



Quality Quest

IQAC insights for BMU



Insights

In January, IQAC prioritized the preparation and review of academic audit-related documentation. The Academic Audit MOMs were compiled to record detailed observations and identify institutional gaps. A feedback presentation on the 2023–24 Academic Audit was delivered to communicate strengths and areas for improvement. A comprehensive College-wise Gap Analysis MOM was also prepared to understand deficiencies and to formulate a corrective action plan.

Furthermore, the IQAC Steering Committee MOM-01 was documented to summarize the deliberations and outcomes of strategic meetings. A significant sensitization session was conducted through a presentation on Audit Feedback, Outcome-Based Education (OBE), Mentor-Mentee Process, and Question Bank development, aimed at equipping faculty with key insights into quality frameworks. In addition, NAAC guideline workshops were organized to deepen the understanding among coordinators and institutional stakeholders.

INTERNAL QUALITY ASSURANCE CELL (IQAC)

VISION

To institutionalize a culture of quality as an integral part of all academic and administrative functions, while fostering an environment that nurtures holistic academic development, promotes advanced research, and inspires innovation throughout the University.

MISSION

- **M1**
To consistently review and assess the standards of academic programs, research endeavours, and administrative operations, aiming for sustained enhancement and excellence.
- **M2**
To assess how well the curriculum aligns with evolving industry trends, technological advancements, and societal needs by regularly analysing outreach initiatives, feedback systems, and learning outcomes—thereby improving the quality and relevance of education.
- **M3**
To apply data-driven insights and evidence-based strategies in academic and institutional decision-making, fostering a culture that embraces ongoing refinement and quality enhancement.
- **M4**
To oversee the university's accreditation journey and ensure full adherence to the standards and expectations set by accreditation and regulatory authorities.

OBJECTIVES

- To design and implement effective mechanisms and procedures for enhancing the quality of academic and administrative performance.
- To monitor and evaluate academic and administrative initiatives aimed at continuous improvement.
- To function as the nodal agency for coordinating, facilitating, and documenting all quality-related activities within the institution.
- To promote and nurture a culture of quality across all levels of the university.

ABOUT INTERNAL QUALITY ASSURANCE CELL (IQAC)

An Internal Quality Assurance Cell (IQAC) is a structure within Bhagwan Mahavir University designed to monitor and improve the institution's quality. It's essentially a quality enhancement and sustenance system, focusing on continuous improvement and maintaining high standards after accreditation, according to the National Assessment and Accreditation Council (NAAC).

Key Functions and Goals of an IQAC:

1. **Quality Enhancement:** IQACs work to improve the overall quality of the institution's work processes, teaching, and learning outcomes.
2. **Accreditation Support:** They support institutions in maintaining their NAAC accreditation and preparing for future accreditation cycles.
3. **Quality Culture:** IQACs aim to establish and foster a quality culture within the institution, where everyone is aware of and committed to quality improvement.
4. **Continuous Improvement:** They develop and implement strategies for continuous improvement in various aspects of the institution, including academic programs, research, and administrative functions.
5. **Internal Awareness:** IQACs raise awareness about quality issues within the institution and promote best practices.
6. **Data Collection and Analysis:** They collect and analyze data to identify areas for improvement and track progress.
7. **Feedback Mechanisms:** IQACs establish mechanisms for gathering feedback from various stakeholders, including students, faculty, and alumni, to inform quality enhancement efforts.

How IQAC Work:

1. **Participative and Facilitative:** IQACs typically involve a committee of faculty, administrators, and sometimes external experts.
2. **Action Planning:** They develop and implement action plans to address identified areas for improvement.
3. **Monitoring and Evaluation:** IQACs monitor the implementation of action plans and evaluate their effectiveness.
4. **Reporting and Communication:** They regularly report on their activities and findings to the institution's leadership and stakeholders.

In essence, an IQAC is a vital component of higher education institutions that aims to ensure continuous quality improvement and maintain high standards.

Glimpse of Activities Performed prior to 2023 – 2024

Time Line	Date	Description	Attendees / Participants
2023	04 th March, 2023	First Notification issued by Registrar office for constitution of NAAC Related committees	
	10 th March, 2023	Understanding IQAC, Constitution, Approach, Task Assignment and Documentation strategies	Under the Chair of Provost all HOIs, HODs, Academic Heads, NAAC Members
	02 nd August, 2023	Gap Analysis Session criteria wise	Under the Chair of Provost all HOIs, HODs, Academic Heads, NAAC Members
	18 th September, 2023 to 27 th September, 2023	Criteria wise Gap Analysis Presentation as per the schedule mentioned below	Under the Chair of Provost all HOIs, HODs, Academic Heads, NAAC Members
	14 th October 2023	IQAC has organized one day workshop on “Outcome Based Education” by Dr. Ram Narayan Krishnia	Under the Chair of Provost all HOIs, HODs, Academic Heads, NAAC Members, Faculty members
	9 th December, 2023	Visit at Parul University	Dr. Manoj Kumar, Dr. V K Matawala, Dr. Yogesh Pahariya Dr. Sanjay Buch, Nitin Patel
2024	05 th January, 2024	IQAC Meeting and Interactions with Dr. Sandeep Vasant, Registrar, Navrachana University, Vadodara and Dr. Amit Patwa, IQAC Coordinator	Under the Chair of Provost all HOIs, HODs, Academic Heads, NAAC Members
	13 th July, 2024	Dr. Sanjay Buch, IQAC Director and Nitin Patel, Dy. Registrar were nominated to attend the Western Zone workshop on NAAC Reforms based on Dr. Radhakrishnan Report	Dr. Sanjay Buch, Nitin Patel
	04 th August, 2024	Briefing about Western Zone Workshop related to Binary Accreditation and Attributes wise matrices	Under the Chair of Provost all HOIs, HODs, Academic Heads, NAAC Members
	18 th September, 2024	Approval from Hon. Provost taken to conduct the academic audit based on the NAAC Binary Accreditation guidelines	
	20 th September, 2024	Academic Audit formats sent to Hon. Provost, Registrar for their review and approval through email	Follow up done for review and approval for three times.

Time Line	Date	Description	Attendees / Participants
2025	23 rd September, 2024 to 27 th September, 2024	FDP Organized on “Effective Communication Skills” by IQAC. Staff members of colleges attended as per the schedule	
	15 th October, 2024	Approval Received from Hon. Provost for Academic Audit formats through email	
	28 th November, 2024	Sensitization session organized for Academic Audit Guidelines	Under the Chair of Provost all HOIs, HODs, Academic Heads, NAAC Members
	28 th November, 2024	Approved Academic Audit formats and guidelines emailed to all HOIs, Academic Heads	
	13 th December, 2024	Doubts Clarification session at BMCM and BMCLE	I/C Principal and all Seniors
	9 th January, 2025	Sensitization about Binary Accreditation session organized	Under the Chair of Dr. Nirmal Sharma (Provost), all HOIs, HODs, Academic Heads, NAAC Members
	3 rd February, 2025 to 19 th February, 2025	Academic Audit based on NAAC Binary Guidelines along with briefing to Hon. Provost	IQAC Team
	27 th February, 2025	Academic Audit Feedback Presentation, OBE Presentation, Mentor-Mentee Process, Question Bank Presentation	IQAC, Dr. Himanshu
	04 th March, 2025 to 17 th March, 2025	Attribute wise Interactions with Hon. Provost	Hon. Provost, IQAC and Attribute team
	21 st March, 2025 to 3 rd April, 2025	College wise Gap Analysis Presentation	Hon. Provost, IQAC Team, College Attribute team

Academic Audit 2023-2024: Identifying Gaps and Driving Progress

The academic audit for the year 2023-2024 was conducted to assess the progress of each college and its attributes. The process involved a thorough review of key academic indicators, identifying gaps and observations that were documented in the minutes of meetings. These findings serve as a benchmark for measuring institutional growth and ensuring quality education. The documented gaps encompass various areas such as curriculum development, faculty performance, student learning outcomes, infrastructure, and administrative efficiency. By addressing these gaps, colleges can implement targeted improvements through training programs, policy revisions, and resource enhancements. Regular follow-ups and periodic reviews will be essential to track progress and ensure that corrective measures are effectively implemented, fostering a culture of continuous improvement and academic excellence.

The Steering Committee

The Steering Committee for IQAC serves as a key decision-making body responsible for the strategic planning and implementation of quality assurance initiatives within an institution. It plays a vital role in monitoring and evaluating the progress of IQAC activities, identifying areas that require improvement, and

ensuring compliance with accreditation standards. Additionally, the committee formulates policies related to academic excellence, faculty development, and student engagement, fostering a culture of continuous growth. By facilitating collaboration among stakeholders, including faculty, students, and administrators, it promotes transparency and accountability in institutional processes. The committee also focuses on documentation and compliance to maintain proper records for audits and assessments, further strengthening the institution's quality framework. Through capacity-building initiatives such as workshops and training programs, the Steering Committee empowers individuals with the necessary knowledge and skills to enhance institutional standards and drive sustained academic progress.

During first phase of IQAC, the director planned 1st steering committee meeting for following points -

- ✚ **Milestone Execution Policy:** The Director of IQAC proposed a milestone-based roadmap to effectively plan and manage the NAAC process. This approach ensures a well-defined timeline that must be strictly followed for successful completion.
- ✚ **University Website Updates:** A serious concern was raised regarding the timely uploading of important documents,

notices, and academic circulars related to BOS activities. Ensuring regular updates on both the university and college websites is crucial for transparency and efficiency.

✚ ***Sensitization of Methodology:*** To streamline the system, all chairpersons need to be sensitized to specific methodologies that facilitate smooth operations and effective acknowledgment of academic processes.

✚ ***Centralized Drive and Hard Disk Security:*** To maintain security and confidentiality in document sharing, all updates should be stored in a centrally managed drive accessible only to authorized personnel. Additionally, a common hard disk should be prepared for secure data management.

✚ ***IQAC Internal Meetings:*** It was decided that IQAC meetings will be held on the first and second Saturday of every month. These meetings will serve to review progress, identify gaps, and implement necessary improvements.

✚ ***Year-Wise Admission Sheet:*** The IQAC committee advised maintaining an annual admission sheet with a caste-wise bifurcation. Categories such as ST, SC, OBC, Open, and other classifications will be recorded for better student demographic analysis.

✚ ***Mission and Vision Display:*** The

Provost emphasized the importance of prominently displaying each college's Vision and Mission on large, visually appealing posters to reinforce institutional goals and values.

A Sensitization on Academic audit feedback A.Y 2023 – 2024

– 27th February 2024

Dr. Sanjay H. Buch, Director of IQAC, shared crucial feedback on identifying institutional gaps and aligning documentation with the curriculum where applicable. While detailed guidelines have already been circulated via email to all Deans, Directors, and NAAC members, Dr. Buch reiterated the importance of focusing on key aspects such as risk factors, standardized data collection methods, prescribed data formats, authentic documentation, and proper proof of compliance. All major and minor points were comprehensively discussed during the meeting. Institutions are now gearing up for the upcoming Compliance Audit scheduled for April 2025.





Mentor – Mentee Manual

Bhagwan Mahavir University follows a well-defined Mentor–Mentee Policy as a proactive initiative to ensure the academic, emotional, and personal growth of its students. This policy is designed with the objective of providing structured, personalized support by assigning each student a faculty mentor who acts as a guide, advisor, and motivator throughout their academic tenure. The mentor’s role goes beyond academic assistance, extending to career counselling, emotional well-being, personal development, and overall life skills enhancement.

Through regular and meaningful one-on-one interactions, mentors are able to track the academic performance, attendance, participation, and behavioral progress of their mentees. These meetings allow mentors to understand the unique needs of each student, identify any issues at an early stage—be it academic stress, adjustment challenges, or personal struggles—and provide timely

solutions or escalate matters to higher authorities or counselling cells if necessary.



The policy encourages a nurturing and confidential environment where mentees feel comfortable sharing their goals, aspirations, and concerns. Mentors also motivate students to engage in various institutional events, value-added programs, skill development workshops, and extracurricular activities to ensure all-round development.

At Bhagwan Mahavir University, the Mentor–Mentee system is not just a formal requirement but a culture of care, support, and accountability. It helps in building a strong student–faculty relationship and contributes significantly to the university’s vision of empowering students with the guidance and confidence needed to succeed in their academic journey and future careers.

University OBE Manual

Bhagwan Mahavir University is committed to delivering high-quality education that meets the demands of the 21st century through the adoption of the Outcome-Based Education (OBE) model. This learner-centric and results-oriented approach focuses on achieving clearly defined learning outcomes at various levels of the academic structure, ensuring that students are equipped with the necessary skills, knowledge, and attitudes to excel in their careers and contribute meaningfully to society. OBE at Bhagwan Mahavir University is designed to not only impart academic knowledge but also develop professional competencies, problem-solving abilities, ethical reasoning, and lifelong learning habits among students.

The cornerstone of OBE is its structured framework, which includes Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These components are meticulously designed and mapped to ensure consistency, coherence, and alignment with institutional goals and industry expectations. PEOs are broad goals that graduates are expected to achieve a few years after completing their program, such as leadership in their field, continued education, or entrepreneurial ventures. POs represent the abilities and skills that students are expected to

demonstrate by the time they graduate, including analytical thinking, effective communication, professional ethics, teamwork, and domain knowledge. PSOs focus on the specific competencies that are unique to a particular discipline or department, reflecting the specialized skills required in that field. COs are the immediate learning outcomes that students must achieve by the end of each course. These are granular, measurable, and directly linked to the teaching-learning process. At Bhagwan Mahavir University, the process of curriculum design and development is intricately tied to the OBE framework. Faculty members, along with department and institutional academic boards, participate in the formulation of COs, POs, and PSOs. These outcomes are mapped using Bloom's Taxonomy, which provides a hierarchical classification of learning objectives in cognitive, affective, and psychomotor domains. This ensures a balanced curriculum that not only covers theoretical understanding but also emphasizes application, analysis, synthesis, and evaluation skills.

Teaching and learning strategies under the OBE system are dynamic and student-centric. Faculty members are encouraged to use a variety of pedagogical methods that go beyond traditional lectures. These include experiential learning, problem-based learning, flipped classrooms, case studies, and project-based assignments. These strategies promote deeper understanding and active participation,

enabling students to engage with real-world problems and collaborative learning environments. The role of the faculty shifts from that of a knowledge transmitter to a facilitator and mentor, guiding students in the discovery and construction of knowledge.

Assessment in the OBE system is not limited to rote memorization or traditional examinations. Instead, it is a continuous and comprehensive process that evaluates the actual attainment of outcomes through both direct and indirect assessment methods. Direct assessments include internal assessments, lab experiments, projects, assignments, presentations, and end-semester examinations. These are used to measure the actual performance of students in relation to the predefined COs. On the other hand, indirect assessments are equally important and are gathered through feedback from students, alumni, employers, and external academic audits. This feedback is used to evaluate the relevance and effectiveness of the curriculum and teaching methodologies.

A core element of OBE implementation at Bhagwan Mahavir University is the systematic attainment analysis of COs, POs, and PSOs. After every semester, departments calculate attainment levels using defined rubrics and performance indicators. These metrics provide a quantitative basis for determining whether the targeted outcomes have been achieved. For instance, the CO attainment is calculated based on student performance in internal and external exams mapped to specific outcomes. These

COs are then mapped to POs and PSOs to determine how effectively a course contributes to the overall program goals.

To ensure sustained excellence and relevance, the university follows a Continuous Quality Improvement (CQI) process. Based on the attainment data, departments review the curriculum, pedagogy, and assessment techniques regularly. If the attainment of specific outcomes falls short of the benchmark, corrective actions are taken. These may include revising the curriculum, introducing new teaching methods, conducting faculty development programs, or increasing student engagement activities.

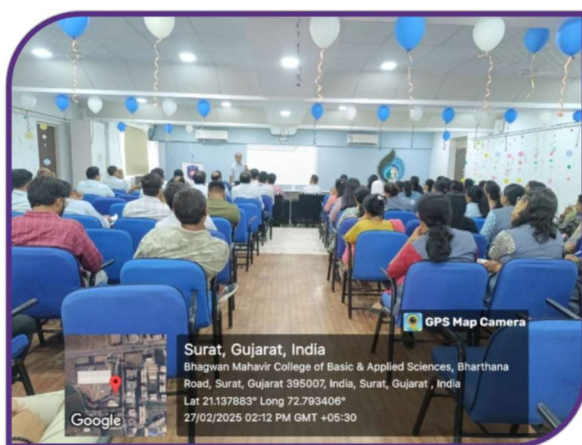
This feedback loop ensures that the education system is adaptive and responsive to changing academic and industry trends.

Monitoring and governance of OBE practices are carried out through multiple layers. Each department forms an OBE Committee responsible for planning, executing, and evaluating OBE-related activities. The university's Internal Quality Assurance Cell (IQAC) oversees the broader implementation and compliance with OBE standards. Regular training sessions, workshops, and review meetings are organized to build capacity among faculty members and ensure uniformity in understanding and application of the OBE model across departments.

The importance of OBE goes beyond internal academic processes. It prepares students for professional accreditation and global



competitiveness. In today's evolving job market, where employers seek more than academic qualifications, OBE ensures that graduates are not only knowledgeable but also skilled, employable, and ethically grounded. Moreover, OBE facilitates national and international benchmarking through frameworks such as the National Board of Accreditation (NBA) and Washington Accord, which require institutions to follow outcome-based approaches for quality assurance.



At Bhagwan Mahavir University, the adoption of OBE also reflects the institution's commitment to NEP 2020 (National Education Policy), which emphasizes flexible learning, multidisciplinary approaches, and competency-based education. The OBE framework enables seamless integration of skill-based courses, internships, value-added programs, and project-based learning, all of which are core recommendations of NEP 2020. This alignment strengthens the university's role in shaping future-ready graduates who can contribute to national development goals and global sustainability.

To facilitate the successful implementation of OBE, the university has developed dedicated OBE software tools and digital platforms for mapping, assessment, and documentation. These platforms provide dashboards and analytical reports for real-time tracking of attainment levels, enabling faculty and administrators to make informed decisions. Student performance data is securely maintained and used to generate comprehensive attainment reports that form the basis of academic audits and accreditations.

In conclusion, Bhagwan Mahavir University's Outcome-Based Education Manual represents a strategic shift from traditional teaching methods to a more structured, transparent, and student-focused model of education. By clearly defining what students should learn and achieve, and continuously measuring how well these goals are met, the university ensures quality education that is relevant, accountable, and globally recognized. Through the OBE framework, Bhagwan Mahavir University not only enhances academic delivery but also nurtures responsible, competent, and innovative graduates equipped for the challenges of the future.

Understanding the Guidelines of NAAC

The National Assessment and Accreditation Council (NAAC) plays a pivotal role in uplifting the quality standards of higher education institutions (HEIs) across India

through its structured assessment and accreditation guidelines. NAAC's framework is designed to foster a culture of quality enhancement, accountability, and transparency by evaluating institutions on a broad spectrum of criteria including curricular aspects, teaching-learning and evaluation, research and innovations, infrastructure, student support, governance, and institutional values. Bhagwan Mahavir University (BMU), recognized for its commitment to academic excellence and holistic development, actively follows these NAAC guidelines to ensure continual quality improvement across its constituent colleges and departments.



Central to the NAAC accreditation process at BMU is the concept of continuous self-assessment and documentation that drives the university to maintain and improve its academic and administrative systems in alignment with national and global standards. Among the critical steps to successful accreditation is the sensitization of faculties, who are the backbone of the institution's academic and administrative functions. At

BMU, dedicated faculty sensitization programs have been regularly conducted, aimed at familiarizing educators and staff with NAAC's objectives, assessment parameters, and their individual responsibilities in the accreditation journey.

These programs equip faculty members with knowledge about data documentation, quality indicators, student-centric learning methodologies, research contributions, and extension activities, enabling them to contribute effectively to the university's self-study report and overall quality enhancement initiatives. Moreover, sensitization fosters a shared understanding and motivation among faculty members, encouraging them to actively engage in academic innovation, transparent evaluation, and holistic development of students, which are key focus areas for NAAC. Through regular workshops, training sessions, and awareness drives, BMU faculties become well-versed in the nuances of NAAC's binary accreditation system, which categorizes institutions based on their performance and readiness for quality assurance processes. This collective preparedness ensures that Bhagwan Mahavir University is not only compliant with NAAC's stringent guidelines but also committed to a sustainable culture of excellence. Over the years, BMU's dedicated efforts in adhering to NAAC's framework have resulted in enhanced research output, improved infrastructure, and

enriched student support services, positioning the university as a leader in quality education in the region. In essence, the guidelines of NAAC serve as a comprehensive roadmap for institutions like BMU aiming to benchmark their quality against nationally recognized standards, with faculty sensitization acting as the cornerstone for successful accreditation and long-term academic progress.



Two – Days Faculty Development Program on “Fostering Academic Excellence for NAAC Readiness”

Key Highlights –

- ✓ Faculty trained on mapping outcomes using Bloom’s Taxonomy for OBE and NAAC alignment.
- ✓ Focus on inclusive, experiential teaching aligned with NEP 2020.
- ✓ LMS promoted for teaching, assessment, and feedback.
- ✓ Departments guided on documentation and audit readiness.
- ✓ Roadmap set for continuous quality



improvement and regular FDPs.

In response to the evolving academic standards and the increasing focus on quality benchmarks in higher education, Bhagwan Mahavir University, through its Internal Quality Assurance Cell (IQAC), organized a comprehensive Faculty Development Program (FDP) on “Fostering Academic Excellence for NAAC Readiness.” The two-day event held on April 16 and 17, 2025, was conceptualized with the strategic objective of enhancing faculty competence in areas aligned with the NAAC assessment criteria. The primary focus was on two of the most pivotal NAAC attributes: Attribute 1, which emphasizes Curriculum Design based on Outcome-Based Education (OBE), and Attribute 5, which concentrates on Learning and Teaching practices.



These attributes are foundational to the functioning of higher educational institutions in a student-centered and accountable manner. While Attribute 1 involves planning, structuring, and delivering curriculum with a focus on achieving measurable academic goals, Attribute 5 focuses on how teaching is

executed, how students are engaged, and how inclusivity and innovation are embedded in the classroom. Together, they drive academic rigor, ensure relevance to societal and industrial needs, and align institutional practices with national frameworks like the NEP 2020, UGC, and AICTE guidelines.



Day 1: Academic Discourse on Learning and Teaching Practices (Attribute 5)

The first day of the FDP commenced with an in-depth exploration of Attribute 5, titled “Learning and Teaching,” led by Ms. Kural Patel, Assistant Director of IQAC at Bhagwan Mahavir University, and chaired by Dr. Vineet Jain. Ms. Jahnvi Masrani provided support during this session. The session emphasized the significance of implementing a well-structured institutional Learning and Teaching (L&T) policy that caters to a heterogeneous student demographic. The academic diversity in terms of language proficiency, attention span, cultural context, and previous knowledge necessitates the development of pedagogical strategies that are inclusive, equitable, and

technologically enabled.

The L&T policy as presented was grounded in the principles laid out by NEP 2020, which advocates for experiential, hands-on, and interdisciplinary learning. It highlighted the importance of consistent teaching practices across the institution and sought to bridge the gap between curriculum intent and delivery. The session explored the role of active learning strategies such as group discussions, peer learning, inquiry-based activities, storytelling methods, arts integration, and digital pedagogy. There was a special focus on ensuring that faculty members use digital platforms like Learning Management Systems (LMS) not only for content dissemination but also for tracking learning progress, enabling assessments, and facilitating timely feedback. Furthermore, the session elaborated on the institutional mechanisms adopted to address the diverse learning needs of students. Provisions for remedial and bridge courses, language support systems, enrichment programs, and personalized mentoring were discussed in detail. The assessment system, as part of the L&T strategy, was described as robust and multidimensional, relying on assignments, quizzes, case-based evaluations, group presentations, seminars, and real-world projects to ensure a fair evaluation process. The integration of a formal academic grievance redressal system, along with the maintenance of academic calendars and structured documentation, was presented as an

institutional best practice promoting accountability and transparency.

Day 2: Curriculum Design and Outcome-Based Education (Attribute 1)

The second day of the program was led by Dr. Amit Saxena, Principal of Bhagwan Mahavir College of Basic and Applied Sciences (BMCBAS), who provided a comprehensive overview of Curriculum Design based on Outcome-Based Education, which constitutes Attribute 1 under the NAAC framework. Dr. Saxena brought to the session his rich academic and administrative experience in academic structuring, and he stressed the shift from traditional, content-heavy models of teaching to an outcome-centric model that emphasizes skill-building, critical thinking, and real-world applicability.

The curriculum, as he described, needs to follow a structured flow beginning from the university's Vision and Mission, followed by Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and finally the Course Outcomes (COs). Each level of this structure is interconnected and aligned with the ultimate aim of producing graduates who are competent, ethical, and globally competitive. Dr. Saxena used illustrative examples to explain how curriculum matrices are constructed, how Bloom's Taxonomy supports the design of learning objectives at various cognitive levels, and how the alignment of COs with POs and PSOs facilitates seamless academic

progression and assessment.

The session placed emphasis on the computational aspect of curriculum design, especially how outcomes are measured through continuous internal assessments, end-semester results, project performances, and other quantifiable indicators. The importance of feedback from students, industry stakeholders, alumni, and faculty in revising and updating the curriculum was strongly emphasized. Dr. Saxena highlighted how these feedback loops create a dynamic curriculum development cycle that adapts to new knowledge, technologies, and market demands.

Through live demonstrations and matrix templates, the session made clear the methodologies for mapping and attaining outcomes, ensuring that each academic activity contributes to holistic student development. The practice of conducting curriculum attainment analysis at the end of every academic year was presented as a quality assurance mechanism that ensures consistency with institutional goals.

Integration of Attribute 1 and Attribute 5 for Holistic Education:

The essence of the FDP was the convergence of Attributes 1 and 5—Curriculum and Learning & Teaching—into a single, coherent academic strategy. This integrated approach not only ensures that courses are structured around achievable and measurable outcomes but also that the delivery of these courses is innovative, inclusive, and adaptive to learner needs. When



combined, these attributes cultivate a pedagogical ecosystem where students are actively engaged, their progress is continuously monitored, and faculty are empowered to reflect and improve their teaching methodologies.

With curriculum mapping forming the blueprint of what is to be learned and pedagogical innovation dictating how it is to be delivered, institutions can develop a more effective learning environment. The introduction of technology, especially LMS platforms, helps streamline this synergy by facilitating the creation, sharing, and assessment of content. Moreover, industry-academia linkages further enrich both attributes by providing real-world relevance and skill alignment for students.

The program highlighted how Bhagwan Mahavir University is taking significant strides in promoting future-ready graduates by implementing structured academic calendars, undertaking attainment-based evaluations, adopting digital pedagogies, and maintaining inclusivity at the core of its teaching ethos. The use of diverse assessments, attention to student well-being, and feedback-based revisions make the institution an ideal model for quality education under the NAAC framework.

Speaker Contributions and Institutional Commitment:

The FDP's success can largely be attributed to the expertise and leadership of the key speakers. Dr. Amit Saxena's presentation on

OBE was particularly impactful, bringing clarity to many faculty members who were previously unfamiliar with systematic curriculum mapping. His pragmatic approach to constructing PEOs, POs, PSOs, and COs and embedding Bloom's Taxonomy within these levels offered a tangible pathway to transform classroom teaching and assessments. His real-world examples and data-driven insights helped simplify complex NAAC-related documentation practices.

Similarly, Ms. Kural Patel's deep dive into the L&T policy made faculty aware of the importance of standardizing teaching practices and integrating digital tools. Her advocacy for inclusive pedagogies and alignment with NEP 2020 reforms reinforced the institution's vision of academic innovation. Together, their sessions acted as both capacity-building exercises and policy orientation frameworks for faculty members across disciplines.

Their contributions were supported by Ms. Jahnvi Masrani, an IQAC member and Assistant Professor, whose coordination ensured smooth transitions between sessions and active participation from attendees. The presence of experienced academic leaders throughout the FDP signaled the university's strong commitment to fostering a culture of excellence and compliance.

Key Takeaways and Outcome Realizations:

At the conclusion of the two-day Faculty Development Program, several important outcomes were realized by both individual



participants and the university at large. Faculty members expressed increased confidence in their ability to formulate and map course outcomes, design assessments that align with POs and PSOs, and incorporate inclusive and digital teaching methodologies. The institutional culture began to reflect an increased sense of alignment between academic documentation, actual teaching practices, and strategic educational objectives. This FDP also played a pivotal role in preparing departments for upcoming academic audits and NAAC visits. The tools, frameworks, and examples shared during the sessions provided a strong foundation for developing department-specific policies and templates. The program encouraged departments to develop their own L&T documentation, grievance redressal mechanisms, academic calendars, and continuous improvement plans.



Moreover, the overall integration of technology into pedagogy received renewed attention. Faculty members committed to expanding the use of LMS platforms not only as content repositories but also as dynamic tools for

attendance, assessments, discussions, and peer collaboration. This commitment directly contributes to achieving digital literacy outcomes mandated by NEP 2020 and ensures student preparedness for 21st-century challenges.

Feedback, Documentation, and Future Roadmap:

The program was well-received by the participants, as evident in the testimonials and feedback collected. Faculty acknowledged the practical orientation, engaging delivery, and relevance of content to their day-to-day teaching responsibilities. Feedback from at least four students was also included, recognizing the visible efforts of the university toward upgrading academic quality.

A comprehensive attendance sheet was maintained, and supporting documents such as session photographs, posters, and PowerPoint presentations were archived for internal quality verification and audit trails. These records form a critical component of the institutional repository that will support future accreditation efforts.

Moving forward, the university plans to conduct regular training programs aligned with NEP 2020 and NAAC parameters, establish department-wise attainment analytics teams, and develop a dashboard for continuous quality monitoring across teaching and curriculum domains. The FDP serves as a benchmark for future academic interventions and solidifies Bhagwan Mahavir University's commitment to

quality and innovation in higher education.

Conclusion:

“Fostering Academic Excellence for NAAC Readiness” was not merely a Faculty Development Program—it was a strategic intervention that laid the groundwork for a transformative educational experience at Bhagwan Mahavir University. By focusing on Outcome-Based Education and Learning & Teaching best practices, the university reaffirmed its commitment to student success, faculty empowerment, and institutional accountability. The knowledge gained, tools shared, and collaborations formed during this FDP will continue to shape academic excellence and drive quality enhancement across all departments.

