

BEST PRACTICES IN HIGHER EDUCATION

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INTRODUCTION

- Higher education is now an international service and hence we are concerned about quality, standards and recognition.
- In this scenario the role of the National Assessment and Accreditation Council (NAAC) to promote the concept of best practices benchmarking is critical.



WHAT IS BENCH MARKING

Benchmarking is an ongoing systematic means for measuring and comparing the work processes of an organization.

- ✓ Are we performing better than we have ever performed?
- ✓ Are there any other organisations that are performing well and from whom we can learn?
- ✓ Are there any practices that will improve our performance?



TYPES OF BENCHMARKING



Internal
Benchmarking



Functional
Benchmarking



Competitive
Benchmarking



Generic
Benchmarking

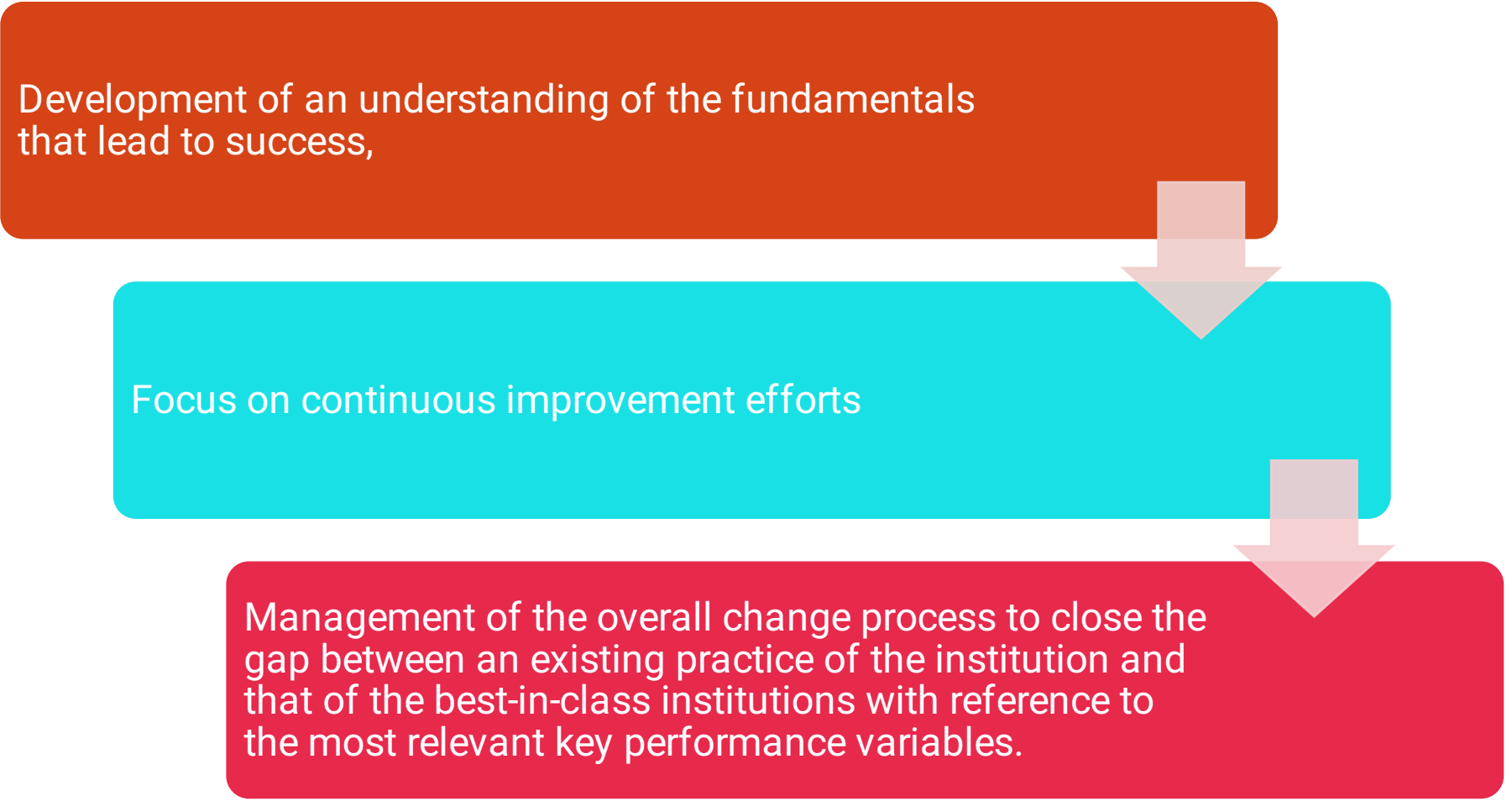


Process
Benchmarking



PURPOSE AND INTENT OF BEST PRACTICES BENCHMARKING

Development of an understanding of the fundamentals that lead to success,



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graph TD; A[Development of an understanding of the fundamentals that lead to success,] --> B[Focus on continuous improvement efforts]; B --> C[Management of the overall change process to close the gap between an existing practice of the institution and that of the best-in-class institutions with reference to the most relevant key performance variables.];
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Focus on continuous improvement efforts

Management of the overall change process to close the gap between an existing practice of the institution and that of the best-in-class institutions with reference to the most relevant key performance variables.



WHY BEST PRACTICES BENCH MARKING IN HIGHER EDUCATION



How good is good?

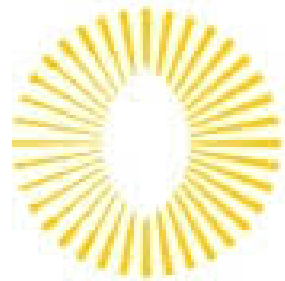


Compared to what?



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HIGHER EDUCATION AND BENCHMARKING



The Association
of Commonwealth
Universities



stands for

Commonwealth Higher
Education Management
Service



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WHAT IS THE CHEMS APPROACH TO BENCHMARKING

Identify aspects and processes to be addressed.

Submit a report along with data highlighting perceived strengths and weaknesses.

Reports that provide details of strengths and areas for improvement shared with members along with a composite model of the good practice.

The report is discussed to arrive at consensus on the best practice.



WHAT IS NAAC'S METHOD/CRITERIA FOR BENCH MARKING



Criterion I – Curricular Aspects



Criterion II – Teaching-Learning and Evaluation



Criterion III – Research, Consultancy and Extension



Criterion IV – Infrastructure and Learning Resources



Criterion V - Student Support and Progression



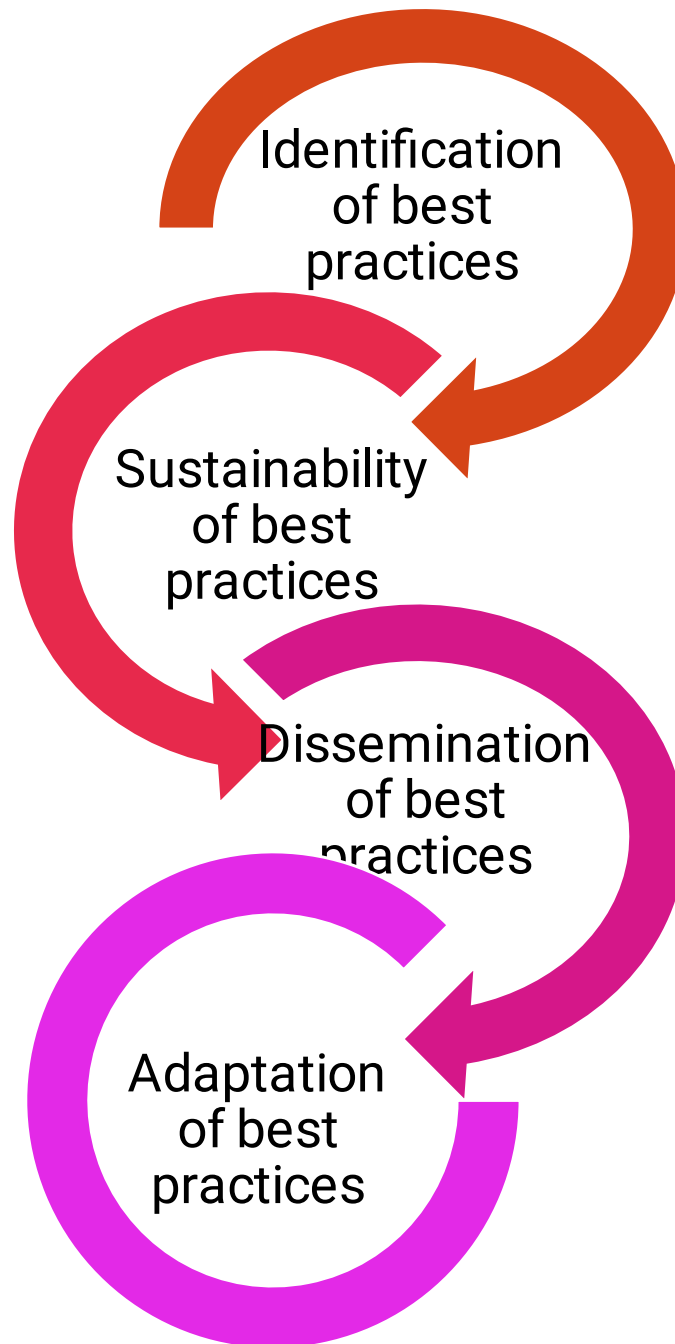
Criterion VI - Organization and Management



Criterion VII - Healthy Practices



HOW TO EVOLVE BEST PRACTICES



IDENTIFICATION OF BEST PRACTICES

According to The International Network of Quality Assurance Agencies in Higher Education (NQAHE), the best practice should (be):



dynamic and revisited
periodically



recognize diversity and
cultural and historical
contexts



not lead to dominance of
one specific view or
approach



promote quality of
performance



SUSTAINABILITY OF BEST PRACTICES

It is important that the practices identified are sustainable only then they would be successful.

The following characteristics may be looked at for a best practice to be identified:

(a) relative advantages over the preceding practice

(b) compatibility to institutional context and culture

(c) divisibility or availability in small parts as related to the whole

(d) freedom from complexity which should be less for the adoption of the practice

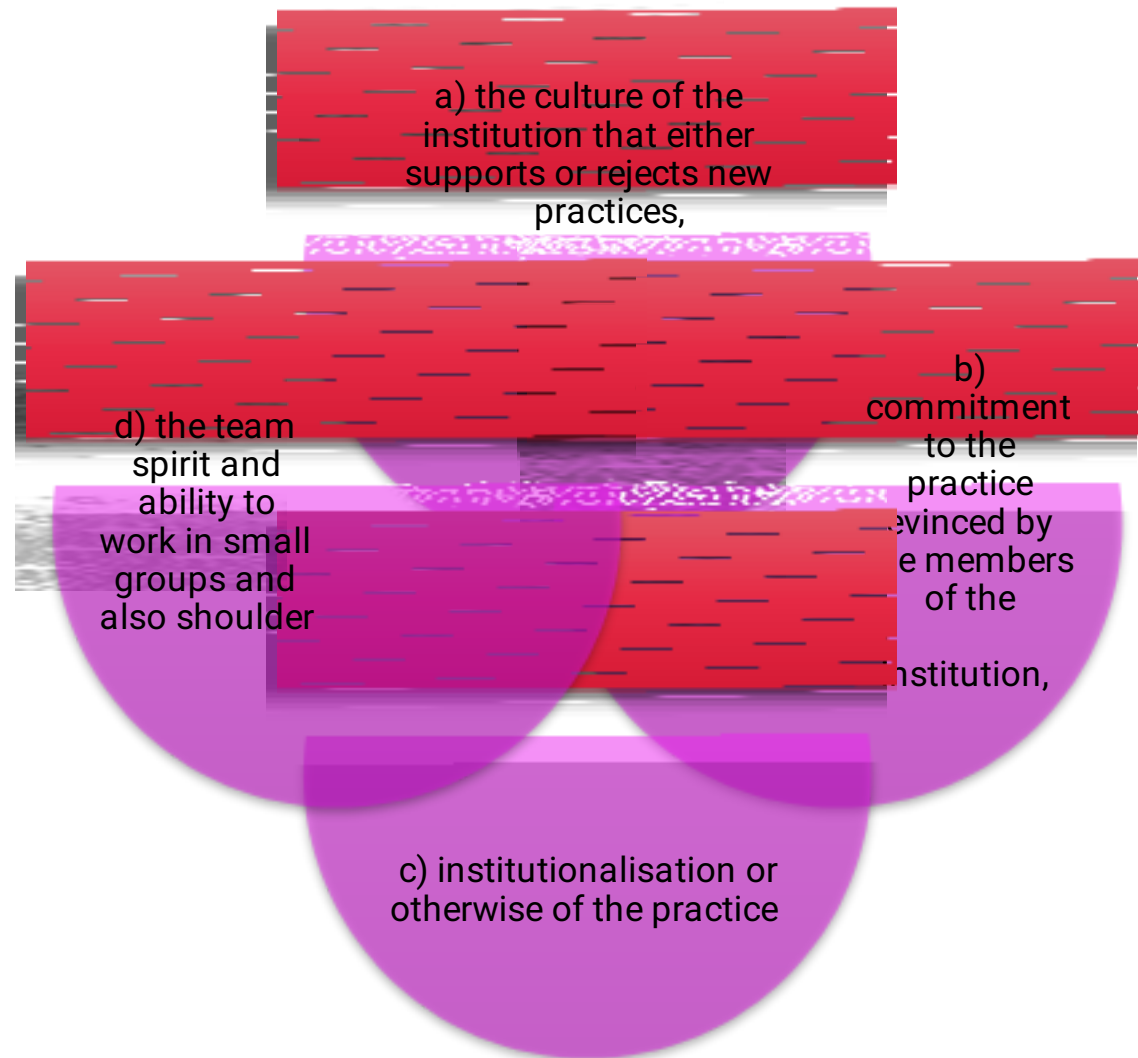
(e) communicability which is essential for the acceptance of the practice



INSTITUTIONAL FACTORS THAT AFFECT SUSTAINABILITY

Institutionalisation and internalization of a practice are keys to sustainability.

It is extremely important to make the practice an integral part of the institution.



DISSEMINATION OF BEST PRACTICES

The system of recording and dissemination or communication of the dynamics of the practice is very important and the Internal Quality and Assurance Cell (IQAC) can make a distinctive contribution here.



ADAPTATION OF BEST PRACTICES

Although it is true that “the best are the borrowed ideas” contextualising them is essential. Elements of best practices or descriptors for the best practices can always be borrowed and improved upon further, with some amount of creativity and spirit of innovation.

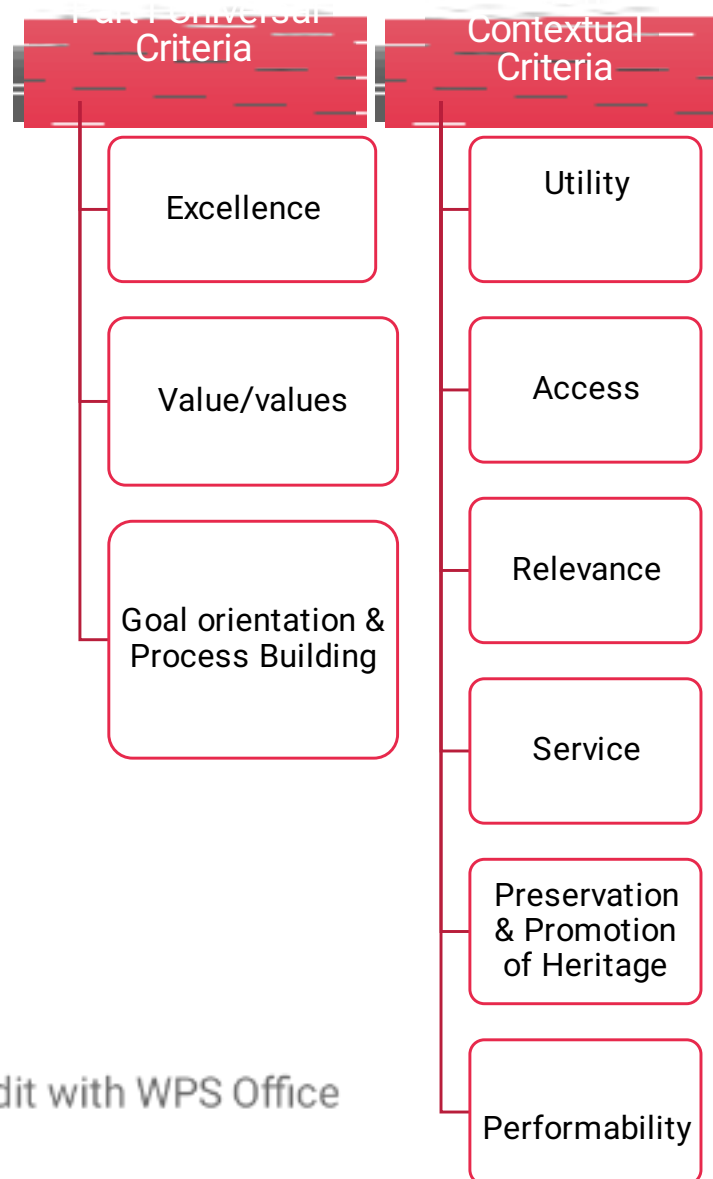


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CRITERIA I

BEST PRACTICES IN CURRICULAR ASPECTS- CONCEPTUAL FRAMEWORK

According to NAAC, best practices are quality enhancing academic/ administrative/ infrastructural strategies adopted by highly accredited institutions of higher learning in the present instance. NAAC has enlisted a two-part criteria to device this framework:



**CURRICULAR
ASPECTS THAT
PROMOTE
EXCELLENCE**



Rigorous Curricula



**Collaboration with
Institutions of Quality**



**Some Competence-
Enhancing Curricular
Strategies**



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**CURRICULAR
ASPECTS THAT
PROMOTE VALUE-
ADDITION**



Full-time/Part-time Technical Courses



Modular Courses



Value Addition by Core-Diversification



Choice of Quasi-Professional/
Professional Courses



Inter-Disciplinary and Multi-
Disciplinary Courses



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CURRICULAR ASPECTS THAT PROMOTE VALUES

Goal-orientation and process building is reflected in an HEI's mission statement. It triggers curricular processes of which curricular structuring is foremost.

Each HEI has more than one goal, it may be:



CURRICULAR ASPECTS THAT SERVE CONTEXTUAL CRITERIA

Utility

- Cultural and aesthetic needs
- Rural needs
- Modern gadgetry courses

Access

Relevance

Service

Preservation and Promotion of Heritage

Performability



CASE STUDY: FIELD PROJECT FOR FIELD PRACTICUM IN SOCIAL WORK

1. Objective of the Practice

Integrated curriculum for value-based education

2. Need Addressed and the Context

Forming values essential for democratic citizenship

3. The Practice

Values essential for democratic citizenship are sought to be imparted through institutionalised internal curricular practices such as celebration of national festivals, promotion of national integration through seasonal festivals (Varsha Mandal) - a programme of celebrating indigenous poetry, arranging lectures and other cultural events on national heroes and leaders - and discussion of social values and issues at rural camps.

4. Evidence of Success

This best practice has been followed since 1999. The Peer Team has expressed its appreciation of the practice and it recommends the extension of the same to other institutions. There is a significant change among students towards tolerance and egalitarianism.

5. Resources

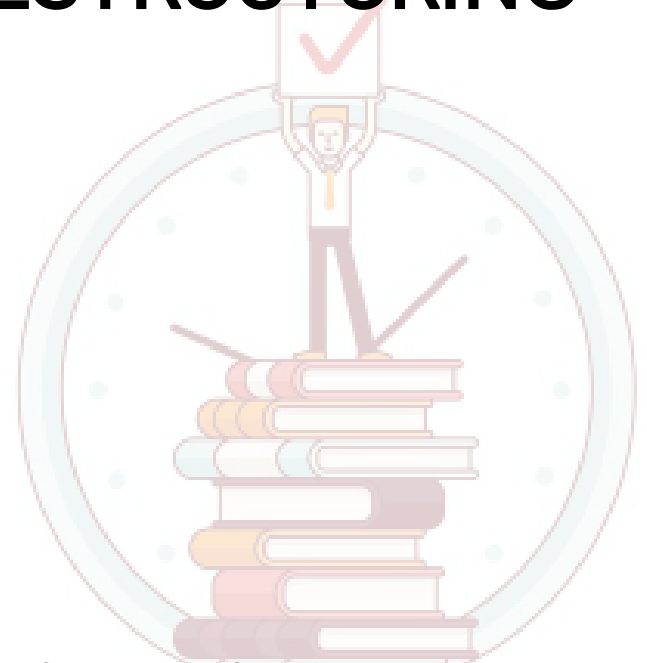
Voluntary additional work and extra responsibility; support of the Management in terms of resources.



**Gandhi Shikshan Bhavan's Smt.
Surajba College of Education
Mumbai**



CASE STUDY: CURRICULAR RESTRUCTURING



1. Objective of the Practice

Cafeteria Remodelling of Curriculum for Women Empowerment

2. Need Addressed and the Context

To enable women school dropouts to pursue university education

3. The Practice

The university has recently attempted an extensive cafeteria remodelling of curricula for women empowerment through semesterisation and adoption of the Choice-Based Credit System. The M.A. (composite) Degree which seeks to enable students to pick up credits from different departments to make a composite degree; the value-added rural development programme offered under extension (which includes the aim of educating rural women and families on practical maternal and paternal roles); the university entrance test for students who have completed standard X which enables dropout girls to pursue university education; and a wide range of inter-disciplinary practices are among the innovations tried out.



CASE STUDY: CURRICULAR RESTRUCTURING

4. Evidence of Success

Co-operation among faculty has improved.

5. Resources

Human resources to offer adequate number of course options and additional infrastructure to accommodate more classes.



CRITERIA II

BEST PRACTICES IN TEACHING LEARNING & EVALUATION

- Teaching Faculty Personality
- Admission Policy
- Preparation of Teaching Plan
- Knowledge of Pedagogical Teaching Technology
- Reading Habits of Teachers
- Teaching Process
- System of Evaluation
- Faculty Evaluation



SOME BEST PRACTICES OF INSTITUTIONS

- Some colleges have a week's orientation for teachers to the use of the latest pedagogical teaching technology including audio-visual aids and teaching machines.
- Prospective students are also guided in the selection of subjects to be taken by them for their undergraduate programme.
- Colleges that observe transparency in admission are highly appreciated by students, parents and the society at large.
- Orientation program for students to acquaint them with college activities.
- Post entrance diagnostic test.
- Class Guide & Mentor System
- A centralized media facility is available in some colleges to augment and support the teaching learning process.
- Learner-centred teaching methods such as group work, role play, project work, field visit, case study, debates, etc. supplement classroom teaching.
- Some colleges have established language and commerce laboratories.
- Field trips, educational trips, projects, surveys, seminars at departmental and institutional levels and guest lectures.
- Transparent evaluation process.



CASE STUDY: INSTITUTIONAL CO-ORDINATION FOR TEAMWORK

1. Objective of the Practice

To provide quality education to students, especially the first generation learners, by streamlining and coordinating institutional components.

2. Need Addressed and the Context

The college receives more students from rural areas. Many are first generation learners and slow learners. There is a need to motivate and develop them by applying the latest technological developments particularly, the information technology.

3. The Practice

The practice is one of institutional coordination for reinforcing teamwork. This is facilitated by transparency in admission, dissemination of academic information to the student body at the appropriate time and preparatory pedagogic planning. These strategies have improved work ethics and work efficiency. This is perhaps more a strategy than a practice.



CASE STUDY: INSTITUTIONAL CO-ORDINATION FOR TEAMWORK

4. Evidence of Success

There is more demand for admission now. Over the past 19 years, the college has obtained as many as 403 university ranks. Pass percentage is more than 90% in university exams

5. Resources

Language laboratories, e-learning facility, computer aided packages and psychology laboratory are required for which contribution from the Management and fee collected from students have been used.



Cauvery College for Women
Trichurapalli, Tamil Nadu



CASE STUDY: FIELDWORK

1. Objective of the Practice

To develop among students the sense of working together in a team and the skill to carry out a team project in the field.

2. Need Addressed and the Context

Theory sometimes remains incomplete unless it is brought into practice. Hence students are required to acquire the knowledge of application. One of the ways to acquire this skill is by taking up team projects on the field.

3. The Practice

Students are divided into small groups of 8/10 each. A designated teacher takes them to the places like jail, remand home, home for destitute, working women's hostel etc. Each group is assigned a topic of social relevance. The group prepares a questionnaire to collect data for the given project and accordingly collects the data. Certain groups are assigned the task of interviewing people. They submit the results of their analysis and report to the teachers concerned. A project report is prepared by each team.



CASE STUDY: FIELDWORK

4. Evidence of Success

Students came out with original responses. Team-work and enthusiasm prevail in most areas.

5. Resources

Public contacts and leadership of teachers as well as financial resources and transport are required.



The Janata Shikshan Mandal's
Devchand College
Arjun Nagar, Kolhapur



CASE STUDY: INCENTIVES FOR HOLISTIC PERFORMANCE

1. Objective of the Practice

To gear up institutional machinery for optimal all-round performance.

2. Need Addressed and the Context

The needs of learners are complex and they cannot be met unless measures are taken to study and analyze them and to create an atmosphere of motivation as well as timely performance in every area of activity. The need addressed is that of providing effective and timely services, be they teaching or remediation or effective learning.

3. The Practice

Recognition of the good work of students, faculty and non-teaching staff through awards; implementation of the “earn and learn” scheme for the benefit of poor students; promotion of team work and participatory decision making; coaching classes for taking competitive examinations; personality development; and monitoring as well as assessing teacher performance as a student-motivation generating strategy are the elements of this composite best practice.



4. Evidence of Success

Some of the practices mentioned above have resulted in the rapid growth of the college. The college has a record of consistently excellent results with many university rank holders. Alumni have excelled in various fields. Teachers have received various awards. Demand for admission is increasing. The system adopted by the college is recognized as a role model by the community and the state government and the practice has come to be known popularly as Shahu Pattern/ Latur Pattern.



**Rajarshi Shahu College
Latur**

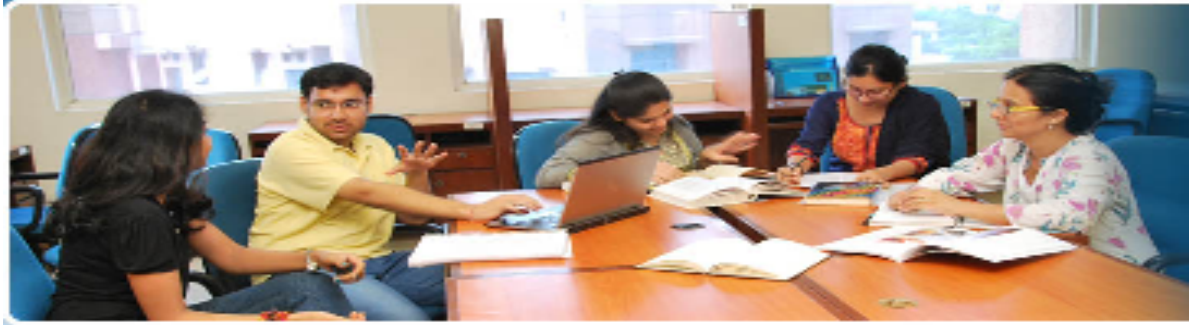
5. Resources

Institutional coordination, optimum infrastructure and funds.

CASE STUDY: INCENTIVES FOR HOLISTIC PERFORMANCE



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CRITERIA III BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

Teaching, extension and consultancy are launching pads of research, as it has been proved the world over in good universities, where research-industry nexus, research-service integration, research, education technology inter-dependence are increasingly realized.



CRITERIA OF BEST PRACTICES

I Research

The first and foremost criterion for the development of the best practices in research is the appropriate recruitment of the most qualified faculty. A brilliant teacher-researcher alone can provide the best guided tours to the most modern knowledge.

Requirements for good research are:

Qualified teacher

Teamwork

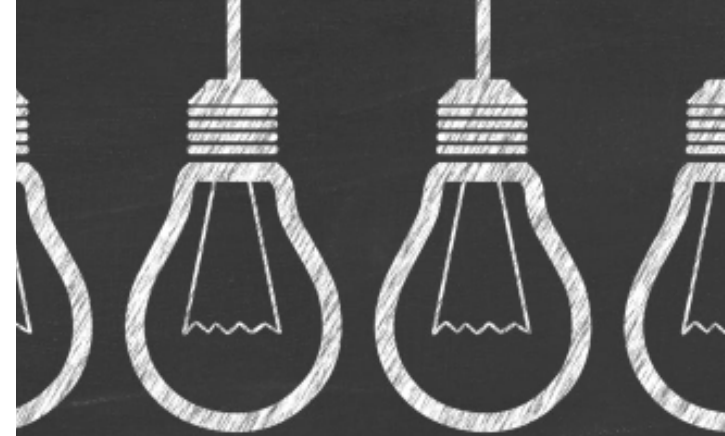
Library

Able, capable and sensitive administration

Availability of faculty improvement programs

Interaction with industry

Quality control cell



CRITERIA OF BEST PRACTICES

II Consultancy

Continuous encouragement to offer consultancy not only builds up the reputation of the faculty, but also helps in augmenting institutional corpus, quest for new areas for research.

Criteria for the best practices in consultancy can be:

Total amount earned with the practices by an institution

Total number of subjects involved in the adventure

Quality of feedback about the efforts from the society



CRITERIA OF BEST PRACTICES

III Extension

Extension activities such as National Social Service (NSS) and National Cadet Corps provide the much needed social relevance to our universities.

Criteria for the best practices in extension can be:

awards received by the students in their NSS and NCC activities

variety of activities undertaken

geographical extent of the out-reach programmes undertaken

significant changes brought about in the society as evidences based on response and feedback

change in the over-all tone, tenor and ethos on the campus



SALIENT EXAMPLES

1. In the University of Hyderabad, conscious decision of the faculty not to recruit their own students immediately after graduation, has largely avoided in-breeding.
2. Ongoing research projects of the Osmania University, Hyderabad; University of Hyderabad, Hyderabad; Andhra University, Visakhapatnam and University of Mysore, Karnataka, are more than Rs.10 crore each.
3. St. Xavier's College, Mumbai, established the Caius Laboratory for inter-disciplinary research in 1947, providing services to all the science departments.
4. Birla Institute of Technology and Science, Pilani, Rajasthan, has developed a computer-based "Virtual University".
5. University of Roorkee, Uttaranchal, has developed an Information Super Highway Centre.



CASE STUDY: DEVELOPING RESEARCH COMPETENCIES IN TEACHER TRAINEES

1. Objective of the Practice

To develop research competencies among teacher trainees.

2. Needs Addressed and the Context

Teacher trainees need to be trained as educators to inculcate effective learning styles in their students. They need to be creative and innovative in their approach to teaching/learning activities, which requires some level of research competencies. The need is to equip them for the task.

3. The Practice

The teacher trainees (B.Ed. students) are guided to take up investigatory and action research projects in order to develop research and inquiry skills / competencies in them. Each teacher trainee is guided by a qualified teacher and after completing studies she is asked to present her research finding in an open forum.



CASE STUDY: DEVELOPING RESEARCH COMPETENCIES IN TEACHER TRAINEES

4. Evidence of Success

Students have developed interest in higher education specially to continue postgraduate studies and research in education. Those who join as teachers continue to take up investigatory and action research projects in schools as teachers.

5. Resources

College library, internet connectivity, multimedia facilities, CDs, technology lab, community resources, expert teachers for supervision.



**St. Ann's College of Education
Mangalore, Karnataka**



CASE STUDY: RESEARCH INCENTIVES FOR FACULTY

1. Objective of the Practice

To encourage teachers to take up research projects and to publication of papers in research journals of national and international repute.

2. Needs Addressed and the Context

Unlike university teachers, college teachers are generally not given any incentive or motivation for their achievement in their research activities. Therefore, some encouragement is required on the part of the Management to motivate teachers to undertake research programmes.

3. The Practice

The practice comprises giving cash incentives to teachers with research initiatives and achievements and monitoring of the quality of their research. The following practices are some:

- cash incentive of Rs.200/- per month to all Ph.D. holders among teaching staff
- cash incentive of Rs.5000/- for completing Ph.D. degree
- 2% of the Major / Minor Research grant is paid by the Management to the awardee of that grant
- cash incentive of Rs.1000/- per paper published in a peer reviewed journal
- committee headed by the Principal scrutinizes the applications received and recommends for grant from the Management

CASE STUDY: DEVELOPING RESEARCH COMPETENCIES IN TEACHER TRAINEES

4. Evidence of Success

The number of Ph.D. holders among staff has increased from 22 to 36 and the number of papers published has increased considerably.

5. Resources

Management provides budgetary allocation of 2 lakhs per annum to meet the expenditure in this regard. Resources “ generated through consultancy services are utilized for this purpose.



**Ayya Nadar Janaki Ammal
College
Sivakasi, Tamil Nadu**



CRITERIA IV

BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

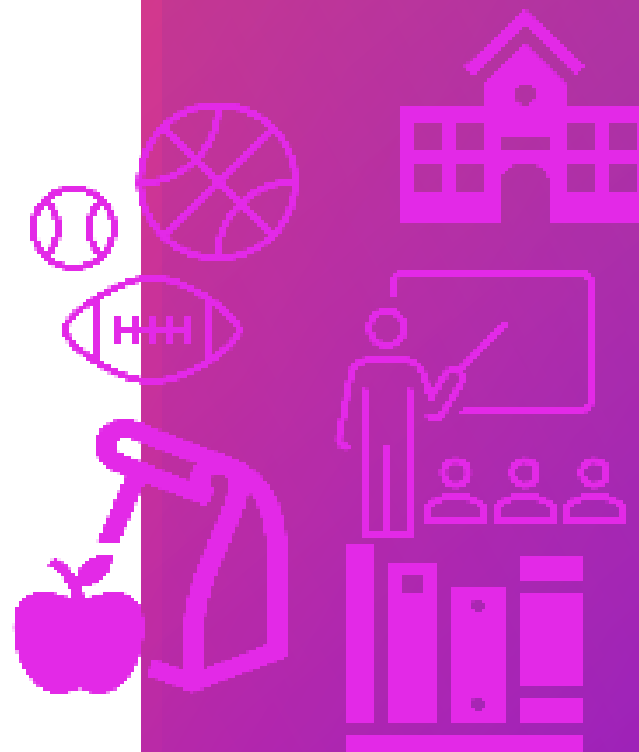
Quality is the cumulative product of both human and material resources in an educational institution. While the holistic development of the learner depends on intellectual capital, to a large extent, the effective functioning of such capital requires among other things, an enabling infrastructure that can allow it to be productive.



CRITERIA OF BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

Quality indicators in the infrastructure and learning resources of a higher education institution may be listed as follows:

- a. adequate physical facilities for a proper execution of the academic programmes, and their regular maintenance as well as optimal use
- b. infrastructure growth matching all academic growth
- c. a good and well laid-out library with ever-increasing holdings and brisk as well as user-friendly service
- d. computers as a learning aid and for other purposes as well including information and communication
- e. other everyday teaching-learning aids
- f. various co-curricular and extracurricular facilities including sports
- g. healthcare, residential and other ancillary facilities



BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

Campus- layout, maintenance, optimum use of facilities

Classrooms & Laboratories

Library- holdings & facilities

Departmental library

Computer centre

Equipment Maintenance and Instrumentation

Health Centre, Canteen and Non-resident Centre

Sports Facilities

Facilities for Art and Culture

Hostels, Housing and Guesthouse

Grievance Redress

Additional Facilities – EMRC, AVRC, etc.



CASE STUDY: EXTENDED FACILITIES FOR STUDENT DEVELOPMENT

1. Objective of the Practice

To provide extended facilities to develop all-round student potential

2. Needs Addressed and the Context

It was felt that all-round development of learner personalities, especially in the context of growing student numbers, required adequate space and structures to meet the challenge. The needs for this expansion are systematically identified, analysed and

assessed. The liberal funding by the Management, the Southern India Education Trust and other support have inspired the creation of the present practice and other services including Dyslexia Care.

3. The Practice

The practice is that of augmenting infrastructure such as bore wells, classrooms, auditoriums, inter-collegiate cultural centre, computers and space for student service providers. The management liberally funds the effort. This practice covers a wide range of concerns including linking physical infrastructure to academic growth, providing for greater equity by supporting remedial programmes, counselling, placement services, etc.



CASE STUDY: EXTENDED FACILITIES FOR STUDENT DEVELOPMENT

4. Evidence of Success

The college was chosen by the official committee to apply for the status of “Colleges with Potential for Excellence”. Substantial increase in exam-results and university ranks, and increase in student strength are also evidence of the success of this practice.

5. Resources

Qualified staff to fill in retirement vacancies on government scales of pay, financial incentives for teachers to teach on remedial programmes.



Justice Basheer Ahmed Sayeed
College for Women
Chennai, Tamil Nadu



CASE STUDY: TECHNOLOGY ASSISTED PEDAGOGY

1. Objective of the Practice

To align curricular transaction with technology assisted methods.

2. Needs Addressed and the Context

The practice addresses the needs of the trainee-teachers and school teachers. Fast development of technology has provided both hardware and software which have opened the way for updating traditional pedagogy.

3. The Practice

The practice envisages reorganizing teacher training to be given in three phases: orientation to new pedagogical concepts and practices; practicals in pedagogical analysis, devising new strategies and using technology for these purposes; and SWOT analysis of practice.



CASE STUDY: TECHNOLOGY ASSISTED PEDAGOGY

4. Evidence of Success

Hard and softcopies made of the computer-assisted instruction packages are widely used by schools and teacher educators. The effort received the commendation of NAAC and NCTE.

5. Resources

Technology resource centre, expertise of teacher educators and computer specialists



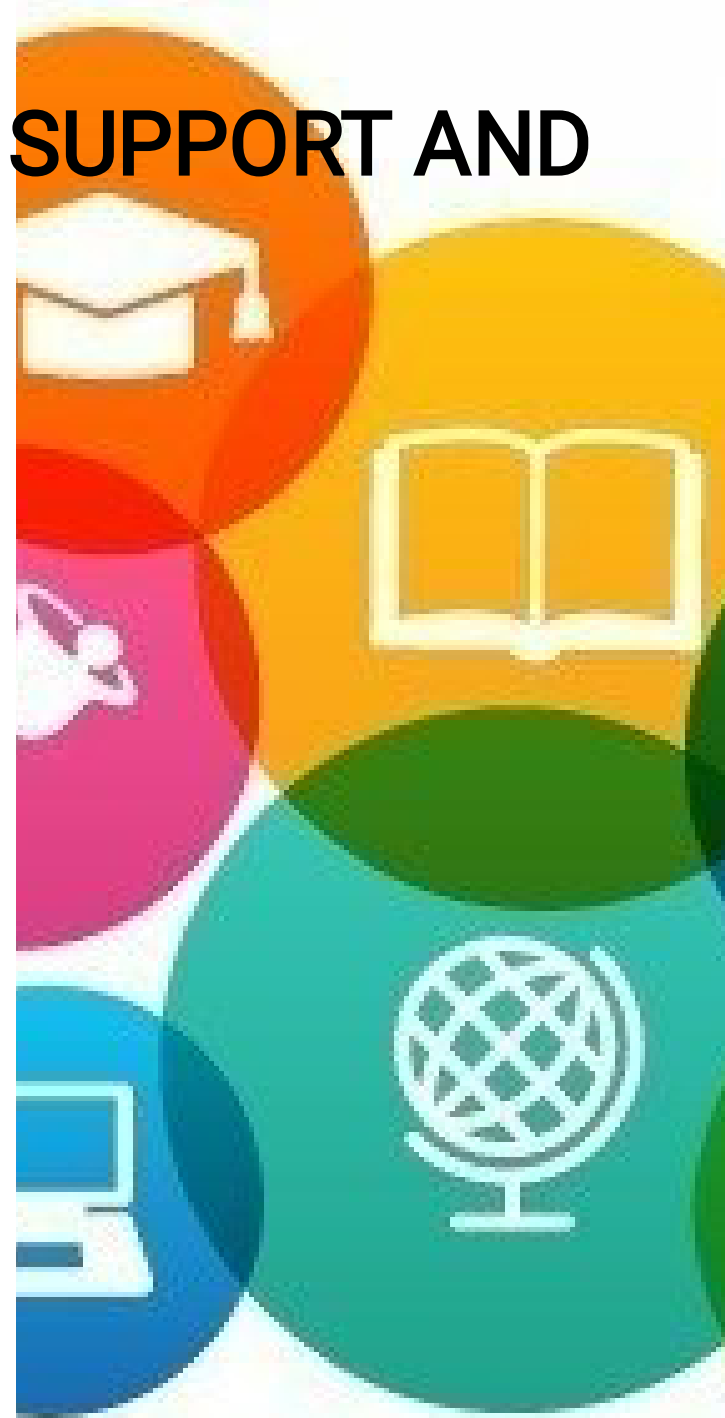
St. Xavier's Institute of
Education
Mumbai



CRITERIA V BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

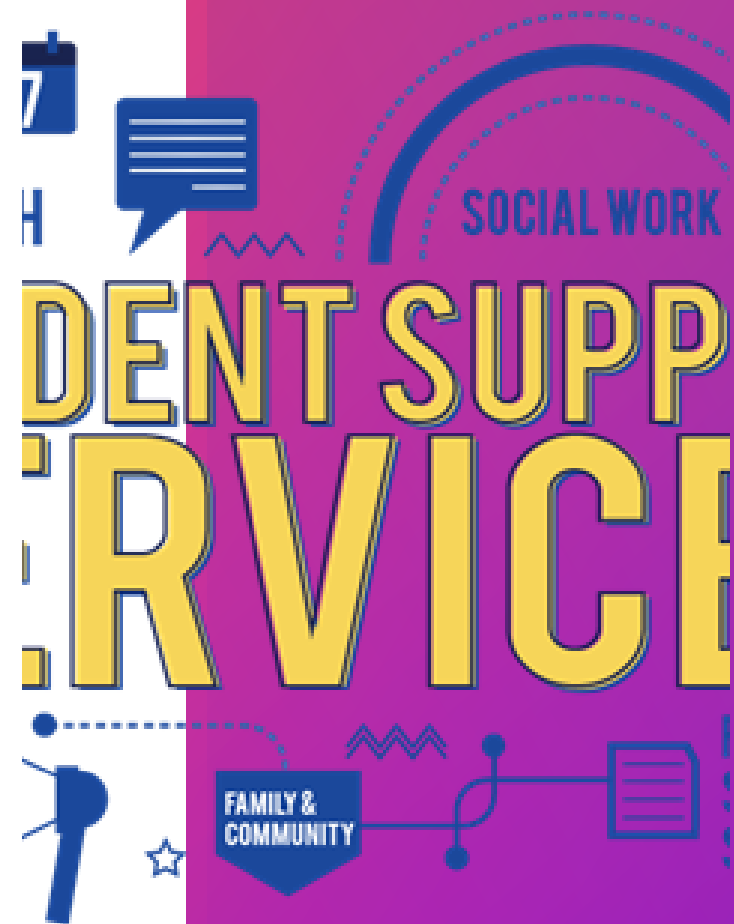
Many institutions believe that student support is limited to making available good teachers, good classrooms, good library and spacious play grounds.

But today, students and parents expect an academic institution to provide other support services in addition to the routine services limited to learning and studying in a classroom with the mediation of a teacher.



STUDENT SUPPORT SERVICES MAY BE BROADLY CLASSIFIED AS:

- Information services
- Registration and records services
- Tutorial and remedial services
- Counselling services
- Library services
- Value addition services
- Institutional networking services
- Career guidance services
- Placement services
- Feedback services
- Alumni services
- Community services
- Student welfare services.



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CASE STUDY: STUDENT COUNSELLING

1. Objective of the Practice

To help students in their personal development and in building self-confidence to manage their own problems and those of others

2. Needs Addressed and the Context

The students who are shy and withdrawn need help to become expressive and get socialized. Those who are less privileged and disadvantaged need guidance from different sources. The talented may need advice to take part in inter collegiate / inter university competitions. The students who are in conflict with family members, friends and teachers also have to be counselled to build positive relations, attitudes and behaviour. These needs are addressed by this practice.



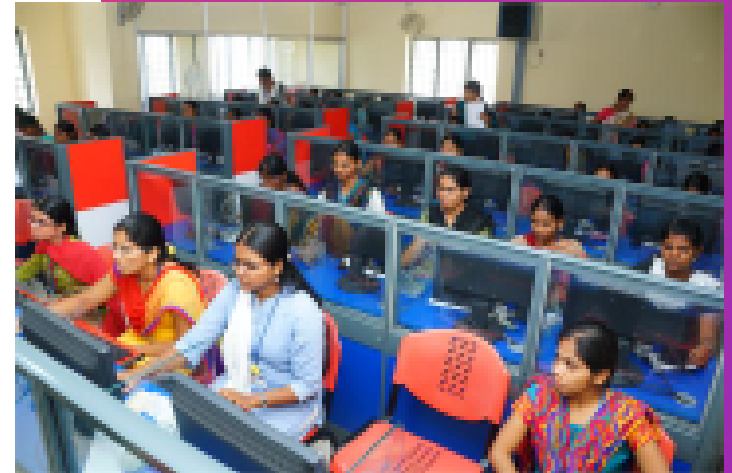
CASE STUDY: STUDENT COUNSELLING

3. The Practice

Teachers are trained in the basic principles, strategies, approaches of counselling, and in the responsibilities of a counsellor as well as the scope and limits of counselling students.

4. Evidence of Success

Student and alumni evaluation shows that this practice has helped them to feel relaxed, free to talk, share and communicate better on matters other than formal learning.



Avinashilingam Institute for Home Science and Higher Education for Women
Coimbatore



CASE STUDY: STUDENT COUNSELLING

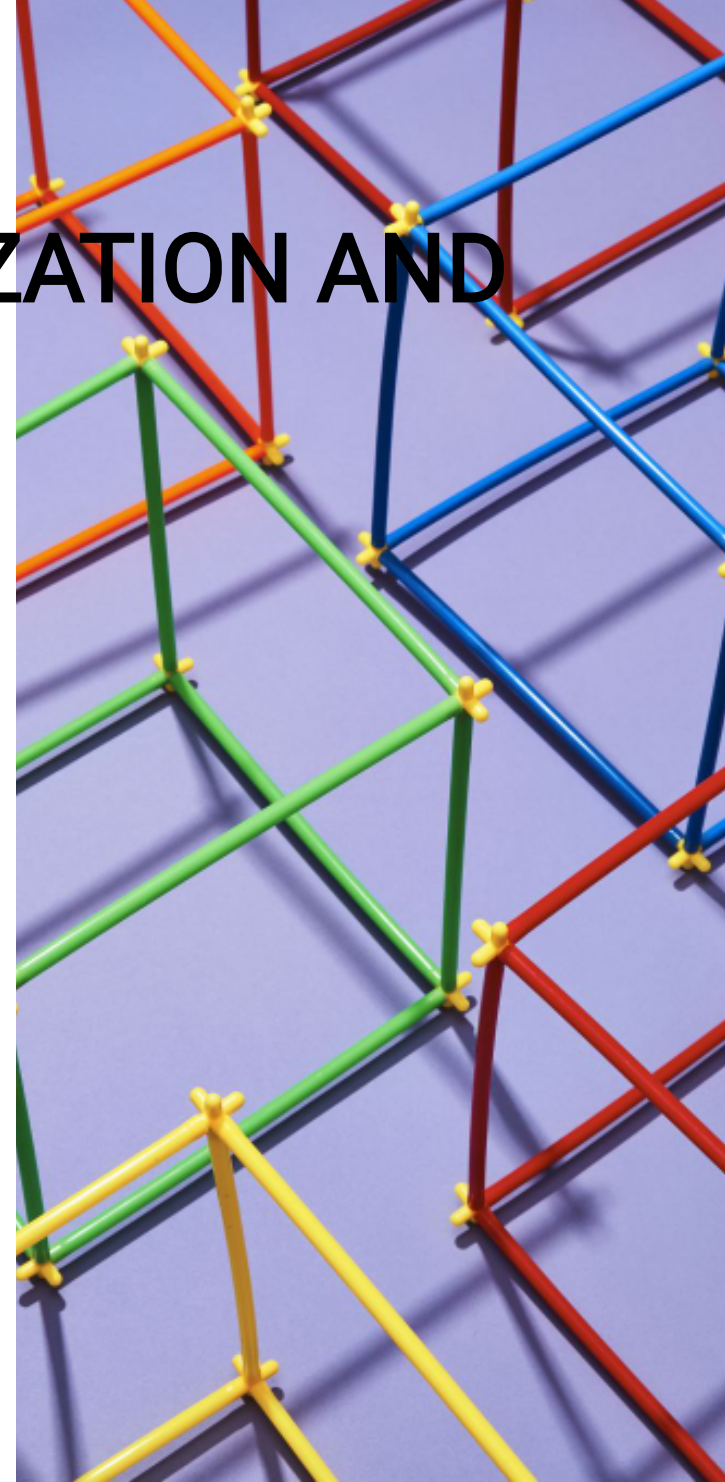
5. Resources

There is no financial commitment in this programme. Staff needs training in counselling to make it an effective process. The Department of Psychology and the Department of Human Development train the other staff to become competent counsellors. Consultative help is drawn from professional counsellors, psychiatric consultants, staff of family court and family counselling centre whenever necessary.



CRITERIA VI BEST PRACTICES IN ORGANIZATION AND MANAGEMENT

All organizations manage their functions with the help of an organizational structure that can facilitate processes of making and implementing decisions. Educational systems are no exception to this. Functions of an educational institution are determined by needs of stakeholders primarily, teachers and learners. They are academic and administrative and they lie within the framework of the institution and its neighbourhood.



RANGE OF FUNCTIONS

Functions of Management have a wide range. They include, among others, the following:

Governance based on the principles of participation and transparency.

Governance that facilitates the accomplishment of its mission and purpose.

Clear identification and demarcation of responsibilities

Providing effective leadership with requisite authority and autonomy to manage the institution.

Maintaining academic integrity in the institution's educational programme.

Making periodic and regular reviews of performance for improvement.

Effective utilization of all resources.

Making and administering relevant welfare schemes for all the relevant constituencies.

Fair and expeditious redressal of grievances through a formal mechanism at all levels of the institution.

Effective budgeting and auditing procedures.

Effective resource mobilization and management.



DESCRIPTION OF BEST PRACTICES

- Vision & Mission
- Strengthening Higher Education Management through Leadership
- Effective organizational structure
- Management Process
- Planning and Managing resources
- Financial Management in higher education institutions
- Resource Mobilization
- Plan, Do, Review and Act (PDRA) cycle
- Performance Appraisal (Teacher Performance Appraisal, TPA)
- Staff Development
- Automation and Information Technology in governance
- Linkage
- Private sector participation
- Welfare Measures
- Creating a Humane and User Friendly Ambience
- Impact/Outcome



CASE STUDY: TRANSPARENT ADMISSION PROCESS

1. Objective of the Practice

To follow a transparent process of admission of students to courses of study.

2. Needs Addressed and the Context

The need is felt to make admission procedures transparent to win the trust of the community; to streamline procedures more systematically and to increase access to higher education for socially and economically deprived sections of students.

3. The Practice

The practice is meant to achieve transparency in the admission process by (a) abolishing the Management quota; (b) notifying admission in dailies; (c) screening of applications by a committee of responsible senior faculty; (d) and avoiding personal meetings to the extent possible by transparency, displaying lists of selected students on the notice board.



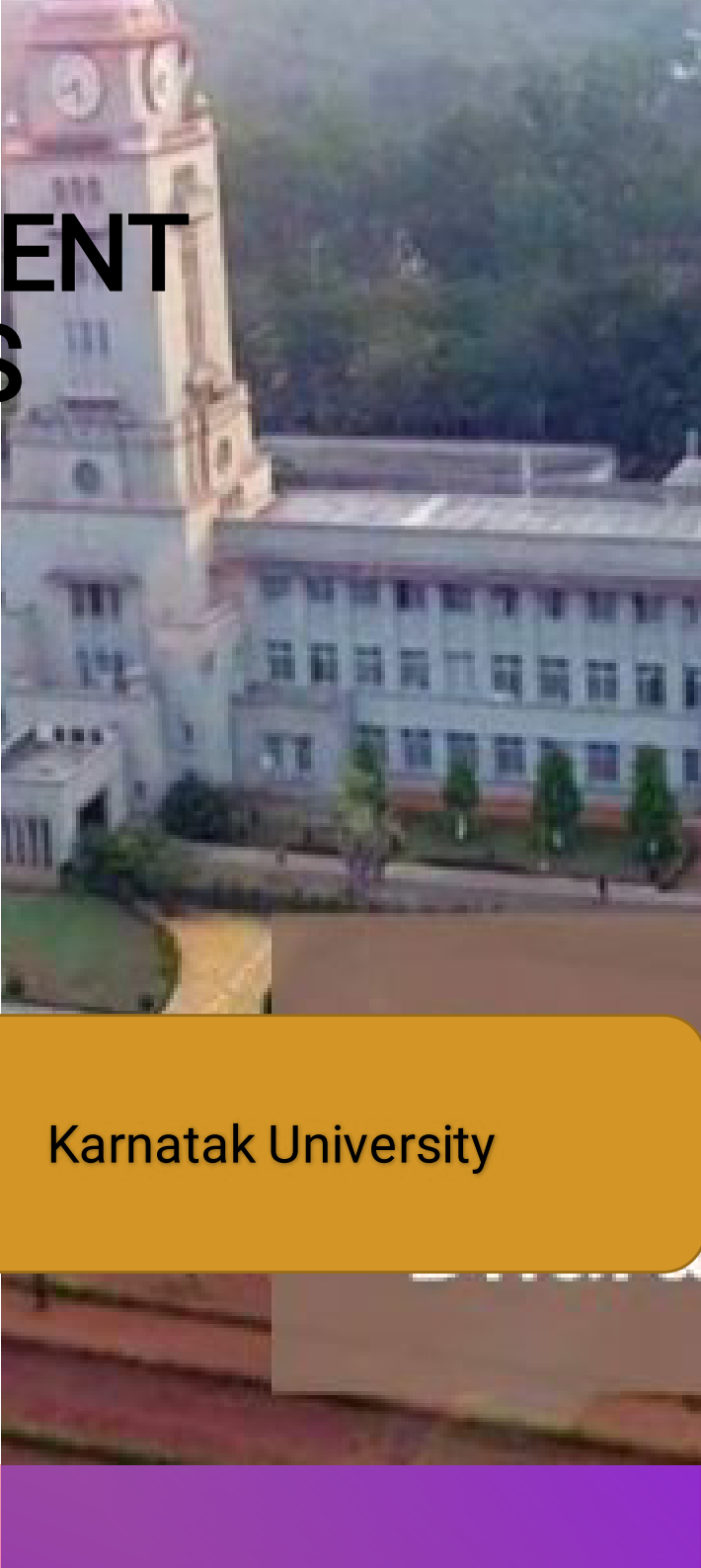
CASE STUDY: TRANSPARENT ADMISSION PROCESS

4. Evidence of Success

There is total transparency in the system. There is no pressure from any quarters or crowding or arguments during admission time. The community has expressed its satisfaction about the transparency.

5. Resources

No material resources are required. Cooperation and support of university bodies is necessary for the transparent process to operate. Mobilising public opinion in favour of this practice is also useful.



Karnatak University



CASE STUDY: FACULTY / STAFF PERFORMANCE APPRAISAL

1. Objective of the Practice

To develop staff-competencies through performance appraisal.

2. Needs Addressed and the Context

The practice addresses the need to make pedagogy optimally effective and to streamline administrative functions to become more efficient.

3. The Practice

Self-appraisals and student appraisals of the performance of faculty and non-teaching staff are made with the use of instruments developed for the purpose (questionnaires).

The results obtained from a meticulous analysis and interpretation of feedback are quantified for histogrammic display. Feedback is given to the assesees confidentially and follow-up strategies are devised accordingly.

CASE STUDY: FACULTY / STAFF PERFORMANCE APPRAISAL

4. Evidence of Success

Improvement in the performance of teachers, and awareness of institutional goals among members could be observed. Improvement of teamwork and enhancement of overall performance in every sphere of activity are also evidence of success.

5. Resources

Only Human Resources - Leadership

A photograph of a multi-story college building with a yellow facade and a red arched entrance. The text 'SRI DHARMASTHALA MANJUNATHESWARA COLLEGE UJIRE' is visible on the building's facade.

Sri Dharmasthala
Manjunatheswara College
Ujire, Karnataka



REFERENCES:

[http://naac.gov.in/docs/Best%20Practices/
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