof. R C Kuhad, Delhi University, External Expert, IQAC
3. Dr. Renu Batra, UGC, New Delhi External Expert, IQAC
4. Prof. M S Turan, Dean, Academic Affairs
5. Prof. Anubha Kaushik, Dept of EVS
6. Prof. S C Kundu, Chief-Warden
7. Prof. Kuldip Bansal, Dean, Students Welfares
8. Prof. Dharminder Kumar, Dean of Colleges
9. Prof. B S Khatkar, University Librarian
10. Prof. H C Garg, Chariman, Dept of Mechanical Engg
11. Prof. Ashish Aggarwal, Dept of App. Physics
12. Er. Ashok Ahlawat, Superintending Engineer

REGISTRATION PROCEDURE

Any teacher or research scholars or administrative officer or principal could register, on prescribed Performa, himself/herself for this workshop latest by 21st August 2013. The written registration request, on plain-paper, was to be sent to Prof. Karam Pal Narwal, Director, IQAC, Guru Jambheshwar University of Science and Technology, Hisar-125001 (Haryana). No TA/DA was provided to the participants. For all the onward e-communication, participants were free to contact at my E-Mail Id: karampalhsb@gmail.com or karampalhsb@gmail.com

REGISTRATION CONFIRMATION

As many as 277 participants got registered for the National Workshop and reported at 9.30 AM on 29-08-2013 at Seminar Hall-I, Ch Ranbir Singh Auditorium, Guru Jambheshwar University of Science and Technology, Hisar. The registered participants contacted Sh Sanjay Singh, Organizing Secretary of the Workshop near Main Gate of the Seminar Hall and all were provided with the Workshop-Kit that consisted of Workshop Brochure, Booklet Material, Workshop Programme, Writing Pad, Gel Pen and File Folder. However, the boarding and lodging facilities were provided to all the participants in the University Guest House/Faculty House free of charge. The request for the same was entertained by the organizers by 25th August 2013.

PART-II : WORKSHOP PROCEEDINGS

Former ambassador of India to Turkmenistan and former Member of the Executive Committee of the National Assessment Accreditation Council (NAAC) Bangalore Prof. R P Kaushik says that quality is the back bone of any education system and intellectual capability of a nation is judged by the quality of its citizens. Quality of citizens directly depends on the system of education of the nation which in turn is determined by quality of teachers. Prof. Kaushik was Chief Guest at the inaugural function in the two day national workshop on Emerging Trends in Quality Education: The Road Ahead at Guru Jambheshwar University of Science and Technology, Hisar. Prof. Kaushik emphasized that quality in higher education is the most urgent need as India moves towards becoming an educational hub. Universities need to adopt modern learning tools to ensure that each institution has a safe, healthy, energizing, intellectually challenging and joyful learning environment. The workshop was organized by the Internal Quality Assurance Cell (IQAC) of the University in collaboration with National Assessment Accreditation Council, Bengaluru. Director IQAC of the University Prof. Karam Pal Narwal was the Workshop Director and Sanjay Singh was Organizing Secretary of the Workshop. About 250 delegates from Haryana, Himachal Pradesh, New Delhi, UP attended the workshop. A text book written by Dr. Mahesh Kumar of Department of Mechanical engineering of the University titled Elements of Mechanical Engineering was also released on the occasion.

Vice-Chancellor Dr M L Ranga said regular introspection of our teaching, research methodology and curriculum can go a long way in making our learning process more relevant and dynamic in the wake of changing times. Registrar Prof. R S Jaglan said academicians need to understand the fundamental nature of the evolutionary character of higher education in academic curriculum, empowering students and scholars to create an updated learning process that is pragmatic, effective and methodical. Dean Academic Affairs Prof. M S Turan said higher education is a dynamic, continuously evolving concept that keeps adapting to the most up-to-date changes. Universities are key providers of

training in an ever-growing number of specializations and are supposed to be the leading institutions in academics and research. He further said that careful and deliberate effort over the decades have put in place a set of practices within our institutions that provide the most engaging opportunities for the students to acquire competencies and skills. This enables them to be fully equipped for the challenges now emerging in our global community.

Workshop Director Prof. Karam Pal Narwal informed that H-index of research done by the faculty of Guru Jambheshwar University of Science and Technology is 42 at present which is a matter of pride and honour for this University. H-index basically indicates the quality of research being done in any organization and to measure the impact of the published work of a scientist or scholar. He further informed that more than 10000 times research papers written by the GJUS&T faculty and research scholars have been cited/referred in reputed journals worldwide in last 18 years. Prof. Karam Pal said university faculty and research scholars in the years 2013 have so far published 213 empirical research papers with high impact factor in various reputed journals.

Prof. M M Goel, Dean, Faculty of Social Sciences, Kurukshetra University, Kurukshetra expressed concern over the decreasing number of students taking up studies of languages, fine arts and literature. Prof. Goel said new generation had to be motivated to study these subjects to create a base of good and talented teachers for higher education. Further he said that in order to fetch fortunes from the demographic dividend with globalization in India and stop demographic disaster, we certainly face quality challenges in higher education in general and technical and management education in particular which calls for reforms to ensure fundamental changes at all levels of operation. These changes further require greater accountability, transparency and morality (ATM) more important than ATM of any bank. The time has come to create a wave of institutional building and of excellence in the fields of higher education, research and capability with enhanced capacities. India needs educated people who are skilled and who can drive our economy forward. The emerging global knowledge economy of today calls for understanding the issues such as growth

with equality, tackling unemployment, inadequacy of skill formation and redefining the role of three tier government in India. Abilities of head and heart, skills and knowledge (ASK) are the engines of economic growth and human resource development (HRD). It is believed that the countries with higher and better level of ASK respond more effectively and promptly to challenges and opportunities of globalization which should mean internationalization of Indianization for all of us. The new knowledge economy for achieving professional, managerial, operational, behavioral, inter personal and inter functional skills require flexible education and training system that will provide the foundation for learning to develop required competencies with morality, credibility and accountability (MCA) through spirituality- the science of soul which can make us superior to anyone in the World. By providing skilled manpower to the outside world, we can transfer our country from a developing nation to a developed nation very easily and quickly. He emphasized that let us create conducive environment for proper, productive and practical utilization of positive potential of youth as demographic dividend. Let them be really educated to use their hands, head and heart (3H) with a positive attitude towards life. The challenge of quality in higher education with globalization as an opportunity calls for change in the mindset of all the stakeholders. Prof. S C Kundu, Director, Haryana School of Business, Guru Jambheshwar University of Science and Technology, Hisar concluded the session and proposed a vote of thanks to Prof. Goel.

Prof. B S Chaudhary, a senior scientist from Kurukshetra University, Kurukshetra elaborated on good quality e-learning courses or programmes that are relevant in Indian context need to be initiated on priority bases. E-learning tools will help the students. He further provided with brief information of issues like: EDUSAT launch: GSLV-F01 in September 2004; India's first thematic satellite dedicated exclusively for educational services; The satellite is specially configured to create interactive classrooms; EDUSAT has multiple regional beams covering different parts of India - five Ku-band transponders covering northern, north-eastern, eastern, southern and western regions of the country; A Ku-band transponder covering the Indian mainland region; Six C-band transponders with

their footprints covering the entire country; Provides wide range of educational delivery modes like one-way TV broadcast, interactive TV, video conferencing, computer conferencing, web-based instructions etc; Sixty four networks have been setup so far; There are more than 3386 interactive classrooms and 31313 receive only classrooms totaling close to 34699 classrooms; and Networks have already been setup in 24 states covering. He concluded with Assimilation of Modern tools is must for quality Higher Education in India. Converting from passive to active learning at maximum possible places. A pan India approach covering almost all the universities and Cooperation from regional community to augment the facilities. Prof. D C Bhatt, Department of Pharmaceutical Sciences, Guru Jambheshwar University of Science and Technology, Hisar supplemented the ideas of resource person in this session and proposed a vote of thanks to Prof. Chaudhary.

Prof. J S Pasricha, Director, IQAC, Punjabi University, Patiala said after sixty six years of independence India has a large population under the poverty line and illiterates. Education structure is inadequate considering the size of population. The dichotomy lies in the fact that India has the largest pool of scientific and knowledge workers. He shared his experience of over 36 years and explained through live case studies as to how professional development is an essential component for a university and college teachers and concluded that a teacher if not updated in his field is considered outdated and certainly a liability on higher education system for the country. Hence, a teacher has to be updated on daily basis through different modes of training and learning procedures including self learning and updating mechanism as necessitated by the concern disciplines or subject of academics. Prof. H C Garg, Chairman, Department of Mechanical Engineering and Director, Placement, Guru Jambheshwar University of Science and Technology, Hisar supported the issues raised by Prof. Pasricha and thanked him for valuable discussion.

Prof. R N Saha, BITS, Pilani said higher education institutions should foster their link with their community at local, national and regional levels, to answer society's needs. He started with the sayings that quality cannot be imparted at end and the quality should be by design. Quality Product should be coming out of robust system and there is no summit in quality. There has to be continuous

improvement in quality. Quality in technical education is indication of quality of society and country and its economic growth and the quality should be imparted in all aspects of a technical institute. He elaborated the holistic approach to design the quality in an academic organisation, which may inclusive of : Goal Setting; External Environment Scanning and Analysis; Internal Environment Scanning and analysis; Benchmarking; Deciding Achievable Target; Deciding Quality (Qualitative and Quantitative); Quality Matrices; and Methodology of Measuring Quality Parameters.

Prof. Saha discussed the major areas of quality innovations in technical education that may consist of : Curriculum : Design and Development; Teaching, Learning Evaluation; Research, Consultancy and Extension (Innovation and Entrepreneurship); Infrastructure and Learning Resources; Student Support and Progression; Organization and Management; Innovative Practices; and Internationalisation of the institution. For measuring the quality in any academic organisation, one should focus on: Quality of input; Quality of programmes; Quality of faculty; Quality of support staff; Quality of infrastructure and facilities; and Quality of product or graduate. Further he discussed some measurable parameters of quality in an academic organisation that include: Input marks range; Input marks in English or Science Subjects; Number of faculty with PhD degree; Number of Publications by faculty; Citation Index of Publications; Value and number of Research Projects; Value and number of Consultancy Projects; Marks range of graduates; and Placements: Numbers, Salary, Companies, Job Nature. Prof. Yogesh Chaba, former Chairman, Department of Computer Science and Engineering, Guru Jambheshwar University of Science and Technology, Hisar agreed with enlightened speech of Prof Saha and supported all issues raised by him. He thanked him for valuable discussion.

Prof. Shahid Ahmed JMI, Delhi said equity in higher education is very important for the country and all round development of the society as it provides equal access opportunities to ethnic minority. He said that in Higher Educational Institutions (HEI) the Gross Enrolment Ratio (GER) has increased to 18.8% in 2011-12 from 11.55% in 2005-06 indicating increase of 6.45 percentage point.

Phenomenal growth of 3.35 percentage point in GER has been witnessed between 2010-11 to 2011-12. He said that the GER target for India by the year 2020 is 30 % which is itself an uphill task and cannot be achieved unless the issues of equity and equality are appropriately addressed. He further highlighted that the Indian societal hierarchy has extended into educational eco-system also. This resulted in strong perceptual ranking of academic Institutions on various bases i.e. national institutions Superior than state institutions and perceptions/expectations are invariably self fulfilling. Therefore real issue of equity in India is low status of most of the academic institutions. As a consequence most of the students graduating from such institutions fail to move upward socially/ professionally thereby defeating the very purpose of education. Therefore it is highlighted here that in addition to improving the access of higher education to various social groups the quality and status of academic institutions at different levels also need to be enhanced substantially, then only the issue of equity and equality can be addressed in true sense. He emphasised on state intervention for equity and equality in Indian higher education and said that the system cannot be left free to private players coming to the field of higher education with the motive of pure commercialisation. Prof. N K Bishnoi, Head, Business Development Group, Guru Jambheshwar University of Science and Technology, Hisar supported the issues raised by Prof. Shahid and thanked him for valuable discussion. Prof. Bishnoi said that accountability in higher education system must be about equity in outcomes among all strata of society.

Prof. H L Verma, Dean of management Faculty at APSU, Gurgaon said that education sector still faces challenges on several fronts including low and inequitable access to higher education, shortage of quality faculty, deficient infrastructure as well as low-quality and inadequate research. India has the largest higher education system in the world in terms of the number of institutions and the education sector has witnessed tremendous growth. Emphasizing upon the internationalization of education standards by Indian Institutions, he highlighted that the mission of the International Accreditation Agencies is to promote and recognize excellence in higher education in

institutions of higher learning worldwide, at both the undergraduate and graduate levels, through specialized accreditation of business programs. He explained three components responsible of internationalization. viz, Collegiality: a culture of collaboration and cooperation in advancing academic quality in business education; Developmental Philosophy: An emphasis on continuous improvement and a shared journey toward excellence in business education; and Responsiveness: An unwavering focuses on service to our members. He attributed the benefit of internationalization in terms of enhanced reputation; evidence of quality; sharing of best practices; public accountability; global opportunities. He said that today it is becoming increasingly important for an institution's reputation and standing to have its academic programs accredited by a recognized international accrediting association. Prof. M C Garg, Haryana School of Business, Guru Jambheshwar University of Science and Technology, Hisar supported the issues raised by Prof. Verma and thanked him for valuable discussion.

Prof. Moin Uddin, Pro Vice-Chancellor, DTU, New Delhi said that the country needs an education system that can deliver quality in terms of a skilled and industry-ready workforce, without diluting focus on world-class research and innovation. He said that one common approach to measuring academic quality of an academic institution is to focus on resource measures, i.e., on the "inputs" into the educational process that primarily include: Faculty Qualifications; Faculty Publications; Faculty Recognitions; Student/Faculty Ratio; Faculty Deployment/Teaching Load; Library Resources; Facilities and Equipment; and Other Similar Inputs.

He, however, emphasized that the results of the teaching/learning process and other educational processes, i.e., our emphasis is on outcomes. The focus should be on the value of resources to the institution's stakeholders in terms of their ability to generate measurable results or outcomes pertaining to student learning and institutional effectiveness. It needs to be seen whether students learn what they were supposed to have learned? Whether the institution operating effectively? Whether the institution accomplishing its mission and goals? Whether efforts are being done to improve student learning and

institutional effectiveness? He empirically reclaimed the measurement of academic quality focuses on the “outputs” of the educational process instead of the “inputs” into the process. The academic institution should become the leader in mission-driven and outcomes-based accreditation, in which the evaluation of academic quality and excellence in business education is based on the results of the assessment of educational outcomes rather than prescriptive input standards. He further clarified that the overall level of performance of the academic institution should match in the context of its mission as measured by the extent of accomplishment of the institution’s intended student learning and operational outcomes and its mission and broad-based goals. The accreditation process should examine whether students learned what they were supposed to have learned, whether the academic institution is functioning effectively, and whether the academic institution is accomplishing its mission and goals. He concluded that the academic institution need to recognize and appreciate the fact that all its departments and schools achieve all of its goals, all of its objectives, and all of its intended outcomes all of the time. Prof. B K Punia, Dean, Haryana School of Business and Director, Academic Staff College, Guru Jambheshwar University of Science and Technology, Hisar agreed with enlightened speech of Prof Uddin and supported all quality innovation issues raised by him. He thanked him for valuable discussion.

Prof. M S Turan, Dean, Academic Affairs and Chairman, Steering Committee for NAAC Accreditation 2014 chaired the concluding session. He stressed that all academic departments need to encouraged to be innovative and diverse in determining how best to structure their programs, operations, and organizational frameworks; to allocate and manage their human and other resources; and to develop and implement policies and procedures to achieve excellence through their goals and objectives.

He said that the accreditation itself fosters excellence in the teaching-learning of higher education while enabling an academic institution to maintain its organizational culture and its organizational identity. He recollected that several facets of the accreditation discussed in different sessions revealed that accreditation provide a unique standard value proposition for the quality

assurance of academic programmes in higher education institutions. This value proposition is central and fundamental to the entire NAAC accreditation process in India. The rating or grading serves to distinguish the institution as the leader in performance- and results-based endorsement for colleges, universities, and other higher education institutions that focus on student-teaching learning processes.

Prof. Turan described that the systematic collection, analysis, evaluation, and interpretation of information pertaining to student-teacher learning and institutional operations in order to inform decision making about the ways in which to improve learning, teaching, and overall institutional effectiveness is a continuous process. The quality accreditation mainly involves basing decisions about curriculum, pedagogy, staffing, advising, student support, and other aspects of the educational process upon the best possible data pertaining to student-teacher learning processes and procedures adopted by an academic institution. Every institution must have sound feedback processes and the same should be linked to strategic planning of such an institution. Prof. Kuldip Bansal, Dean Students Welfare, Guru Jambheshwar University of Science and Technology, Hisar supported the issues raised by Prof. Turan and thanked him for valuable conversation and concluding remarks. Prof. Bansal said that accreditation grading in higher education system need to be linked funding system by the central and state agencies.

This is with the last concluding session, the two days National Workshop on "EMERGING TRENDS IN QUALITY EDUCATION: THE ROAD AHEAD" successfully come to an end.

In the last, sincere thanks conveyed to one and all participated in the workshop

By

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