



NAAC Sponsored

# National Seminar

Innovations & Reforms

in Teaching Learning Process in Higher Education



30<sup>th</sup> September  
2023  
DURG

## Proceedings

### PRINCIPAL & PATRON

Dr. Sushil Chandra Tiwari

### CONVENOR

Dr. Richa Thakur

### ORGANIZING SECRETARY

Dr. Yasmeen Fatima Pervez  
Dr. M. Shoeb



### FINANCIAL MANAGEMENT

Dr. K.L.Rathi  
Shri Jagrit Thakur

An Initiative by

Internal Quality Assurance Cell

GOVT.DR.W.W. PATANKAR GIRLS PG COLLEGE DURG

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GOVT.DR.W.W. PATANKAR GIRLS PG COLLEGE  
DURG (CHHATTISGARH)



NAAC Sponsored

# National Seminar Innovations & Reforms in Teaching Learning Process in Higher Education

30 - September - 2023, 10:00 AM



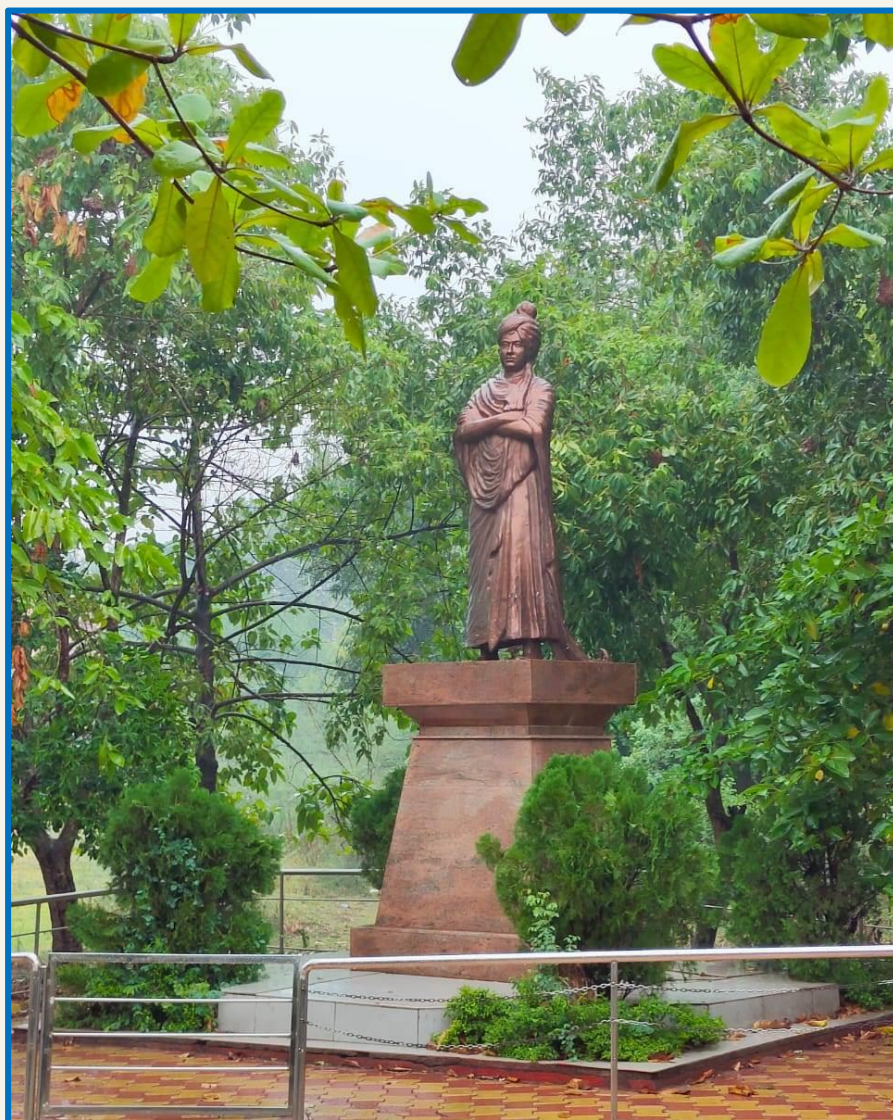
**Principal & Patron**  
**Dr. Sushil Chandra Tiwari**  
Additional Director, Durg Regional



**Hon'ble Chief guest**  
**Dr. Sharda Verma**  
Commissioner, Higher Education  
Chhattisgarh



**GOVERNMENT DR.W.W.PATANKAR GIRLS' PG  
COLLEGE,DURG C.G.,INDIA**



Government Dr. Waman Wasudev Patankar Girls' PG College is a pioneer institute for girls in Chhattisgarh state. With the mission to focus on development of women through education and to support them through life, skills, community-oriented courses, it was established in 1982, and is run by Higher education Department, Government of Chhattisgarh. The college has grown to strength of about 3500 girls, enrolled in UG, PG, Diploma & Ph.D. programmes in Arts, Performing Arts, Commerce, Language, Home Science, Science, Business administration. The highly dedicated staffs, their efforts have given fragrance to the laurels of institute. Our institute is now proving as best facilitator for our girls' creative evolution.

Our institute is affiliated to Hemchand Yadav University, Durg and has been accredited in 3<sup>rd</sup> cycle of Accreditation with B++ Grade with 2.79 CGPA in 2021 by NAAC, recognized as Star College in DBT Star college scheme in 2021.

The College campus spreads in 13 acres of land and its infrastructure was enhanced last year with the construction of new buildings attached to the pre-existing older construction.

The girls' representation in sports in state and national international level and their grand success has lead the institute ranking to be top brass institute. The limited resources of institute has been utilized in its best way to give outstanding performances in academics, research, curricular, co-curricular and extracurricular activities.

College infrastructure consists of 25 classrooms, 13 Laboratories, one smart classroom, IQAC room, Incubation Centre, Gym, indoor sports room, NSS room etc. Regular Yoga camps are organized and institute exhibit extension activities through large participation of our students in NSS.

We hold a vision based on need of urban & tribal area students and decided to work on different areas such as improvement in overall learning experience, good quality research and student friendly administration. Initiatives to nurture and facilitate the development of students of our girl students are one of the thrust areas of mission of Government Dr. Waman Wasudev Patankar Girls' PG College.

The institute's goal is to build thriving and sustainable infrastructure facilities to create a strong and self-reliant women community. Excellence and equity initiative of the institute aims to support learning, teaching, sports and ethical culture in our students. College wishes to elevate the learning, teaching and research activities of low-income and women students.

## Report

Government Dr. Waman Wasudev Patankar Girls' PG College Durg (Internal Quality Assurance Cell) has organized a national seminar on the topic "Innovation and Reforms in Teaching-Learning Process in Higher Education". Commissioner of Higher Education Department, Chhattisgarh, Smt. Sharda Verma was the chief guest in this program. The program was presided over by Dr. R.N.Singh, Principal of Science College.

In her address, Mrs. Sharda Verma said that I feel happy when all the educational institutions do the work of improving and investigating the teaching methodology with self-motivation.

There has been awareness in higher educational institutions and they are continuously moving forward for self-improvement. Be it bringing awareness among students, their personality development, technical education or teaching using new methods, all the educational institutions are doing excellent work. There will be immense benefits in the teaching-learning process through this national seminar. Mrs. Verma said that the Higher Education Department has continuously worked for quality development, which has improved the image of the state at the national level.

Dr. Sushil Chandra Tiwari Principal said that 211 government colleges in the entire state have been evaluated by NAAC. In Durg division also, 53 government colleges have got good grades after getting their quality evaluated by NAAC. He said that now it is the responsibility of all the institutions to continuously maintain the quality standards and play an active role in educational activities.

Guest of Honour Dr. R.N. Singh said that the Higher Education Department has achieved a good position in the field of NAAC evaluation. At present the benchmark has been set for NAAC, it is certain to plan and implement it accordingly. We got very good results in this new process.

The keynote speaker of the seminar was Dr. G.A. Ghanshyam said that quality has improved in every field. For quality in higher education, it is necessary to have innovation and new methods in teaching learning process. This innovation should come from within the stakeholders. India is seen as a world leader in the education system now, according to the Guru-disciple tradition, there should be innovation within the gurus also so that the all-round development of the disciple can take place.

The invited speaker of the second session, Dr. Anjali Awadiya, Head of the Department of Physics, Government Nagarjuna Science College, Raipur, said that “quality education through student-centric pedagogy” is the need of the hour. She has by explaining discussed this on various issues.

Dr. Nitu Bhatnagar, Registrar, Manipal University, delivered talk on “Academic Audit and its relation with NAAC/NBA. Dr. Yasmeen Fatima Parvez Organizing secretary (IQAC Member) Assistant Professor, Chemistry, delivered a lecture on “Online A&A Methodology in the Revised Recognition Framework” As feedback remarks. Dr. Anupama Asthana presented her views on teamwork in NAAC process.

All the participants were given certificates on this occasion.

The program was conducted by IQAC Convenor & IQAC Coordinator of institute Dr. Richa Thakur and vote of thanks was extended by Dr. Mohd. Shoaib.

On this occasion, Principal of Government College, Utai, Dr. Rajesh Pandey, Principal of Government PG College, Bemetara, Dr. P.P. Chandravanshi and senior professor Dr. D.C. Agrawal and professors from various colleges also attended the programme.

## Programme Schedule

(NAAC Sponsored)

# National Seminar

Innovations & Reforms in Teaching Learning Process in Higher Education



30<sup>th</sup> - September - 2023, 10:00 AM Onwards

### PROGRAMME SCHEDULE

10:30 AM - 11:30 AM- Inaugural Session

**Hon'ble Chief Guest** - Mrs.Sharda Verma (Commissioner)  
Deptment of Higher Education (C.G.)

**Guest of Honour-** Dr. R.N.Singh (Principal)

Govt.V.Y.T. PG Autonomous College,Durg (C.G.)

11:30 AM - 12:30 PM - **Key note Speaker** - Dr. G.A.Ghanshyam  
(Professor-English)

Swami Atmanand Govt. English Medium Model College,Bilaspur (C.G.)

12:30 PM - 1:30 PM - **Invited Talk** - Dr. Anjali Oudhia  
(Professor-Physics)

Govt.Nagarjuna PG College of Science Raipur (C.G.)

Topic : Quality Education through Learner Centric Pedagogies

1:30 PM - 2:30 PM - **LUNCH BREAK**

2:30 PM - 3:30 PM - **Invited Talk** - Dr. Nitu Bhatnagar  
(Registrar)

Manipal University, Jaipur

Topic : Academic Audit and It's relevance in NAAC/NBA Accreditation

3:30 PM - 4:00 PM

Online A & A Methodology in Revised Accreditation Framework.

**Speaker** - Dr. Yasmeen Fatima Pervez (Asstt.Professor -Chemistry)

Govt.Dr.W.W. Patankar Girls' PG College,Durg (C.G.)

4:00 PM- 4:15 PM - **Tea Break**

4:15 PM- 5:00 PM- **Valedictory function**



Principal  
Dr.Sushil Chandra Tiwari  
Additional Director Durg Division



Mrs.Sharda Verma  
(Commissioner)  
Deptment of Higher Education (C.G.)



Dr. R.N. Singh  
(Principal)  
Govt.V.Y.T. PG Autonomous College,Durg



Convenor

Dr.Richa Thakur

Internal Quality Assurance Cell (IQAC)  
Govt.Dr.W. W. Patankar Girl's PG College,Durg



## OBJECTIVES

Innovation and reforms in teaching and learning processes are critical for improving the quality of higher education. The landscape of higher education is constantly evolving, with new technologies and educational theories emerging at a rapid pace. Institutions of higher education must adapt to these changes to provide students with the skills and knowledge they need to succeed in the 21st century workforce.

One of the most significant innovations in teaching and learning in higher education is the use of technology. The internet and digital tools have revolutionized the way that students access information and learn. Online courses, virtual reality simulations, and other technological innovations have made it possible for students to engage with course material in new and exciting ways.

Another important innovation in teaching and learning in higher education is the move towards student-centered learning. In student-centered learning, students take an active role in the learning process, working collaboratively with their peers to explore and solve problems. This approach has been shown to be more effective in engaging students and improving learning outcomes.

Flipped classrooms are another example of innovative teaching and learning practices. In a flipped classroom, students review course material before class, usually through online videos or readings. Then, during class time, they engage in hands-on activities, group work, and discussions that reinforce and expand upon the concepts they learned on their own. This approach has been shown to improve student engagement, critical thinking skills, and retention of information. Assessment methods have also evolved in recent years, with a move away from traditional, high-stakes exams towards more formative and authentic assessment practices. These include projects, presentations, and portfolios that allow students to demonstrate their understanding of course material in a more meaningful and comprehensive way.

Innovations in teaching and learning in higher education also include the adoption of interdisciplinary and experiential learning opportunities. Interdisciplinary programs bring together students and faculty from diverse academic backgrounds to collaborate on complex problems that require a range of perspectives and expertise.

Reforms in teaching and learning in higher education are equally important. Reforms are institutional changes that aim to address systemic issues that impact the quality of education. Ahead for example, many Higher

Education institutions have begun to implement more inclusive practices to support students from diverse backgrounds, including first-generation college students, students with disabilities, and students from low-income families. These reforms may include changes to admissions policies, financial aid programs, and support services.

Another important reform in higher education is a shift towards more personalized and flexible learning pathways. Many students today are juggling work, family, and other commitments alongside their education. Institutions of higher education are beginning to recognize the need for more flexible learning options, such as part-time or online programs, that can accommodate the needs of a wider range of learners. Reforms must also address issues related to affordability and accessibility in order to ensure that higher education is accessible to all students, regardless of their socioeconomic background.

In conclusion, innovation and reforms in teaching and learning processes in higher education are essential for improving the quality of education and preparing students for success in the 21st century workforce. These innovations and reforms include the use of technology, student-centered learning, flipped classrooms, new assessment methods, interdisciplinary and experiential learning opportunities, as well as more inclusive and personalized learning pathways.

## OUTCOMES

The National seminar on Innovation and Reforms in Teaching Learning Process in Higher Education is expected to yield several outcomes that can help to improve the quality of education and better prepare students for the 21st-century workforce. The seminar aims to bring together educators, policymakers, researchers, and practitioners to discuss the latest innovations and reforms in teaching and learning processes and share best practices.

One of the expected outcomes of the seminar is to identify the latest trends and innovations in teaching and learning processes in higher education. Participants can learn about the latest educational technologies, new approaches to student-centered learning, flipped classrooms, interdisciplinary programs, and experiential learning opportunities. This knowledge can be applied to their institutions to improve the quality of education and student outcomes.

Its expected outcome is to explore the impact of technology on teaching and learning in higher education. The seminar can provide a platform to discuss the effectiveness of online courses, virtual reality simulations, and other digital tools. Participants can share their experiences and learn about the best practices for integrating technology into the classroom to enhance student engagement and learning outcomes.

The seminar can also provide an opportunity to discuss the importance of assessment methods in teaching and learning. Participants can learn about the latest assessment tools, including projects, presentations, and portfolios that allow students to demonstrate their understanding of course material in a more comprehensive way. They can also discuss the importance of formative and authentic assessment practices that help students learn and improve throughout the course.

Another expected outcome of the seminar is to discuss the importance of inclusive and personalized learning pathways. Participants can learn about

the latest reforms in higher education that aim to support students from diverse backgrounds, including first-generation college students, students with disabilities, and students from low-income families. They can also explore the importance of personalized and flexible learning options that can accommodate the needs of a wider range of learners.

The seminar can also provide an opportunity to discuss the importance of interdisciplinary and experiential learning opportunities in higher education. Participants can learn about the latest research in these areas and share their experiences in implementing these programs at their institutions. They can discuss the benefits of interdisciplinary programs and experiential learning opportunities in developing critical thinking, problem-solving, and communication skills in students.

Finally, the seminar can provide a platform for participants to discuss the challenges and opportunities facing higher education in the 21st century. Participants can explore the impact of globalization, changing demographics, and technological advancements on higher education. They can also discuss the importance of developing a more agile and adaptable educational system that can respond to the changing needs of society.

These outcomes include identifying the latest trends and innovations in teaching and learning, exploring the impact of technology on education, discussing the importance of assessment methods and inclusive learning pathways, and exploring the benefits of interdisciplinary and experiential learning opportunities.



**DR. SUSHIL CHANDRA TIWARI**

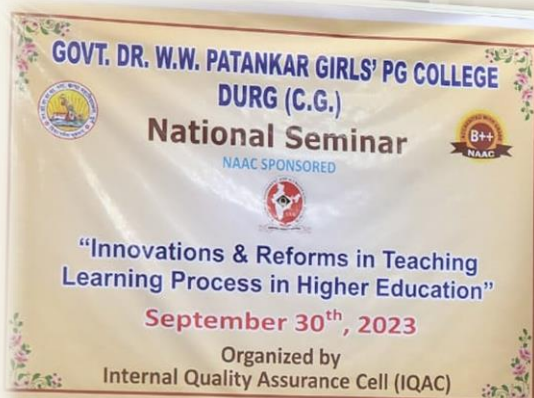
**Additional Director, Durg Division**

**Principal, Govt. Dr.W.W. Patankar Girls' PG College, Durg**

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When we began working on the NAAC Accreditation mission, it resulted in the accreditation of 211 major colleges in the state. This achievement has also earned recognition in the form of the SKOCH Award to the Higher Education Department in Chhattisgarh for carrying out Quality parameters & achieving highest number of NAAC accreditation. The grand success was possible through the motivation of the Higher Education Department & Administration, Commissioner Mrs. Sharda Verma. In the Durg region, 53 government colleges underwent NAAC evaluation out of a total of 68 colleges. To ensure quality enhancement in Teaching-Learning process & continuous monitoring can be carried out, and efforts are made to consistently work on the quality criteria set by the National Assessment and Accreditation Council (NAAC). The educational quality in the state has been appreciated by the entire country, should be maintained and upgraded continuously. As a result, several colleges have received A+ Grade colleges in the Durg region. This allows everyone to upgrade their institutions and make plans for uplifting TLP in their colleges so that preparation for next NAAC evaluation cycle may bring outstanding results. We request all our educators to work consistently in this direction, and for that, upgrade and take benefit from seminar.

In this seminar, all technical sessions and innovations in teaching and learning will undoubtedly be helpful. Deliberations from the experts will stimulate the environment for achieving the objectives of innovations & reforms in TLP.



**MRS. SHARDA VERMA (Chief Guest)**  
**COMMISSIONER, DEPARTMENT OF HIGHER EDUCATION,**  
**CHHATTISGARH**

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I am feeling proud to be here as Chief Guest in National Seminar. I am overwhelmed by the feeling that our state has taken steps in building up quality in higher education. It's a great pleasure in taking note of fact that our institutions are sensitizing through seminar of this nature, and dreaming big to be leaders in Quality implementation in all colleges of state and in country.

The achievement of the Higher Education Department is that we have set a goal to achieve quality integrated progress and its implement.

There is an interest in restructuring educational environments, fostering student personality development, and developing enriched environments in teaching Learning process in all Government & Non-Government participating institutions. I express heartfelt gratitude that teachers are participating actively in achieving goals set by HED.

I hope that the knowledge gained from this seminar will be utilized for the betterment of our students'. There will be improvements in our teaching and learning processes too.

This seminar serves as an excellent example of the new era. About 100 participants have joined this seminar in this seminar hall & many more have joined online to gain benefits from it.

All higher education institutions will continue to work for the improvement of Teaching Learning process which will benefit our students. Students are our first concern and will shine & will bring laurels to state. I express my best wishes for success of this National Seminar.



**DR. R. N. SINGH (Guest of Honour)**  
**Principal**  
**Govt.V.Y.T. PG Autonomous College, Durg**

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Chhattisgarh state has achieved outstanding results under the umbrella of HED & leadership of the Commissioner of getting accredited by NAAC in vast majority in very short span of time. we have established various quality parameters in our colleges. I am happy to announce that during my peer team visit in institutions, people often inquire about how Chhattisgarh has achieved the status of maximum accreditation. It is evident that this accomplishment has been achieved through the dedication of all academicians of Higher education Department.

As the Principal of a leading college in the region and as an administrator, I actively work with Dr. S.C. Tiwari to enhance the quality of education. We consistently work on the NAAC evaluation process. Usually, when the assessment is about to take place, we go into mission mode. Accreditation is continuous process and immediately after the evaluation, we must move on for the next five year plan.

National Seminar of this nature will definitely be imparting pivotal role in establishing reforms in teaching learning process. I request teaching fraternity to set benchmarks based on the knowledge shared by speakers of today.

My best wishes for grand success of the seminar.



### **DR. G.A. Ghanshyam (Keynote Speaker)**

**Professor-English**

**Swami Atmanand Govt. English Medium Model College, Bilaspur**

## **"Innovating Educational Reforms: Enhancing the Teaching-Learning Process in Higher Education"**

### **Introduction**

In today's dynamic world, the education landscape is constantly evolving, driven by the need for innovative reforms that align with the demands of the 21st century. Higher education institutions are recognizing the importance of embracing innovative pedagogies to provide holistic education, equip students with essential skills, and meet the ever-changing demands of society. This presentation explores the diverse range of innovative teaching and learning strategies in higher education that aim to foster well-rounded, competent, and forward-thinking graduates through advance TLP.

### **Holistic System of Education**

The foundation of educational reform lies in providing a holistic system of education that imparts comprehensive knowledge, values, and essential life skills to learners. Traditional learning systems, exposure to real-life experiences,

hands-on learning, value-based learning, problem-solving through explorations, role-plays, memorization, and dissemination through debates and discussions have long been utilized to achieve these core objectives. However, in the 21st century, the emphasis has shifted towards cultivating a broader spectrum of skills and competencies.

### 21st Century Learning Strategies and Implementation

In the rapidly evolving 21st century, learners need not only knowledge but also life skills, career skills, and habits that equip them for success. To achieve this, educational institutions are implementing 21st-century learning strategies:

**Building Staff Capacity:** Teachers and staff must exemplify and model 21st-century skills to support student learning effectively. Faculty development programs (FDPs) play a crucial role in this process, helping educators understand and demonstrate these competencies.

**Supporting Teachers:** To effectively implement 21st-century skills, institutions should organize FDPs and continuous professional development (CPD) programs for teachers regularly.

**Assessing Student Progress:** Regularly collecting data on students' development of 21st-century skills is essential. This data should be formative and not evaluative, transparently communicating its purpose.

**Proactive Support:** Equipping educators with data enables them to identify and support students who may be falling behind, ensuring that every student stays on track.

### Innovative Pedagogies

- Innovative pedagogies play a crucial role in reshaping the teaching-learning process. Some of the prominent approaches include:
- **Blended Learning:** This approach combines online educational materials with in-person classroom methods, creating a dynamic and flexible learning environment.
- **Gamification:** Gamification introduces game elements into non-gaming environments, such as education, to enhance engagement, collaboration, and interaction among students.
- **Computational Thinking:** Computational thinking is a problem-solving process that is essential in the development of computer applications and can be applied to problem-solving in various disciplines.

- **Experiential Learning:** By involving students in hands-on experiences and encouraging reflection, experiential learning connects theoretical knowledge with real-world applications.
- **Multi-literacies and Discussion-Based Teaching:** Recognizing the diversity of platforms and languages in the modern world, discussion-based teaching emphasizes the critical construction of text meaning.
- **Flipped Classroom:** In the flipped classroom model, traditional lecture and homework elements are reversed, with students learning independently outside of class and using in-class time for active learning exercises.
- **Project-Based Learning:** Project-based learning encourages students to apply concepts to real-life situations, promoting the development of practical life skills.

**Research as Pedagogy:** Research as a pedagogical tool engages students in active learning, reflection, analysis, and synthesis, fostering intellectual, creative, and emotional growth.

- **Empowering Faculty Members**
- For these educational reforms to be successful, faculty members in higher educational institutions (HEIs) must acquire and demonstrate specific competencies, including:
  - Improving their teaching effectiveness and facilitating student learning.
  - Staying updated on new fields of knowledge, instructional delivery models, technologies, and pedagogies.
  - Enhancing teaching excellence, research, and engaged scholarship.
  - Adapting to changing learner characteristics.
  - Responding to emerging curricular requirements in local and global contexts.

## Conclusion

Innovating educational reforms and educating for innovation reforms in higher education is essential to prepare students for the complexities of the 21st century. Embracing innovative pedagogies, developing 21st-century skills, and empowering faculty members are all crucial components of this transformation. Through these initiatives, educational institutions can ensure that graduates are not only well-versed in academic knowledge but also possess the essential skills and competencies needed to thrive in an ever-changing world.



**Dr Anjali Oudhia**  
**(Professor Physics)**

**Govt. Nagarjuna PG College of Science, Raipur ( CG)**

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**Topic : Quality Education through Learner Centric Pedagogies**

In Chhattisgarh most of the students come for higher education from socio- economically backward class. Mostly first generation learners with little financial support and academic exposure. They find it difficult to cope up with students from urban background. Language and communication are the greatest hurdles for them.

We as educators must build a good rapport with these students first, for education to be inclusive and learner centric. We must adopt participative experiential pedagogies to help them crossing these hurdles and enjoy learning.

The continuous up gradation of TLP, various pedagogies by teachers as discussed in detail in presentation will lead to improve knowledge levels of students.



**Dr. Nitu Bhatnagar**  
**Registrar**  
**Manipal University Jaipur**

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**Topic : Academic Audit and It's relevance in NAAC/NBA Accreditation**

The National Assessment and Accreditation Council (NAAC) is a government organization in India that assesses and accredits Higher Education Institutions, whereas the National Board of Accreditation (NBA), is entrusted with the responsibility to ensure quality education in India. Therefore, educators running higher education institutions (HEIs) need to gear up and make consistent efforts to upgrade their teaching-learning processes and offer the best provisions to empower students.

**An Academic Audit**

- Reviews the processes and procedures used by departments to enhance the quality of their programs
- Continuous process of self-introspection for better growth of institutions
- Focusses on strategies that a department uses to assure quality education, how these are organised and how well they perform
- Requires the integration of planning, assessment and improvement
- Helps in systematizing University approach to quality by focussing on the body of content (focal area of quality work)
- Defining Learning Outcomes
- Designing Program Curriculum

- Designing Teaching and Learning methods
- Developing and Using Student Assessment
- Improving Quality Education

The presentation dealt with the development of an Academic Audit format, which is helpful in auditing the academic processes in the department. This format has been set with defined QnM as per NAAC and NBA format and with a defined methodology. Based on the feedback of the Auditors, corrective actions can be initiated.



**Rangoli made by Students of  
Government Dr.W.W.Patankar Girls'PG College,Durg**



**Dr. Yasmeen Fatima Pervez**  
**Organizing Secretary (IQAC Member)**  
**Government Dr.W.W.Patankar Girls'PG College,Durg**

### **ONLINE ASSESSMENT & ACCREDITATION METHODOLOGY IN REVISED FRAMEWORK OF NAAC**

The National Assessment and Accreditation Council (NAAC) is a renowned autonomous body responsible for assessing and accrediting higher education institutions in India. Established in 1994, NAAC has played a pivotal role in promoting quality in higher education and ensuring that institutions meet certain standards of excellence. In 2017, NAAC introduced a Revised Accreditation Framework that aimed to make the accreditation process more comprehensive and aligned with contemporary global standards. This framework has brought about significant changes in the way institutions are assessed and accredited, enhancing the overall quality of education in India.

The Revised Accreditation Framework of NAAC, based in Bangalore, is a sophisticated system that combines self-assessment, peer review, and accreditation processes to evaluate the quality of higher education institutions in India. It comprises a four-tiered grading system, with each tier representing a specific level of accreditation. These tiers are 'A+' (the highest), 'A,' 'B,' and 'C,' with 'A+' representing institutions that exhibit the highest levels of quality and 'C' indicating institutions in need of significant improvement.

One of the key features of the revised framework is the emphasis on qualitative and quantitative metrics. Institutions are evaluated on various parameters, including teaching and learning, research and innovation, infrastructure, governance, and student services. A significant change is the inclusion of Outcome-Based Education (OBE) as an essential element in

the assessment process. OBE focuses on the measurable outcomes of education, ensuring that students acquire the necessary knowledge, skills, and competencies.

The assessment process under the revised framework is a well-structured and time-bound exercise. Institutions are required to prepare a comprehensive self-study report that provides detailed information about their strengths, weaknesses, and initiatives. This self-assessment report forms the basis for external peer review, where a team of experts visits the institution to validate the claims made in the report. This rigorous and transparent process ensures that accreditation decisions are based on concrete evidence.

Moreover, the framework encourages institutions to focus on continuous improvement. Once accredited, institutions are encouraged to engage in a process of internal quality assurance, making sure they maintain and enhance their standards over time. This not only ensures that accredited institutions continue to deliver quality education but also promotes a culture of excellence throughout the higher education sector.

The revised framework aligns closely with global best practices in accreditation, making it easier for Indian institutions to be recognized and accepted internationally. This alignment opens doors for international collaborations and student exchange programs, further enhancing the quality of education in India.

In conclusion, the Revised Accreditation Framework of NAAC, headquartered in Bangalore, represents a significant step forward in ensuring quality in higher education institutions in India. By emphasizing a comprehensive approach to assessment, focusing on outcome-based education, and encouraging continuous improvement, the framework sets a high standard for educational excellence. It also aligns Indian higher education with global standards and promotes research and innovation, making it more competitive on the international stage. As institutions continue to engage with the framework, it is expected that the overall quality of higher education in India will continue to rise, benefitting students and the nation as a whole.

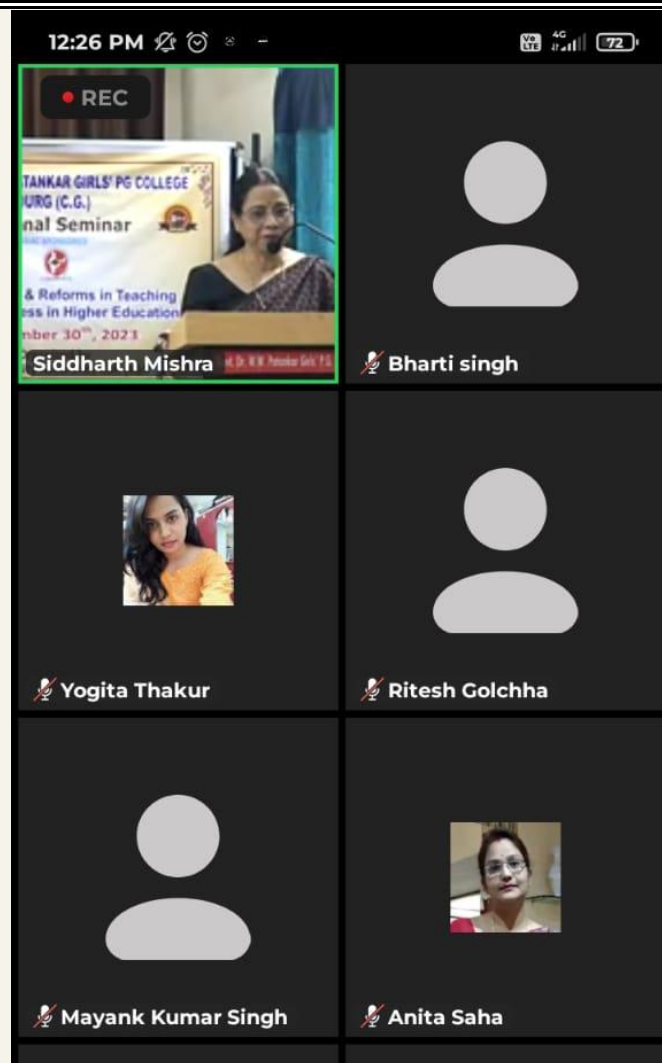














**Dr. Richa Thakur**  
**Convenor (IQAC Coordinator)**  
**Government Dr.W.W.Patankar Girls'PG College,Durg**

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The idea behind organizing the National Seminar on Innovations & Reforms in Teaching Learning Process in Higher Education, is the need of an hour, and the objective of seminar is to upgrade all educators of higher education with all the innovations in the TLP, which NAAC admires through its set quality parameters. This in turn aims at fostering critical skills, knowledge, and ethics among students, which is of significance. The new education policy plays a pivotal role in this regard. Thus, Innovation and improvements in the teaching-learning process in higher education are of paramount importance in the current scenario. The Higher Education Department of Chhattisgarh, through its vision and commitment, has effectively raised awareness about NAAC evaluation and constant quality up gradation.

The theme of seminar hopefully will prove to be meaningful through the insights provided by our knowledgeable speakers/ experts.

I express heartfelt thanks to all participants for taking part in seminar from CG & other states, Our eminent speakers, College Administration and Organizing team.

On behalf of College & IQAC, I express my special thanks to NAAC, Bengaluru for providing financial assistance for conducting this National Seminar & will always be the source of motivation for working for Quality enhancement.

Thank you



# GOVT.DR.W.W. PATANKAR GIRLS' PG COLLEGE DURG (CHHATTISGARH)



September 30<sup>th</sup> 2023

## Advisory Committee

Dr. R.N. Singh  
Dr. Rajesh Pandey  
Dr. Anupama Asthana  
Dr. D.C. Agrawal  
Dr. Amita Sahgal  
Dr. Anil Jain  
Dr. Usha Chandel

## Technical Team

Dr. Meera Gupta  
Shri Ganesh Ram Nayak  
Ms. Isha Deshmukh  
Himanshu Yadav  
Vimal Yadav

## INVITED TALKS :

### Dr.G.A. Ghanshyam

Professor-English  
Govt.Swami Atmanand English  
Medium Model College,Bilaspur,  
(C.G.)

(Keynote Speaker)

### Dr.Anjali Oudhia

Professor-Physics  
Govt.Nagarjuna PG College  
of Science, Raipur(C.G.)

Quality Education through  
Learner Centric Pedagogies

### Dr.Nitu Bhatnagar

Registrar,  
Manipal University,  
Jaipur Campus

Academic Audit and it's relevance  
in NAAC/NBA Accreditation

### Dr.Yasmeen Fatima Pervez

Govt.W.W.Patanakr Girls PG  
College,Durg,(C.G.)

Online  
A & A Methodology in Revised  
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