



Report on

**State Level
Faculty Development Programme**

**Confluence of Revised Guidelines of IQAC
NAAC to AUTONOMY**

**BMCC, Pune (Autonomous)
in association with
RUSA, Maharashtra**



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Objectives of the Faculty development Programme

- To be able to build Quality Profile of the HEI based on the revised guidelines of NAAC's QIF (Quality Indicator framework) and AQAR vis a vis Autonomy
- To assess Qualitative and Quantitative Indicators across criteria and student satisfaction survey
- To fill up and upload the data template Criteria-wise filling of AQAR & submission in the light of revised NAAC guidelines
- To upgrade the curriculum to appropriate NSQF levels
- To understand possibilities of integrating inter-disciplinary/multidisciplinary approach in existing syllabus in view of the NEP while upgrading to the NSQF level
- To formulate Course Outcomes, Program Outcomes, Program Specific Outcomes, and their mappings and reflection in AQAR.
- To Implement the choice-based credit system



Introduction

The Rashtriya Uchchatar Shiksha Abhiyan (RUSA), launched in 2013, has been working with 300-plus state universities and its affiliated colleges to raise the bar of campus life. RUSA, Maharashtra is responsible for uplifting the quality of Higher Educational Institutes (HEI) in the State.

Keeping in mind, the challenges to education in a post covid economy and the impact of New Education Policy (2020) on autonomous colleges, RUSA in association with Brihan Maharashtra College of Commerce, BMCC (Autonomous), organized a State Level, five-day Faculty Development Programme (FDP) on the topic ‘Confluence of revised guidelines of IQAC – NAAC to Autonomy and Bringing Excellence in Autonomous Institutions – Achieving CGPA 3.5 and Beyond’ from 29th May to 3rd June 2021

The objective of this FDP was to guide faculty members and administrators of current and proposed autonomous institutes, in the field of arts and commerce, to achieve a CGPA of more than 3.5 and ensure that such institutions become decentralized and eventually independent degree granting universities.

The organizers requested participating colleges to identify and nominate members namely the Principal, Deans of various departments, Chairperson of the Board of Studies and other interested faculty members who would ultimately be working towards achievement of the said target.

The event saw a participation of 428 faculty members and experts from 104 institutes situated in Maharashtra and resulted in meaningful interactions between them and the speakers. The details are as under

Registration of participants from Various institutions For Faculty Development Programme 29th May to 3rd June 2021	
Department/Stream	No. Participant
Commerce	130
Science	161
Arts	90
Management	47
Total Participants	428

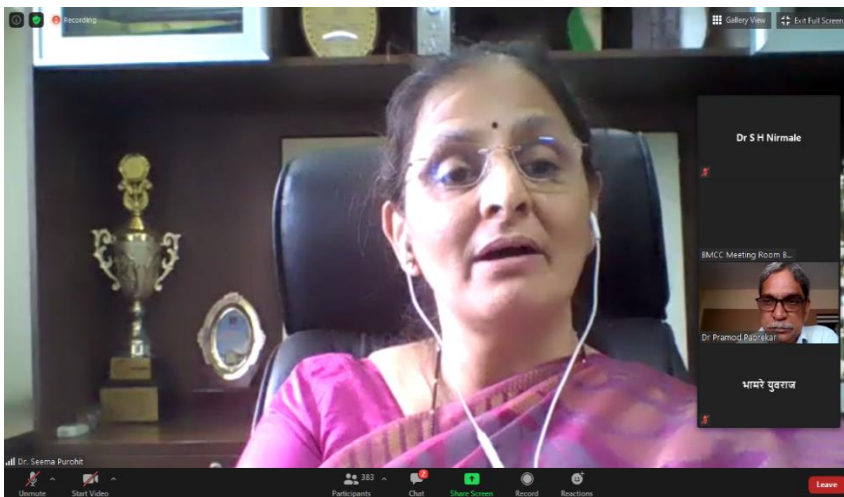


Day 1: Inaugural Session

Introduction by Dr. Seema Purohit, Principal BMCC(Autonomous)

Dr Purohit gave a backdrop of the Deccan Education Society and the history of the Brihan Maharashtra College of Commerce. She then went on to introduce the chief guest Dr. Vinay Sahasrabuddhe, Member of Parliament, Rajya Sabha.

Dr Sahasrabuddhe's knack for leadership was developed through public speaking, theatre, writing and journalism during his course of stay in Nasik, Pune and Mumbai respectively. His career in the field of education began when he became a member of several committees under the University of Mumbai, wherein he also worked for development of administrative safeguards like welfare of staff and students. An author of multiple books in English, Marathi and Hindi, and Dr Sahasrabuddhe has been instrumental in infusing multiple changes in Indian democratic infrastructure, through his career as a social activist.



Dr Sharad Kunte, Chairman, Deccan Education Society conveyed his best wishes to the participants of the FDP.

Later, **Dr P N Pabrekar, Senior Consultant, RUSA** informed the participants about autonomous colleges in Maharashtra and its classification according to faculties such as arts, science, commerce, social work, pharmacy, home science, physical education etc. Further, he emphasised on the objective of this FDP.

Dr Vijay Joshi, chief Consultant, RUSA reviewed the aim of higher education in India before and after independence. He said, that prior to independence, many institutions like



Deccan Education Society were established to instil a sense of pride about the rich heritage of our country, glorify our culture and produce patriots and revolutionary freedom fighters during that time. The British introduced the system of affiliation of colleges to universities. Today there are 800 to 900 colleges affiliated to single university and this creates a hurdle to bring about any change in accordance with advancements in society and restricts innovation in the field of education.

The saturation in process of examinations, displayed futility in implementation of knowledge systems. Altogether, these were the limiting factors considering the scope of education. Commissions formed by Central Government under the guidance of visionaries like Kothari, J. P. Naik and Javadekar, had proven fruitful, one step ahead to conventional system of education. These commissions wiped out frightful condition of institutions by touching the areas of economic freedom and autonomy. This ensured that Maharashtra held the position of 'number two in the world' for awarding autonomy to colleges.

Dr Joshi added by saying that UGC started the accreditation scheme and evaluated the performance of higher education system to boost Indian education sector. This scheme could accredit only 27 to 28 % colleges till date. He felt that colleges must not undergo these accreditations for the sake of CGPA scores and expected them to acquire overall academic excellence.

He denoted that autonomy is not only the honour to be considered as another feather to cap but requires great efforts for implementing the innovations, to achieve academic excellence of students on all fronts. The attention must be given to student centric education as it was accepted and mirrored in National Education Policy. He criticised the past system of higher education of the British era as "we were over regulated and under governed".

According to him students are integral part of teaching and learning process which should be based on the philosophy of maximum flexibility offered to students with the approach of "Light but Tight Regulation". This was possible only by offering autonomy to the colleges. Older education systems had several flaws, when outcomes were compared with the dynamic nature of global education. It was observed that Indian students were on the back foot. To overcome shortcomings in curriculums, teaching learning aids like FDP were organised by the agencies, dedicated to education, like RUSA. This proved to be an appropriate step to inculcate capabilities of learning in students to enable them to face challenges of the advanced world.



Inaugural Speech by Dr Vinay Sahasrabuddhe

Dr Sahasrabuddhe, appreciated the knowledge of all scholars gathered for the FDP. He emphasised that students must feel motivated to get admitted and committed to college environment. He exemplified it with one of his experiences which shows how the modern youth are self-motivated, focused, courageous, broad minded and visionary. One cannot deny that the youth is way smarter than the previous generation and this should be appreciated in a positive manner. He went on to elaborate his experiences with the judiciary. The high court is always glorified with grim atmosphere, graceful infrastructure and off-course scholarly judges. He could not forget a pessimistic comment by his friend, an advocate of in high court, when he said, “*and sometimes...correct judgements are also passed.*” Courts of law are established to confer justice to the society but this statement was an eye opener.

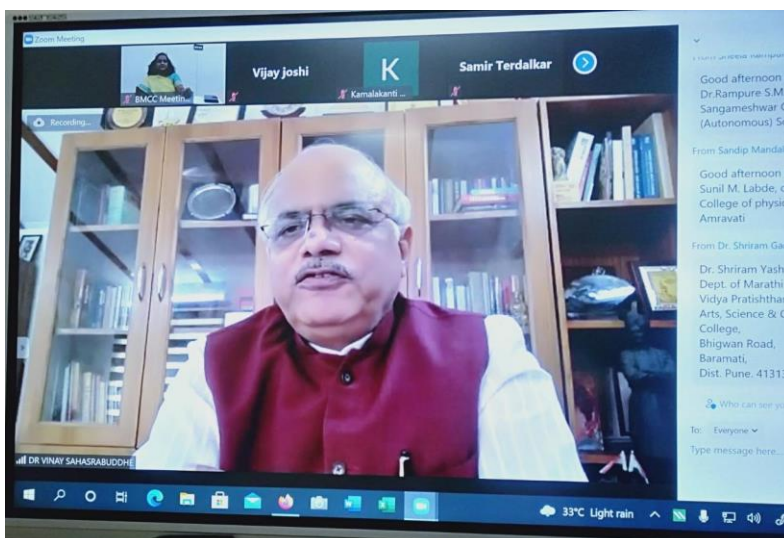
In the same way, an educational institution, despite being gifted with an excellent infrastructure may deviate from ‘the goal of the education’. He stressed that educational framework holds moral rights. But like every other moral right it is ‘lost automatically if not used’. It was observed, that affiliation of colleges, brought forth by Britishers caused this loss. If the real goals of education are to be regained, autonomy is the solution. FDP and similar programs would enable institutions to overcome shortcomings of the outdated education system. This workshop would guide participants on ‘how to raise moral rights through autonomy of institutions’ He suggested five paths to achieve the same, First, by increasing and maintaining the quality of life in the educational society. He felt that Management courses must be created and included syllabus for institutional and social development and developing leadership quality.



The second path, could be pursuing and emulsifying the thorough knowledge and resulting in skill expertise. To achieve this, autonomous institutions could use their rights by building their own syllabus and textbooks. One could experiment by encouraging final year students to write for their juniors, currently in the first year of respective course. All it needs is just a small initiative, creativity, broad thinking and not heavy cashed grants from the government. Another idea could be the introduction of teaching or research assistant systems which could enhance peer bonding. Thirdly, examination reforms should be considered as a path to achieve educational goals. A course about 'Examination conductance' could be developed to minimise age old mishaps. Fourth path may be designing respective courses to upgrade non-teaching staff. And the fifth path could be experimenting with 'Cluster colleges system' wherein the sharing of premises and resources would lead to optimisation.

He felt, autonomy, saved the country in this critical lockdown through the optimal use of online teaching-learning methods. He then emphasized on four important 'Crises in current world scenario'. First, he defined Crisis of Purpose. Present education system is very formal, with a limited scope. There's no room for experimenting and it's far away from originality and naturality. It is striving for an environment sans restriction. Second is the Crisis of Authenticity. The purpose of teaching-learning must be genuine and pure. Third, the Crisis of Ownership. A person must measure, review and rectify his misconducts and be responsible for the same. Forth, the Crisis in Relationships. All must try to regain the power of building and maintaining healthy intra as well as inter institutional relationships.

He concluded, with a ray of hope and believing that Indian youth can win the universe with the revolutionary skills of entrepreneurship.





DAY 1



Session 1: Building Quality Profile of Higher Education Institutions (HEI) based on NAACs RAF (Revised Accreditation Framework for Autonomous Colleges)

Speaker: **Dr. Devender Kawday** (Deputy Adviser NAAC)

The first session of the FDP was delivered by Dr. Kawday, introduced by our Vice Principal, Dr. Suresh Waghmare.

Despite going through the period of recovery from Covid, he graciously accepted the invitation to speak and mentioned that maximum accreditation was done for colleges in Maharashtra. He said our country has 827 autonomous colleges, out of which Maharashtra alone is home to 117. As of that date, approximately 13719 accreditations had been done under the RAF covering 13091 colleges and 628 Universities.

He gave an introduction of NAAC, an autonomous body of the UGC established in Bangalore, in 1994 to 'contribute to national development, foster global competency and inculcate value systems'

He believes that the basic mantra for every institution should be the 'focus on quality' as it would lead to the growth of the individual's, institution and the entire society. According to him, the 7-letter word QUALITY make up the 7 criteria for assessing the institutions which can be expanded as under

Q – quest for excellence

U - understanding

A – action oriented

L - learning

I - innovation

T - training

Y – year-round activity

Then he threw light on the Quality Indicator Framework which describes the 7 criteria with their weightages.



Criteria 1: Curriculum. This is extremely important from the point of view of autonomous colleges as they get to design and develop their own curriculum. He felt that when one changes their outlook towards things, their thought process also changes.

Criteria 2: Teaching Learning and Evaluation. This aspect should focus on the outcome rather than on input and process. He highlighted the difference between outcome and output and encouraged out of the box thinking. He also elaborated on the performance indicators of World University Rankings which comprise of Teaching (30%), Research (30%), Citations (30%), International Outlook (7.5%) and Industry Income (2.5%). He then asked if all our universities could aspire to be amongst the top global ranks.

Criteria 3: Research, Innovations and Extension. India is home to the second largest world education system as we have 37.4 million students, 14 lakh teachers and as such a storehouse of innovative ideas in the form of research papers and projects

Criteria 4: Infrastructure and Learning. Here, he emphasised the importance of PEEP – a place for everything and everything in its place and its implementation by all the institutions.

Criteria 5: Student Support and Progression. This directly reflects on our current unemployment rate which is at an all-time high of 9%.

Criteria 6: Governance, Leadership and Management. This explains the qualities a leader of the institution must possess like being open minded, flexibility in decision making. He added that IQAC coordinators are the soul of an institution and have to be encouraged and supported whole heartedly.

Criteria 7: Institutional Values and Best Practices can talk about what does the institution do for the society at large and best practices can be related to any criteria mentioned above.

In a nutshell, he then explained the process of assessment and accreditation which begins with submitting the IIQA and then the SSR, followed by DVV and then the grade. He stressed upon the fact that poor decisions are made despite availability of all resources and this can be avoided by assigning faculty to work of their interest.

He concluded with quotes like “An opportunity is like a biscuit dipped in tea, a little delay and its gone. “For a green forest, every tree has to be green” and one has to do things, never done before, for extraordinary results.

The session concluded with a vote of thanks by Dr. Shilpi Lokre.



Institutions accredited under RAF
(as on 15/04/21)

Grade	Number of Universities	Number of Colleges	Total
A++	9	20	29
A+	15	84	99
A	11	164	175
B++	6	267	273
B+	18	321	339
B	24	594	618
C	11	327	338
D	1	27	28
Total	95	1804	1899

Around 1,37,19 number of Accreditations, 13,091 Colleges and 628 Universities, 8663 HEIs have been accredited first time with 372 Universities and 8291 Colleges.

DAY 1

Session 2: Assessment of Qualitative and Quantitative Indicators across Criteria and Student Satisfaction Survey

Speaker: **Dr. B. D. Bhole**, (IQAC Cluster, Pune)

Dr Bhole, having the expertise in the field of academics and administration, threw light on the importance of Quality enhancement with special reference to Assessment of Qualitative and Quantitative Indicators across Criteria and Student Satisfaction Survey.

What are the Qualitative and quantitative indicators in the assessment? was the major pointer in the second session of the first day of FDP. Dr Bhole also narrated various points to pay attention while conducting the student satisfaction survey, which is a very important part of NAAC assessment.

Dr. Bhole started the session with the vital issue of valuable education offered by Degree granting colleges. He emphasised on how Autonomous colleges should adopt the different ratings like given in NEP 2020 for FSR.

Further speaking about the Qualitative and Quantitative Indicators across Criteria, Dr Bhole elaborated each criterion in depth and discussed the points institutions need to pay attention to. While talking about the Criterion 1 that is, Curriculum design and development, Dr Bhole pointed out that one should 'Reboot and Rethink about the valuable education and Quality improvement' in each step and department. He also talked about core and non-core indicators. In Curriculum design and revision, he highlighted the importance of experiential learning and 12 Credit wise courses and classification. He also mentioned that teachers



should pay attention to what choices are offered to the students while selecting the extra credit courses. While introducing new courses what new and updated knowledge pointers are incorporated? Such points are giving strength to the college. According to Dr Bhole, when Syllabus revision is essential, up-dation is necessary. For this, current and past students can brain-storm and give new ideas.

Criterion 2 Teaching Learning and Evaluation was explained at length by Dr. Bhole. He said that Input and output are cyclical in nature. Right from students' enrolment and profile and institutional vision Dr Bhole talked about every detail. He said that the vision of the organisation should be visible to the students. Sometimes less informative website becomes the reason for low enrolment of the students for specific courses. This criterion stresses upon quality of teachers as well as evaluation process and reforms in the internal evaluation. According to the eminent speaker, student's performance and learning outcomes are interrelated. He mentioned that new platforms like Svayam are changing the available options. He also highlighted the importance of peer assisted learning under Paramarsh scheme. FQ and FE calculations for faculty quality and experience and achieving suitable ratio of FQE were the major pointers of discussion.

For benchmarking quality, Dr Bhole said one should focus on formative assessment and processes of exams for online courses. He rightly pointed out that teacher training is necessary for the effectiveness and efficiency of the MCQ based examination. He also talked about the future scope for autonomous colleges in terms of Mentoring ratio with special reference to identification of advanced and weak learners. He pointed out the need for formal assessment and formal bridging programs for the same. He felt remedial courses should focus on answering the specific questions.

While elaborating Criterion 3 Research Innovation and Extension, Dr. Bhole stressed on need for promoting facilities, research Publication and the quality. He told about the importance of Consultancy and collaboration with the industry for the sake of Revenue generation and mobilization of funds. Dr. Bhole explained the concept of Innovations through innovative ecosystem useful for the community. He also talked about Patents and Outcome based assessment of the same. He quoted the examples like Katta where anything can be discussed for Innovations through brain storming sessions. He expressed the importance of Publication numbers for faculty members in scopus and UGC journals. He explained the importance of Top 25 cited publications and the work by Research committee. Dr. Bhole expressed the



concept of Trust areas. He also talked about Plagiarism testing and Funding from industry for research. He elaborated the details of Outreach and social responsibility as well as award winning activities.

According to Dr. Bhole Criterion 4, Infrastructure and Learning Resources, include important aspects of Physical facility, Library as a learning resource, e-resources. He explained the infrastructural requirements and maintenance of campus and emphasised on the idea of language lab: standalone language lab and foreign languages lab. He also talked about licensed software and other learning facilities.

While explaining Criterion 5, Student Support and Learning Resources, Dr Bhole talked about concepts of monetary support for students and capacity enhancement, grievance support, POSH committee, Placement, Transfer certificate and Migration certificate through ERP. Leadership and decision making in student councils create laurels for the institution.

Criterion 6 Governance, Leadership and Management, explained by Dr Bhole in detail. Role of IQAC in Planning and strategy for internal benchmarking, Development and quality initiatives and e-governance. He said that code of conduct should be customized for the institution.

While talking about Criterion 7, Dr Bhole explained the process of students' satisfaction survey in-detail. He told to look at dissatisfaction more than satisfaction ratings and to identify the weakest link or bottleneck. He differentiated between feedback and survey and reasons for taking the feedback.

In the said session every criterion was discussed at length and Dr Bhole enlightened the participants regarding the vital elements of Qualitative and Quantitative Indicators across Criteria and Student Satisfaction Survey.

The screenshot displays a presentation slide for 'Criterion 1: Curricular Aspects' with four key indicators (KI) and their respective credit values:

- KI 1.1: Curricular Design and Development (50)**
- KI 1.2: Academic Flexibility (40)**
- KI 1.3: Curriculum Enrichment (40)**
- KI 1.4: Feedback System (20)**

The slide is divided into several sections:

- Core Programs:** PLOs & CLOs, CBCS, Cross-cutting Issues.
- Enrichment:** Syllabus Revision, Transferable / Life Skills.
- Non-Core:** Employability, Skill development, Entrepreneurship.
- Experiential learning:** Field projects, Internships, Projects.
- Academic Bank of Credits:** NEP (2020).

Below these sections, there are boxes for 'ENR. # 1', 'Core Topic # 2', 'Core Topic # 4', 'NC. # 2', 'INTERNSHIP', and 'CBCS (2 Sems. = 24 Credits)'. On the right side, there is a vertical list of boxes: 'Core Topic # 1', 'Core Topic # 3', 'ENR. # 2', 'NC. # 1', 'PROJECT', and a total credit box '12'.

The video feed on the right shows Dr. Bhole speaking.



DAY 2

Session 1: Criteria wise filling of AQAR & submission in the light of revised NAAC guidelines and filling up and uploading the data templates

Speaker: **Dr. Deepak Nanaware**

The session of was delivered by Dr. Nanaware who was introduced by our Vice Principal, Dr. Ashish Puranik.

Dr Deepak Nanaware, an Associate Professor, DAV Velankar College of Commerce, Solapur has 22 years of experience, 175+ webinars on NAAC and AQAR, 14 reference books to his credit.

He initiated his subject by emphasising on the IQAC's role in Institutional Performance into 3Cs – Conscious, Consistent and Catalytic, for holistic development of HEI. He successfully emphasized on crucial aspect of the IQZC work culture which includes 'Internalization and Institutionalization of Quality Initiatives' (from organisation to work initiatives) and 'Planned participation in all the Constituents of the Institute' (which has to be outcome based)

He then spoke about the new AQAR which needs to be tuned in with new methodology for SSR as notified by the NAAC. He highlighted the AQAR Revised accreditation framework in terms of new methodology of SSR, revised tools and parameters, data base for quality enhancing culture of HEI, mandatory timely submission of AQAR every year amongst others. He then discussed on the AQAR revised manual from AY 2020-21 for autonomous Institutions in terms of guidelines of IQAC, revised accreditation framework, guidelines to HEIs to fill in AQAR, Part A-AQAR, the extended profile of the institution and lastly about Part B (Criteria 1-7). Amongst the seven criterions of Part-B, the following were the conclusions: -

Criterion -I was related to curriculum aspects including academic flexibility (new courses have to be introduced across all programmes & choice of programs by CBCS and Elective Course System), curriculum enrichment & the feedback system (structured feedback and review of the syllabus and for the institutions it comprises of collection, analysis, action taken, and uploaded in website).



Criterion-II was related to Teaching-Learning and Evaluation which included system of student enrolment, (seats against reserved categories of SC, ST, OBC etc.) as per the reservation policy during the year, for teachers the average percentage of full-time teachers against sanctioned posts; number of teachers with PhD/D.M//D.N.B/Super Speciality to name a few. The criterion also highlighted about participative learning an approach towards problem solving method. The outcome of every programme and event are stated and displayed on the website and communicated to both the students and the teachers. He then spoke about Bloom's Taxonomy.

Criterion-III emphasized about research promotion, innovation ecosystem, publication's quality and quantity. The institution provides seed money to the teachers for research purpose and there is a well-defined policy for promotion of research as well. Workshops and seminars are conducted on Research Methodology, IPR, Skill Development and Entrepreneurship. It was brought to notice that grants are received from the government as well as non-governmental agencies for endowments, research etc.

Criterion-IV dealt with Infrastructure and Learning resource. It was inclusive of physical facilities (classrooms, seminar halls, laboratories, computing equipment etc.), adequate facility for yoga, sports and games, Library and Resource Centre (automated library using Integrated Library Management System, access to institution to e-books, e-journals, databases, Shod Ganga membership etc.); IT Facilities.

Criterion-V included Skill and Capacity Development (career counselling, soft skills, life skills, communication skills, awareness of trends in technology), Workspace Safety (mechanism for redressal of student's grievances, inclusive of sexual harassment, if any), Placements, Alumni Association (contribution significantly to the development of the institution and other support services).

Criterion-VI dealt with Government (governance of the institution is pivotal towards reflecting effective leadership in tune with the vision and mission of the institution), Leadership (has to be decentralised and participative) and Management. It also highlighted IT in Administration (MIS); HRM & Training (Institutions will be provided with effective welfare measures for non-teaching staff for their career development and teachers will be provided with financial support for attending to conferences/workshops), Finance Management and resource mobilization; and IQAS (Internal Quality Assurance Cell which has contributed for institutionalising quality assurance strategies and processes).



Criterion-VII dealt with Institutional Values and Social Responsibility for promoting gender equality, facilitating alternate sources of energy and energy conservation, water conservation facility, green campus initiatives, barrier free environment, quality audits on environment and energy.

The session concluded with a vote of thanks proposed by Dr. Deepak Powdel.

DAY 2

Session 2: Query resolution of participants on filling up of AQAR

Speaker: **Dr. Deepak Nanaware** (Professor, DAV Velankar College of Commerce, Solapur)

Dr Deepak spoke about a full-time teacher being one who is employed for at least 90% of the normal or statutory number of hours of work devised for the same over the course of an academic year. He then elaborated on the purpose of uploading teaching plans on the institutes website wherein he felt that a micro representation of the same would be sufficient. He felt the ideal mentor mentee ratio should be anywhere in the range of 1:20 to 1:30. As far as documentation of mentoring is concerned, he wanted the institute to prepare a mentoring policy and get it approved. Then an internal committee could monitor the same. The circulars and notices need to be approved by the institute head from time to time which could be put on record in dedicated forms or registers which could also house the record of students allocated to a specific mentor. He also said that screenshots of WhatsApp chats could be used as evidence to compile mentor mentee data.

Then he switched to the practical aspects wherein he emphasized on having activities which give in hand experience to students. This would bridge the gap between academia and industry and thereby contribute to the development of intellectual property. He also spoke about off campus placement and gave a roadmap to institutes approach NAAC for revised guidelines for the next academic years considering the fact that certain rules could be changed due to the pandemic.

The session concluded with the vote of thanks by Dr Deepak Powdel.



DAY 3



Session 1: Upgrading the curriculum to appropriate NSQF levels

Session 2: Demonstration of possibilities of integrating inter-disciplinary/multidisciplinary approach in existing syllabus in view of the NEP while upgrading to the NSQF level.

Speaker: **Dr. Padma Sarangpani**, TISS, Mumbai (for both sessions)

The third day of the FDP began with the introduction of the guest speaker by Mrs. Bharati Upadhye.

Dr Sarangpani reflected her profound knowledge on the topic and highlighted how faculties are identified by the subject of subject of their masters' degree. This odd categorisation has always been there in the Indian academia and reflects the problem of 'fragmentation' of knowledge in higher education.

While the idea of excellence is attached to mono disciplinary, there has been an explosion of mono disciplinary universities to enhance the status and fundamental research of their disciplines. For example, Law universities and IISERs.

The event went on to cover NEP, which reminded us that the challenges of 21st century need us to cross the disciplinary boundary and that the problems and questions faced today cannot be answered by mono disciplinary approach/training. The COVID19 pandemic was discussed as it not only pertains to fields of medicine and economy but also to infrastructure, public behaviour and public health.

It was elaborated that the phenomena dealt by teachers in the 21st century is highly complex x and therefore needs engagement with multiple disciplines, to give a cogent and meaningful contribution from the space of higher education to the society.

Further, an important question of how disciplines are identified and meaning of crossing disciplinary boundaries was briefly explained that they are identified as schools or departments in our universities. They are socio-epistemic formations which mean they are social in their character and are also epistemic, meaning they are knowledge formations. More precisely, communities that are formed around a body of knowledge. And this body of knowledge is identifiable by its distinctiveness. When faculties teach a certain discipline, they not only transfer knowledge but also socialise and induct students into a system of values



which the discipline represents, just like the term work holds different meaning in physics and different meaning in economics.

The session continued by explaining if sociology is a discipline by illuminating that when people are pragmatic and pure in their theories and when everybody agrees to one theory as being the correct theory then the discipline is said to have matured. In addition, it was explained that the perception of discipline has evolved a lot in the past 20 to 30 years, there are some disciplines which are 'soft' which just implies that there is more than one paradigm with which one would work and sociology happens to be one such discipline. Several examples were given of personalities who have been very productive in more than one field. It was highlighted that; they are the unique examples who asked such questions which needed a multi-disciplinary response. So indirectly they have guided us through this multidisciplinary path by acting as a compass.

Later, hard and soft disciplines were discussed in a very popular categorisation created by Bigian. The whole concept of the boundary of discipline was questioned. The structure of discipline that was created by Thomas Hobbes at least five centuries ago was also explained.

A lot of growth of knowledge involved changes and shifts in the boundaries of disciplines. Additionally, NEP has talked about how we have been too conservative in the boundary maintenance job of the disciplines, which needs to be revisited. Over the years in the Indian academia, faculties have hardened the boundaries of discipline formation which resulted in our disciplines being inward looking.

The session was ended by stating that multidisciplinary is not only a question of episteme but also a question of governance, resource allocation and administration, all of which has to come together.

The second session was in continuation to the first one without any formal break. It was directed towards interaction between the silos, courses that involve more than one disciplinary perspective and opportunities to do research that cut across all the disciplinary boundaries.

For instance, biodiversity in the Western Ghats is going to be a political, sociological and environment question. Similarly, students should be encouraged to ask such questions that fall under more than one department as opposed to how we have sometimes over defined pathways of study for them based on our academic trajectory.



A brief but clear difference was also made between interdisciplinarity, transdisciplinary, multidisciplinary and meta disciplines which seemed absent in the NEP. It was discussed that UGC NET and SET go on to define subjects/disciplines for all of us. A specific case of MSc in bio analytical chemistry was also quoted by one of the participants.

She explained how elective papers should be kept totally open without any boundaries which would just cultivate multidisciplinary approach. Also, the concept of peer reviewing journal process was elucidated as a procedure where personal knowledge has to be converted into community knowledge

The session continued in context of how UGC gives a framework for universities and college to follow and how that would be constant under NEP by explaining that it would be good to know about the standards of a discipline but not necessary to aim at uniformity.

The speaker also suggested multidisciplinary activities can be brought in various departments of an institution. So instead of dissolving the walls it should be made more porous.

The informative session was culminated with a warm vote of thanks proposed by Dr. Y. P. Mahajan.

DAY 4

Session 1: Formulating Course Outcomes, Program Outcomes, Program Outcomes, Program Specific Outcomes and their mapping in AQAR

Session 2: Exercises for Participants on formulation of PO, CO & PSO

Speaker: **Dr. Sangeeta Joshi**, Professor and Technical Advisor, Vidyalkar Institute of Technology, Mumbai (for both sessions)

The session began with an introduction of Dr Joshi by Dr Rajesh Kuchekar

It was divided into 5 parts namely - analysing the concept of Learning Outcomes (LOs) and its formulation, learning through Bloom's Taxonomy, Program Outcomes (POs) and Program Specific Outcomes (PSOs), CO-PO mapping and reflection of CO-PO in AQAR.



The speaker started by explaining the philosophy of Outcome Based Education (OBE) and its components such as planning, delivery and Evaluation of curriculum and overall academics. He focused on developing a clear set of learning outcomes around which all of the system's components can be focused. OBE emphasizes on what you want your students to be able to do at the end of the program by assessing them whether they are able to do what they are expected to do.

She then elaborated on institutional building by stating that it begins with the establishment of vision and mission. Later they should decide Program Educational Objectives (PEOs) which is followed by articulating Program Outcomes and Program-Specific Outcomes. This is done by applying reverse-engineering or top-down approach. The speaker explained it by quoting the examples of IIT Bombay and Google. She also talked about OBE philosophy which believes in demonstration and tangible application of knowledge.

Institutions should take into consideration the action verbs while articulating POs and COs. The session progressed to analysis of the concept of outcomes which imply clear learning results that faculties want students to demonstrate at the end of significant learning experiences. They're not values, beliefs, attitudes or psychological states of mind instead outcomes are what learners can actually do with what they know and learned. It means outcomes are actions and performances that represent and reflect learner competence in using content, information, ideas and tools successfully. The difference between learning outcomes, goals and objectives was also discussed. The major characteristics of Learning Outcomes are specific, measurable, achievable, relevant and time-bound (SMART). The higher education institutions should take into account these all characteristics while formulating their learning outcomes.

Later, she covered how learning happens through Bloom's Taxonomy which covers three domains like cognitive, affective and psychomotor. Cognitive corresponds to the mental abilities of a person, what you want your graduates to know and think? Affective relates with emotional areas and growth in feelings, what do you want your graduates to care about? Like social responsibilities, environment-conscious etc. whereas psychomotor encompasses physical or mental skills which require practice, what do you want your graduates to be able to do? The speaker further elaborated characteristics of each and every domain with suitable examples. The six levels of Bloom's Taxonomy were also discussed such as remembering, understanding, applying, analyzing, evaluating and creating.



She also guided the participants on Formulation of Course Outcomes where she stressed out an importance upon the knowledge, skills and abilities will be demonstrated to students from the course and how they will enhance their capabilities. Along with that she also mentioned about the assessments which can help students to demonstrate the attainment of the said things.

Dr. Sangeeta also gave certain tips on structure of course outcome as an approach where she mentioned about three important aspects which were performance, condition and criterion from which two must be present while structuring the courses. She also gave an insight on the Dos and the Don'ts while writing COs for any faculty.

She also gave explanation on 12 major POs where the initial 5 were linked with the domain and the rest were independent from domain. She also talked about the Quality Mandate which is a manifest of UGC's adoptions in 2018 and its implication on upcoming NAAC cycles.

Towards the end of the session Dr. Sangeeta mentioned about all the references which participants can use for their future help and also gave heartfelt gratitude to the resources which helped her with this session.

Her session concluded with a quote of Albert Einstein, *"Education is not the learning of facts, but the training of the mind to think"*. This summed up her topic for the day!

The session ended with the vote of Thanks by - Dr Mrugakshi Rajhans





DAY 5

Session Title: Implementing Choice Based Credit System (CBCS) in Autonomy

Speaker: **Dr. V.B Gaikwad**, Principal K.T.H.M College, Nasik

Dr. V.B Gaikwad, the Erudite Speaker for the fifth day of the Faculty Development Program was introduced by Dr. Jagdeesh Lanjekar.

The distinguished speaker touched upon a very important subject - Choice Based Credit System (CBCS) for the Enhancement of quality education and empowering students to choose divergent subjects in their areas of interest. The lecture was very thoughtfully laid out in two parts vis- a-vis- History of Education Systems in India and Education Policies in India and Implementation of Choice Based Credit System (CBCS) in Autonomous Institutes.

The Speaker took the participants through Ayurveda- which came into being 2500 years back, Takshashila - the first university of the world established in 700 B.C, Sanskrit - the mother of all Languages and Astronomy Studies - which originated in India. He journeyed through the Gurukul Education System - where the Guru taught everything the child wanted to learn from Sanskrit to Mathematics and even Metaphysics; the Modern School System- which was brought to India by Lord Thomas Babington, how the English language came to India and this system was confined to subjects like Mathematics & Science and subjects like Metaphysics & Philosophy were considered to be unnecessary ; and the Current Education System- referred to as the structure of 10+2+3 pattern. The New Education Policy changed this to 5+3+3+4 pattern.

He threw light on the Kothari Commission established by the Government of India to examine all aspects of the Educational Sector in India. He explained the timeline of Educational Policies in India; 1968 - the First National Policy was announced by Prime Minister Indira Gandhi; 1986 - Prime Minister Rajiv Gandhi introduction of the New National Policy on Education followed by modification in the National Policy in 1992, by Prime Minister Narsimha Rao, which envisaged the introduction of entrance exams on all India basis for all professional and technical courses in the country.

Dr. Gaikwad spoke about the New Education Policy (NEP) which was submitted after a series of consultations in 2019 and later released by the Ministry of Human Resource



Development. The NEP replaced the New Policy of Education and envisions an India Centric education system that contributes directly to transforming the nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all. The highlights of NEP include multilingualism- inclusion of regional languages, credit system, establishment of national research foundation and open & distance learning. He brought to the fore major recommendations of the National Knowledge Commission which are: Semester System, Choice Based Credit System, Curriculum Development, Examination Reforms and Administrative Reforms.

He stressed on Education for all which is Available, Accessible, Affordable and Adaptable. This only brings out the truth very forcefully that Evolution will not help, we need Revolution in Education.

The session ended with an expression of gratitude by Dr. Kishore Bhosale.





Valedictory Session

Chief Guest: Dr Bhushan Patwardhan (Ex-Vice Chairman, UGC)

Guest of Honour: Dr Ravindrasinh Pardeshi (Principal, Fergusson College, Pune)

RUSA Official: Dr Vijay Joshi (Chief Consultant, RUSA)

Guests were introduced by Dr. Seema Purohit (Principal, BMCC).

The programme started with the welcome address by Dr. Rajeshree Gokhale who gave a brief reference of the key takeaways from the programme and asked a couple of participants to share their feedback.

Dr Mala Pandurang & Dr Sanjay Kandalgaonkar gave their feedback wherein they praised the overall conduct of the programme. Dr Kandalgaonkar said there were several takeaways from this five-day programme and participants would be able to be better prepared for facing NAAC.

The Chief Guest and the other two dignitaries were introduced by Principal, Dr. Seema Purohit who began her address by explaining the deeper meaning of the term 'education'.

Dr. Vijay Joshi, in his talk, expounded the concept of 'autonomy' and the importance of having such FDPs, in a worthy way. He emphasised on the importance of autonomy in achieving freedom, quality and excellence. It is just not enough for colleges to attain autonomy on papers, but it should also be seen that autonomy is implemented efficiently for EDUCATION 4.0. He also stressed upon the need of committed, collected, like-minded and passionate teachers for the effective implementation of NEP, 2020.

Next, **Dr. Ravindasinh Pardeshi, Principal Fergusson College, Pune** addressed the participants and gave his feedback. He emphasised on autonomy being a huge responsibility. He stated that to serve the purpose of autonomy, there should be quality improvement in the education system. Curriculum and evaluation system are the backbone of autonomy and the Board of Studies of autonomous colleges must understand this responsibility in framing the same. Infrastructural, governance and administrative reforms are also equally important. OBL framework will enhance and upgrade the learning environment and bridge the gap between the HEIs and the industry.



Dr Bhushan Patwardhan, in his address, congratulated and appreciated the resource persons and the organisers of the FDP. He profoundly stated that IQAC will gain much more significance in the years to come.

He also shared two recent articles co-authored by him with the participants. One was titled '*Reimagining Indian Universities - Learning from the glorious past for building a new India*'. In this article he talks about the Indian Education System in the 21st century and its need to build a new model of a forward-looking university system rooted in Indian culture. It enunciates a new model of the University System which needs to be based on a transdisciplinary approach bringing academic excellence, flexibility, professionalism, self-reliance and integrating traditional and modern knowledge to make it locally relevant and globally competitive to serve not only national development but the larger cause of humanity as well.

It then speaks of the legacy of Indian civilisation starting from Indus valley and ancient Indian universities like Takshashila and Nalanda which were centres of learning for several centuries. The description of the transition of education from Guru Kula to Kula Guru system is also made. It further explains the essential necessities of innovation and that the university education will have to continuously transform to address the changing needs of humanity and civil society.

It also illuminates the role of a teacher and the need of educators to be the facilitators and mentors to emerge as Gurus to be looked at as role models and suggests that we must build new universities using our past knowledge, experience, and core strengths with a blended pedagogy and use beautiful Indian knowledge systems like Adidhi (information and theory), Bodha (understanding and analysis), Acharana (performance and practice) and Pracharana (propagation and preaching).

The article recommends that the Indian knowledge systems comprising Darshanas (philosophical world-views), Vidyas (knowledge sources), and Kalas (specialized skills) can be integrated with the present-day mainstream university education and insights from our cultural past can help us to re-imagine and re-model 'New Universities' to meet the vision of 'New India'.



The second article was titled *'Higher Education in India – Vision, Purpose, Policy and Strategy'* which primarily focuses on cognitive capacities as elaborated in the National Education Policy of 2020. It emphasizes on a model syllabus from nursery to PhD and proposes the creation of a National Think Tank to actualize this vision by 2040. To achieve the said objective the authors urge institutions to modify their vision statements by bringing in clarity, focus on learning outcomes and developing an action plan to implement their educational goals.

The article progresses to define cognitive abilities at the foundational and higher level as envisioned by the NEP 2020. The authors believe aim of education is to empower the young to develop a “set of physical, societal, intellectual, economic/pragmatic, ethical, aesthetic, and spiritual (as distinct from ‘religious’) capacities”. It will be successful at the higher level if a young graduate is able to access and interpret relevant information through independent learning and communication, distinguish fact from fiction while being curious of developments, be aware of his rights and responsibilities carrying a positive outlook in the process and ultimately apply his knowledge for the well being of society.

The authors then expand their model of general curriculum and emphasize on inculcating problem solving within the same. They highlight blended pedagogy as the way forward and propose creation of an online repository for delivery of information and promote self-learning amongst students, development of Massive Open Online Courses (MOOC) for theory, increasing the interactions between faculty and students and encouraging them to get hand on experience on reality by focusing on practical training by whatever name called.

The quality of education and the benchmarks to judge quality are elaborated. And these benchmarks will be critical when youngsters will face the challenges of the corporate world. Education sans skills will not lead to employability which in turn will be a hurdle in the growth of the economy. For this purpose, specialization is important but diversification in skill sets will be the new normal.

This culminates into transformation, in ethos of education, by economic advancement of the individual, corporate and nation. Lastly, they propose to create a national think tank to guide the said transformation.

The programme ended with the vote of thanks proposed by Dr. Varsha Deshpande (IQAC Coordinator) followed by ‘Pasaydan’.

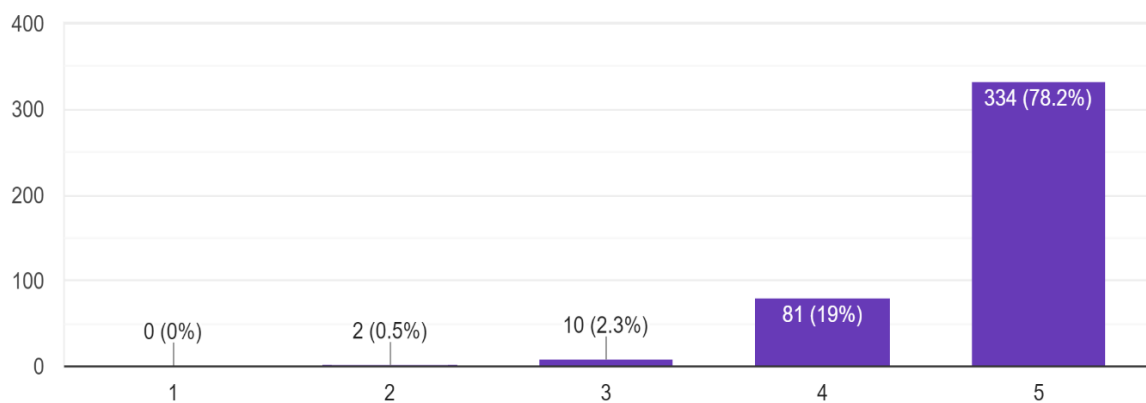


FEEDBACK

The participants feedback was taken to rate the overall conduct of the sessions

1- Least

5 - Highest



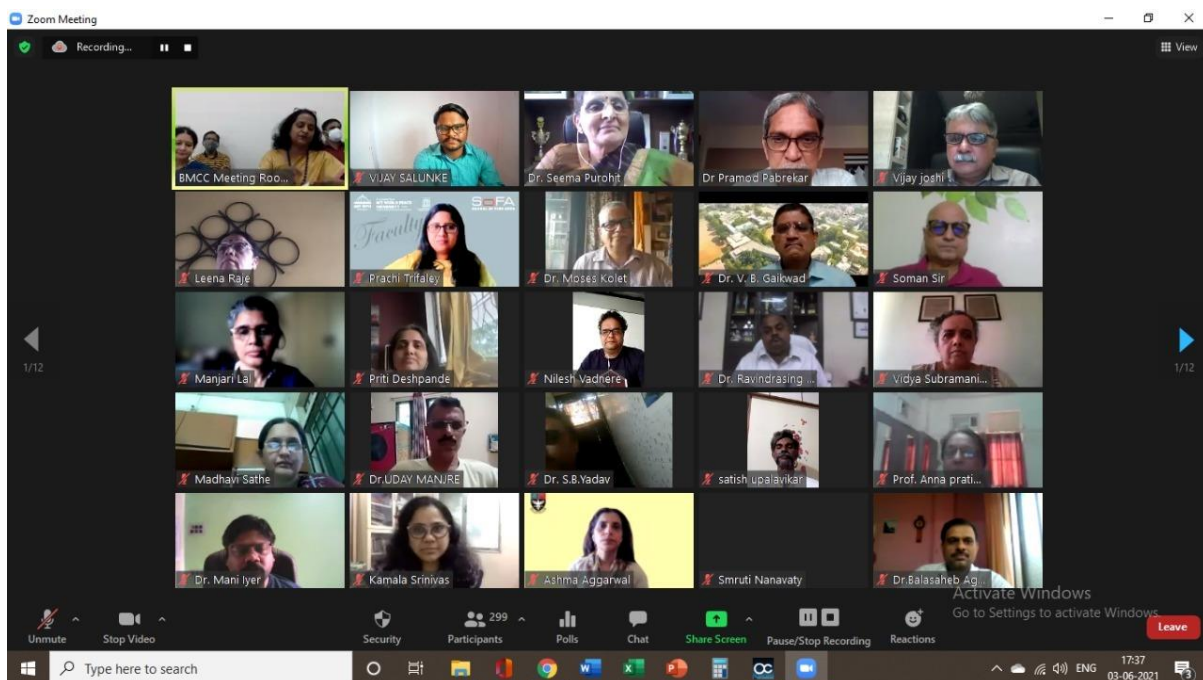


CONCLUSION

The five-day FDP could happen due to the efficient efforts of Dr Pramod Pabrekar of RUSA who arranged for quality speakers for this FDP and walked the extra mile to connect the participants with the speakers. Also, he was instrumental in ensuring punctuality of the programme. The participants will always be indebted to him for the knowledge gained through this FDP.

As such the FDP was a grand success. All participants were very enthusiastic and were filled with zeal. They were curious and participative throughout the course of the event. It concluded with an excellent feedback and positive response from all participants as they found the sessions to be insightful, informative, inspiring and enriching.

The participants, enriched from the knowledge gained by virtue of their participation, vowed to improve on the quality of education, become more student centric, and improve their score in line with NEP 2020 and NAAC requirements. Overall, it was a grand success.





The TEAM

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Sagar Phadke, Chairman, CSC
Dr. Vijay Joshi, Chief Consultant, RUSA
Dr. Pramod Pabrekar, Senior Consultant, RUSA

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Mr Vijay Darekar
Mr Vijay Salunkhe

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Ms Kaveri Badhwar
Mr Pratik Potdar

Technical Support

Mr. Chintamani Thatte



Annexure - 1

List of Colleges who participated in the FDP

Sr. No.	Institution/ College/University Name
1	St. Xavier's College, Mumbai
2	Bajaj College of Science, Wardha
3	Brihan Maharashtra College of Commerce
4	Dr. Bhanuben Mahendra Nanavati College of Home Science
5	Ramnarain Ruia Autonomous College
6	Indira College of Commerce and Science
7	Modern College of Arts, Science and Commerce. Shivajinagar, Pune -5
8	Sangameshwar College, Solapur (Autonomous)
9	Narsee Monjee College of Commerce and Economics (Autonomous)
10	Fergusson College (Autonomous), Pune
11	Rajarshi Shahu Mahavidyalaya (Autonomous) Latur
12	K.R.T. Arts, B.H. Commerce and A.M. Science (KTHM) College Nashik
13	bhavans college
14	Wilson College, Mumbai
15	Abeda Inamdar senior college of arts science and commerce
16	Sir Parashurambhau College Pune
17	Karmaveer Bhaurao Patil College Vashi Navi Mumbai
18	Anekant Education Society's Tuljaram Chaturchand College Baramati
19	SVKM's Mithibai College Autonomous
20	Venutai Chavan College, Karad
21	Karmaveer Bhaurao Patil Mahavidyalaya (Autonomous) Pandharpur
22	SIES college of Arts, Science & Commerce, Sion West (Autonomous)
23	Sir Vithaldas Thackersey College of Home Science Autonomous, SNDT WOMEN'S UNIVERSITY MUMBAI
24	Chhatrapati Shivaji College Satara
25	Symbiosis college of arts and commerce
26	Chikitsak Samuha's S. S. & L. S. Patkar College of Arts & Science, and V. P. Varde College of Commerce & Economics.
27	VPM's B.N. Bandodkar College of Science (Autonomous), Thane
28	Jaywant Mahavidyalaya, Ichalkaranji.
29	G. S. College of Commerce and Economics Nagpur
30	MES Garware College of Commerce Pune
31	Indira Institute of Management, Pune
32	Shiksha Mandal's Bajaj College of Science, Wardha
33	Chhatrapati Shivaji College, Satara
34	Deshbhakta Ratnappa Kumbhar College of Commerce, Kolhapur
35	DRK College of Commerce Kolhapur
36	Dr. Vishwanath Karad MIT World Peace University, Pune



37	Jai Hind College Autonomous
38	Balasaheb Desai College, Patan
39	Sadguru Gadage Maharaj College, Karad.
40	V G Vaze college of Arts, Science and commerce, Mulund
41	Mahavir Mahavidyalaya, Kolhapur (Autonomous)
42	St. Mira's college for Girls, Pune
43	Sadhu Vaswani Institute of Management Studies for Girls, Pune
44	C.B.C. College Nashik Road
45	Smt Champaben Balchand Shah Mahila Mahavidyalay Sangli.
46	Dahiwadi College Dahiwadi
47	Guru Nanak Khalsa college Matunga Mumbai
48	Smt. Maniben M. P. Shah Women's College of Arts & Commerce
49	P.D.E.A,'S, Annasaheb Waghere College, Otur, Tal Junnar, Dist-Pune
50	Shripatrao Kadam Mahavidyalaya Shirwal Dist Satara
51	VIVA COLLEGE OF ARTS, COMMERCE AND SCIENCE
52	P G Department of Economics Sardar Patel University
53	Ajeenkya DY Patil University, School of Law
54	Clara's College of Commerce Mumbai
55	Vishwasrao Ransing College Kalamb - Walchandnagar
56	Annasaheb Magar College Hadapsar Pune 28
57	Adv. B. D. Hambarde Mahavidyalaya Ashti Dist Beed
58	Saraswati Mandir Night College of Comm and Art's Pune
59	L.A.D. & Smt. R. P. College for Women Nagpur
60	Bombay high court, bench at Aurangabad
61	PTVAs Sathaye College
62	Central University of Gujarat
63	Changu Kana Thakur Arts, Commerce and Science, New Panvel (Autonomous)
64	Kasturi Shikshan Sanstha Shikrapur/Savitribai Phule Pune University
65	Nowrosjee Wadia Collage
66	K.J. Somaiya College of Science and Commerce
67	MGVS Art's, Science & Commerce College Surgana District Nashik
68	Nagindas Khandwala college
69	MIT World Peace University, Pune, India
70	MGM CCSIT COC
71	MVP SAMAJ'S CMCS COLLEGE, NASHIK
72	Vidya Pratishthan's Arts, Science & Commerce College, Bhigwan Road, Baramati, Dist. Pune.
73	Mulund College of Commerce
74	R. K. Talreja College of Arts, Science and Commerce
75	Usha Pravin Gandhi college of Arts, Science and commerce
76	Tilak Maharashtra Vidyapeeth
77	Pratap College Amalner Autonomous
78	R A Podar College of Commerce and Economics Autonomous
79	Smt. Kapila Khandvala College of Education



80	Dnyandeep College of Science and Commerce, Morvande-Boraj, Khed
81	G H Raisoni Institute of Engineering and Technology Nagpur
82	Dnyandeep college of Science and Commerce, Morvande-Boraj, Khed, Ratnagiri
83	St. Joseph college of Arts and Commerce
84	Chhatrapati Shivaji College, Satara
85	K J Somaiyya College of Science and Commerce, Vidyavihar, Mumbai
86	SN Arts, DJM Commerce & BNS Science College, Sangamner
87	C. S. I. B. E. R.
88	Chhatrapati Shahu institute of business education and research
89	VPM's K. G. Joshi College of Arts and N.G. Bedekar College of Commerce (Autonomous) Thane
90	SIWS College
91	Kjsieit, Sion
92	IndSearch, Pune
93	Tatyasaheb Kore Institute of Engineering & Technology
94	HVPM'S DCPE (Multi-Faculty Autonomous)
95	S.S.G.M. College, Kopargaon Dist-Ahmednagar
96	Niranjana Majithia college of commerce
97	GHRIET NAGPUR
98	S.I.W.S. N.R. Swamy College, Wadala, Mumbai
99	Vivekanand College, Kolhapur (Autonomous)
100	Vardkar-Belose College, Dapoli
101	Paradip College, Paradip, Odisha
102	DES CIMDR, SANGLI
103	Savitribai Phule Pune University



DECCAN EDUCATION SOCIETY'S
BRIHAN MAHARASHTRA COLLEGE OF COMMERCE (Autonomous) Pune



IQAC - BMCC, Pune

in association

with

RUSA, Maharashtra

is organizing

State Level Faculty Development Programme

on

**Confluence of Revised Guidelines
of**

IQAC – NAAC to AUTONOMY

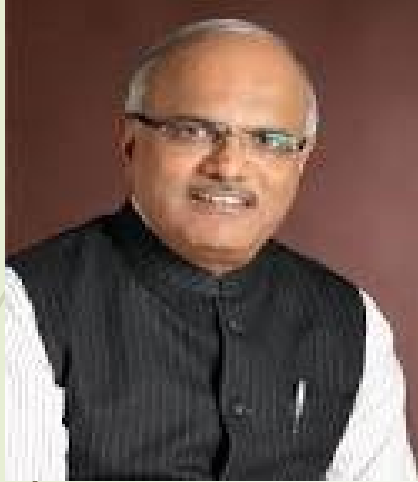
From 29th May to 3rd June 2021



State Level Faculty Development Programme on Confluence of Revised Guidelines of IQAC – NAAC to AUTONOMY



Inauguration By Dr. Vinayji Sahasrabuddhe



- Member of Parliament, Rajya Sabha
- President at Indian Council for Cultural Relations (ICCR)
- Chairman of the Parliamentary Standing Committee on Human Resource Development
- Hon. Director of the Public Policy Research Centre, New Delhi
- Vice President at Rambhau Mhalgi Prabodhini (RMP)
- Vice President of Indian Social Responsibility Network (ISRN), Delhi



Saturday 29th May 2021

Confluence of Revised Guidelines of IQAC – NAAC to AUTONOMY



Time	Session Title	Resource Person
3:00 P.M. – 3:30 P.M.	INAUGURATION	Dr. Vinayji Sahasrabuddhe (MP, Rajya Sabha)
3:30 P.M. – 4:30 P.M.	Opening Remarks by RUSA officials and Principal's Address Building Quality Profile of the HEI based on the revised guidelines of NAAC's QIF (Quality Indicator Framework) and AQAR vis a vis Autonomy	Dr. Vijay Joshi (Chief Consultant, RUSA) Dr. P. N. Pabrekar (Sr. Consultant, RUSA) Dr. Devender Kawdey, (Dy. Advisor NAAC)
4:30 P.M. – 6:00 P.M.	Assessment of Qualitative and Quantitative Indicators across Criteria and Student Satisfaction Survey	Dr. B. D. Bhole, (IQAC Cluster, Pune)



Monday 31st May 2021

Confluence of Revised Guidelines of IQAC – NAAC to AUTONOMY



Time	Session Title	Resource Person
3:00 P.M. – 4:30 P.M.	Criteria-wise filling of AQAR & submission in the light of revised NAAC guidelines and filling up and uploading the data templates	Dr. Deepak Nanaware (Associate Professor, DAV Velankar College of Commerce, Solapur)
4:30 P.M. – 6:00 P.M.	Query resolution of participants on filling up of AQAR	



Tuesday 1st June 2021

Confluence of Revised Guidelines of IQAC – NAAC to AUTONOMY



Time	Session Title	Resource Person
11:00 A.M. – 12 Noon	Upgrading the curriculum to appropriate NSQF levels	Dr. Padma Sarangpani, (TISS, Mumbai)
12:00 P.M – 1:00 P.M.	Demonstration of possibilities of integrating inter-disciplinary/multidisciplinary approach in existing syllabus in view of the NEP while upgrading to the NSQF level	



Wednesday 2nd June 2021

Confluence of Revised Guidelines of IQAC – NAAC to AUTONOMY



Time	Session Title	Resource Person
3:00 P.M. – 4:30 P.M.	Formulating Course Outcomes, Program Outcomes, Program Specific Outcomes, and their mappings and reflection in AQAR.	Dr. Sangeeta Joshi (Professor, Vidyalankar Institute of Technology, Mumbai)
4:30 P.M. – 6:00 P.M.	Exercise for participants on formulation of PO, CO and PSO	



Thursday 3rd June 2021

Confluence of Revised Guidelines of IQAC – NAAC to AUTONOMY



Time	Session Title	Resource Person
3:00 P.M. – 5:00 P.M.	Implementing the choice based credit system in autonomy	Dr. V. B. Gaikwad (Principal, KTHM College, Nashik)
5:00 P.M. – 6:00 P.M.	Interaction with RUSA officers and valedictory function and remarks by Dr. Bhushan Patwardhan, Ex - Vice Chairman, UGC	Dr. Vijay Joshi Dr. P. N. Pabrekar



DECCAN EDUCATION SOCIETY'S BRIHAN MAHARASHTRA COLLEGE OF COMMERCE (Autonomous) Pune



Confluence of Revised Guidelines of IQAC – NAAC to AUTONOMY From 29th May to 3rd June 2021

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- Ms. Neetika Sharma
- Mr. Vijay Darekar
- Ms. Manjusha Wadekar



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