

7.2.1: Describe two Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.

TEXT

A.

1. Title of the Practice

Feedback from a variety of stakeholders through structured questionnaires

2. Objectives of the Practice

New Education Policy (pp. 42-43) mentions the importance and relevance of “meaningful input from all stakeholders - Board members, institutional leaders, faculty, students, and staff - rather than decisions made by a few individuals” to form the “basis for progress towards institutional goals”. NEP further calls for creation and enabling of “[s]uitable mechanisms for all to participate in forming an institutional vision towards excellence”. In alignment with these stated best practices TERI SAS endeavours to collect responses from a variety of stakeholders on selected aspects of education imparted here.

3. The Context

TERI SAS has been collecting feedbacks from the stakeholders since its inception.

- A. The students are asked to provide feedback twice in a semester for every course that they study.
- B. Feedbacks are also taken from present students, alumni, employers and internal academic peers during the review of existing courses and programmes as well as for new courses and programmes.
- C. Additional feedback is solicited from stakeholders for decision making on specific situations. Some examples follow: At the time of program restructuring; During pandemic, a feedback of students on online learning and preparedness for examinations was conducted in April-May 2020 prior to taking decision on the final examination schedule; Every new syllabus has feedback from external academic peers, apart from BoS and AC.

The feedback process is also periodically reviewed and the questionnaires are updated as required. During 2017-18, an exercise was carried out to revisit the questions under ‘A’ above. It was initiated through the Heads and Deans meeting and involved all faculty members through respective Heads of Departments. The structure of the mid-semester and end-semester feedback forms circulated to the students are presented below in A.1 and A.2, respectively. Since 2019-20, an exercise was carried out to revisit the questions through which (annual) feedback is collected from stakeholders other than students. The annual feedback form circulated now among employers, faculty members and alumni are presented in B.1-B.3 below.

4. The Practice

A.1. Template for collecting feedback (on a scale of 1 to 10) from students at mid-semester in every taught course studied:

Question 1	The instructor clearly explain the objectives and teaching plan of the course
Question 2	The reading material suggested by the instructor in relevant and useful
Question 3	I am comfortable with the pace of progress in the course
Question 4	Adequate encouragement given by the instructor to think, question and discuss
Question 5.	Question/ clarifications raised in the class were appropriately addressed
Question 6	The instructor could convey her/his command over the subject
Question 7	The instructor could articulate and express adequately
Question 8	The instructor could create an interest in the subject for me
Question 9	Other comments

A.2. Template for collecting feedback (on a scale of 1 to 10) from students at end-semester in every taught course studied:

Question 1	There has been an enhancement of my knowledge through this course
Question 2	The reading material suggested by the instructor is relevant and useful

Question 3	I was exposed to updated material in this course
Question 4	The course content delivered within assigned number of class hours
Question 5	The pedagogy employed by the instructor was appropriate for meeting the objectives of the course
Question 6	The instructor was accessible outside of class for discussions (during contact hours and by appointment)
Question 7.1	The mode of assessment and process of evaluation reflected the course plan
Question 7.2	The evaluation tested in-depth understanding of the subject
Question 7.3	The evaluation helped in understanding the subject better
Question 7.4	The evaluated answer-sheets/assignments/etc. were made available for consultation as per schedule
Question 7.5	The evaluation process was appropriate and fair
Question 8.1	Assigned hours is commensurate with the course content
Question 8.2	Topics covered in the course were appropriate and interconnected
Question 8.3	The course is commensurate with the overall programme
Question 8.4	This course is relevant for my professional development
Question 9	You may write about the aspects of the course and the teaching not captured above. For example, the aspects of the course that you have liked, the problems that you have faced during this course, etc. You may also make suggestions to improve the course delivery?

Feedback is collected from each student. Respective teachers can access the feedback. Also it can be accessed by the Programme Coordinator, Head of the Department, Dean (Academic) and the Vice Chancellor. Annual Performance Appraisal Report of every teacher includes a column where average score (between 1 and 10) of the end-semester feedback in every course (taught or coordinated) are included.

B.1. Template for collecting annual feedback from employers

Please rate the alumni/intern of TERI School of Advanced Studies presently working in your organisation on a scale of 1 (Very Dissatisfied) to 5 (Very Satisfied) for the given skills. Mark 6 only if the given skill does not apply to the employee due to the nature of work and thus restricts your ability to assess him/her.

S. No	Skills
1	Technical skills and domain specific knowledge
2	Teamwork and interpersonal skills
3	Communication Skills (Oral and Written)
4	Ability to think creatively, objectively and offer insights into solving problems.
5	Proficiency in the use of technology (IT)
6	Analytical skills
7	Project Management skills
8	Ability to handle pressure
9	Time management
10	Adherence to organisational rules and regulations
11	Ability to empathize
12	Gender sensitivity
13	Alignment of the employee skills with the outcome of the programme attended at TERI SAS (Please click on the link to read the programme outcomes prior to answering this question)
Please suggest any courses/skills that you think may be included to make our programme more relevant for your organization?	

B.2. Template for collecting annual feedback from teachers

S. No	Question
1	The courses/syllabi taught by me have a good balance between theory and application
2	Contents of the curriculum are as per the industry requirement
3	The university has adequate infrastructure facilities to run the programs
4	The university provides adequate opportunities and support to faculty members for upgrading their skills and qualification

5	The books/journals etc. prescribed/listed as reference materials are relevant, updated and cover the entire syllabi
6	The environment in the university is conducive to teaching and research
7	The treatment of the students irrespective of the background of the student (gender, caste, community, creed, etc.) in teaching and evaluation is fair
8	I have the freedom to adopt new techniques/strategies of testing and assessment of students
9	The program in which I teach enhances knowledge and skill in the area of specialization
10	The program instills values and professional ethics in the student
11	The program makes the student industry/research ready
12	Individual mentoring to the students is provided for holistic development
Please suggest any courses/skills that you think may be included to make our programme Industry/Research relevant	

B.3. Template for collecting annual feedback from alumni

Please rate the program of TERI School of Advanced Studies on a scale of 1 to 5 for the given skills. Mark 6 only if the given skill does not apply to you.

S.No	Skills
1	The program inculcated employability skills in me
2	The program played an important role in my personal growth and confidence building
3	The program instilled problem solving and decision-making skills in me
4	The program improved my communication and team working skills
5	The program improved my critical thinking ability
6	The program provided me adequate theoretical knowledge and hands on skills in the field of specialization
7	The nomenclature of the program is unique, and it gave me first mover advantage
8	The program gave me exposure to IT skills
9	The program enabled me to develop strong theoretical and analytical skills
10	I would recommend the program to other prospective students
Please suggest any courses/skills that you think may be included to make our programme Industry/Research relevant	

Needless to say, each feedback is kept anonymous to every user. The feedback is collected, analysed and shared with all the faculty members irrespective of programme with which one is associated. Departments maintain an ATR.

5. Evidence of Success

- Improvement in the scores obtained by teachers against a given course.
- Involvement of alumni in the matters in their alma mater.
- Reflection on the part of the teachers on the entire spectrum of education offered at TERI SAS. Utilization of feedback for modification of courses and restructuring programs periodically.
- Inclusiveness on the part of employers.

6. Problems Encountered and Resources Required.

- Getting responses from employers and alumni
- Lack of an in-house programmer compelled use of Google Forms for this purpose.

7. Notes (Optional)

The process TERI SAS went through in designing the questionnaires are quite robust. In particular, the one for students have undergone a number of iterations and now it has passed the test of time. Other HEIs can use this set (A.1 and A.2 in 4 above)

Link: <https://terisas.ac.in/pdf/BestPracticeTBA1.pdf>

B.

1. Title of the Practice

Integration of Information and Communication Technology in all aspects of functioning of HEI

2. Objectives of the Practice

NAAC manual for Self Study Report of Universities (p. 7) mentions the following: “Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. [...] To keep pace with the developments in other spheres of human endeavour, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally”. Integration of ICT in the everyday functioning of TERI SAS has been geared to meet these objectives.

3. The Context

Sustainability being one of the core areas of importance and competence at TERI SAS, use of green practices came to it quite ‘naturally’. E-office for internal communications (including approvals), ‘portals’ for students and faculty, financial software for meeting accounting requirements, MIS for managing academic matters were thought to be saving both time and resources including papers. It follows that from the very first day, all newly admitted students and staff members are exposed to an ICT enabled environment. This paid a lot of dividend during the pandemic in 2020. The entire teaching and evaluation could be shifted to online mode with no loss in working days.

4. The Practice

Effective integration of ICT in every aspect of functioning has been implemented at TERI SAS since its inception. From submission of application form for admission to admission to choice of subjects to checking attendance records to accessing grades, every aspect of a student life-cycle has been operating within the digital platform. Similarly, application for teaching positions to submission of appraisal to application for leave for faculty have been functioning in an ICT enabled environment. All the classrooms are equipped with latest ICT tools. Every aspect of finance is carried out through a digital environment.

Technical details of Management Information System (MIS) are given below.

S. No	Module	Description	Technology
1	Admissions	Admissions data is available in University Management System (UMS).	Oracle 10g and Developer 2000 (Forms and report 6i)
2	Academics	Entire academic module is available in UMS and respective part of the same is available in Student and Faculty Portal	For Faculty and Student portal, front developed in .Net and backend is Oracle
3	Examination	Role based access given to respective faculty member and can be processed through UMS.	Front developed in .Net and backend is Oracle
4	Placement	Can be accessed through .Net portal	Front developed in .Net and backend is Oracle
5	Feedback - Mid Term and Final	Can be accessed through .Net portal	Front developed in .Net and backend is Oracle
6	Minor - Major Project	Can be accessed through .Net portal	Front developed in .Net and backend is Oracle
7	ESS Portal	Can be accessed through .Net portal and managed through Navison Portal	Front developed in .Net and backend managed through Microsoft Navison
8	Purchase	Can be accessed through .Net portal and managed through Navison Portal	Front developed in .Net and backend managed through Microsoft Navison

A narrative follows:

a. Methods of IT integration in teaching and learning

- Teachers extensively use ICT enabled tools for interactive teaching to optimally employ student centric methods such as role-play, case-studies, presentations.
- Power-point presentations, conducting polls (kahoot.com), holding quizzes (Microsoft Forms), mind-maps are few methods adopted by teachers to blend IT-enabled methods in the traditional classroom set-up.
- Guest-lectures, seminars/webinars, talks etc., workshops, trainings are organized through video-conferencing, skype etc.
- A repository of recorded video of seminars, guest-lectures and also lectures developed by faculty members have also been created for different courses; they are made available to students online for self-paced learning (<https://www.youtube.com/user/teriuniversity/videos>).
- Class attendance and progress of the students are posted on the portal by the faculty and available for the students to access them through their portal. Progress of students participating in Projects or Internships in external organizations is also monitored through portal system.

b. IT enabled evaluation and assessment

- Format and weightage of assessments are integrated into the TERI SAS evaluation portal.
- Entire process of submission of grades by the faculty, moderation, submission of grades to the Controller of Examination and final display of results to be accessed by the students is carried out online via the UMS and portal systems.
- Plagiarism detection software available for detection of similarity in students' submissions for term-papers, project reports, thesis and dissertations.

c. IT integration in Admission and other administrative processes.

- Dedicated tab on the TERI SAS website for admission to all programs. Further time to time updates on the admission-status posted in '[announcements](#)'.
- Up-to date and complete information on the [admission dates](#), [procedure to apply](#), [no. of seats](#), [fee payment](#), [loan facility](#), [refund policy](#) along with a copy of brochure are posted on the institutions website.

d. Infrastructure supporting IT integration

- Dedicated IT staff for managing IT services and ICT assets at the university.
- Every classroom, seminar halls and conference rooms at TERI SAS is well-equipped with a computer system and projector.
- Wi-fi enabled campus.
- Two computer labs, one computer center and over 200 computer systems.
- Vast collection of e-books, e-journals and other e-resources along with remote-access to the library.
- A committee was set up in May 2020 'to recommend appropriate online unified communications platform for smooth conduct of academic activities' with the following terms of reference: (a) Review the appropriateness and effectiveness of the product/platform under existing licensing arrangement with M/s Microsoft Ltd. and other vendors for delivering online teaching-learning and examination processes; (b) Examine other popular platforms and recommend a suitable product/platform for the University; (c) Examine other relevant IT related issues for long-term preparedness of the University for addressing challenges arising due to COVID-19 environment and offer suggestions if any. The Committee submitted its report in September 2020.

e. Pedagogic innovations in response to COVID 19 pandemic

- Advent of the pandemic and the subsequent lockdown, forced the physical premise of the university inaccessible, however, teaching-learning and evaluation continued with the same rigor.
- Students, faculty and staff given several training sessions for use of e-platform and resources.
- Remote access to the office – computer systems given to faculty and staff for better coordination. Students could access the computer in the laboratory to access and use the software in those systems.
- Microsoft Teams used as the platform for conducting classes, discussions, webinars etc.
- [Accessibility of Online Resources](#) at the Library from remote locations facilitating the students to access online aggregators subscribed by the library such as JSTOR, Science Direct, etc.
- Take-home assignments, literature-review papers, term papers, presentations, short-term projects proposed for continuous assessments besides the online proctored time-bound exams.

5. Evidence of Success.

- Feedback from students were taken to assess their response on the online-teaching, attainment of learning outcome and methods of evaluation in [late March 2020](#) and again in [early April 2020](#). Reasonable satisfaction is indicated. Admittedly there were some issues, but most of them were beyond the scope of TERI SAS's intervention.
- Feedback were taken from faculty on conducting online classes and evaluation indicated a positive response in [mid-April 2020](#).

6. Problems Encountered and Resources Required.

It takes a little while for a newly admitted student or a newly appointed employee to get used to the ICT enabled environment, but with the cooperation extended by other students and employees and technical help from the IT team, soon they get used to it. At this moment, TERI SAS does not have a system to manage externally financed projects — it's acquisition and operationalisation will make the ICT enabled environment exhaustive.

7. Notes (Optional)

Link: <https://terisas.ac.in/pdf/BestPracticeTBA2.pdf>