Institutional Best Practices

Best Practices: I

Title of the Practice: Organized IQAC with the required Infrastructure leading to Internalizing Quality measures of the University.

Objectives of the Practice:

1. To sustain and enhance the Quality in all areas of Education, Health Care & Research.
2. To facilitate the initiatives towards technological advancement and innovation in educational methodologies.
3. To provide training for faculty, Research students to utilize the state of the art educational technologies and research facilities
4. To initiate best quality practices to be experimented by the constituent faculties of SRIHER and to participate in their internalization
5. To Collect and collate data from all the departments so as to enable the University to participate in National Ranking programs of the governmental & non-governmental agencies and to extend to international agencies.
6. Regular conduct of meetings to share the inputs relating to decision making in the areas of Quality measures of the University.
7. To conduct workshops and conferences on quality issues relating to Teaching learning and research for internalization to Constituent Colleges as well as outside institutions.

The Context:

To sustain and enhance the quality initiatives and in keeping with SDG 4 of providing of Quality Education, the University felt the need for quality education across the constituent colleges and initiated the process of accreditation in the year 2003. It decided to apply to NAAC, for accreditation, taking the five core values of NAAC viz, Contributing to development, fostering global competencies among students, inculcating a value system among students, promoting the use of technology besides quest for excellence as a model, the University identified its parameters in tune with its Vision & Mission. Hence a team was constituted with representation from the Constituent colleges and a Senior Official as heading the team started to work towards quality sustenance and enhancement.

Practice:

After submitting the SSR in August 2009, the University had underwent NAAC Peer Team visit and in September 2009 the University was accredited as A grade with CGPA of 3.52 on a 4 point scale. As a result of the post accreditation Quality initiative an Internal Quality Assurance Cell had been constituted on 9th Sep 2009 with Vice Chancellor as the Chairperson and 3 external experts as part of the team along with members drawn from academic and administration. Initially the data for every department was collected manually. As the number of

departments is more than 70, to capture the activities of all the departments exhaustively, a working committee has been created and it was designated as "Q" Cell. Subsequently, the 'Q' Cell initiated the 'Online' mode of collection of data. Hence in coordination with the 'EDP department' of the University, software has been created with 52 questions as required by NAAC. To internalize the Quality systems, coordinators representing each department were selected by the Vice Chancellor and through them the data was collected by the 'Q' Cell of the University. Thus the information regarding Academic& Research activities and Clinical services of all departments along with administrative activities of the University were effectively collected and collated for the preparation of annual report of the University and subsequently the Self Study Report of NAAC for Cycle – 2 Accreditation. IQAC facilitated to collect feedback from students on curriculum and generated student satisfaction index, thereby identified areas requiring improvement annually. It facilitated the implementation of Academic Performance Indicators (API) for teaching faculty in 2014, periodic analysis of publications of the faculty in reputed journals of their research output; Carried out field testing of the new format for Health Sciences Colleges created by NAAC and the report submitted to NAAC, Bengaluru in 2013. On 23rd Jan 2014 Self Study Report in PDF format was uploaded in the University website and a hard copy of SSR submitted on 25th Feb 2014 to NAAC, Bengaluru for cycle 2 accreditation. A 12 member's team visited SRIHER from 19th to 22nd August 2014 and submitted a report to NAAC. SRIHER was awarded A grade with 3.62 CGPA on 4 point scale.

For internalization of quality measures SRIHER created Faculty Quality Cell (FQC) for constituent colleges. This facilitates the constituent college to coordinate with IQAC for data collection and preparation of self-study report for NAAC Cycle 3 Accreditation.

In 2016 NAAC decided to prepare a separate manual for health sciences universities / colleges. SRIHER has been identified by NAAC to undergo pilot study of the manual. As a result of it, IQAC submitted a report to NAAC with its inputs as suggestions to fine tune the manual.

In 2019, SRIHER registered for IIQA for NAAC cycle 3 accreditation processes. After approval of IIQA the format of eSSR duly filled and submitted online to NAAC. SRIHER clarified the queries received from DVV in turn NAAC qualified us in prequalified stage. From 19th to 21st January, 2021 a 11 member peer team visited SRIHER for verifying qualitative metrics and submitted peer team report to NAAC. SRIHER was awarded A++ grade with CGPA of 3.53 on a 4 point scale.

The Quality initiatives adopted by the IQAC since 2014 are Guest Lecture-5, Conferences – 2, Workshops-8, Seminars-2, Webinars – 8, General Body Meetings-13, Annual Quality Assurance Reports submitted to NAAC, Bengaluru – 11, University report submitted to National Institutional Ranking Framework (NIRF) - 5 , University report submitted to India Today Ranking survey- 3 , University report submitted to All India Survey for Higher Education (AISHE) - 5, Report submitted to Association of Common wealth Universities (ACU) –1, Academic & Administrative Audit Committee- 2

To identify the strengths and weakness, a student satisfaction survey has been conducted from all students across the constituent colleges. Also feedback from other stake holders viz. Alumni, Employer, Peers were collected and analyzed on curriculum. The areas for improvement were identified and remedial measures were taken.

Evidence of Success:
- IQAC has become a central documentation analysis centre for ready reference of data for the University as well as for the Constituent Colleges to submit reports to any accrediting bodies, or for any ranking agencies.
- Facilitated effectively in the development of e-governance portal (SRU Connect) which is being increasingly accessed by all faculty, administrators, staff, students and parents.
- Feedback forms are revised and made available in SRU portal.
- Initiated introduction of research portal called Researgence to update faculty research profiles.
- The University has been included under Category I status based on CGPA (3.53 on a 4.0 scale) of NAAC Cycle – 3 Accreditation by UGC/MHRD, New Delhi.
- The University along with Medical, Dental and Pharmacy Colleges were ranked by NIRF 2021 and ranked 14th to Medical College, 8th to Dental College, 21st Pharmacy College, and University to 47th position.
- Participation in the field trial of new Health Science manual of NAAC, Bengaluru in 2013 & 2018 effectively and the suggestions given by us helped NAAC to develop a revised manual exclusively for Health Science Universities.
- The data required for various surveys by agencies such as Association of Commonwealth Universities (ACU), AISHE, MHRD or any other ranking agencies is provided by IQAC periodically.
- It has become a focal point for all quality documents and initiatives.
- In view of the data driven trend of accreditation system for Health Sciences University, the College Quality Cell inputs has been integrated in every stage of the document preparation, compilation and Self Study Report preparation. To facilitate the above draft committee has been formed with senior members and CQC members.
- The accreditation process helped SRIHER to apply for international ranking – THE Impact Ranking. The Times Higher Education Impact Ranking – it placed SRIHER in 101-200 band for Health Care and Well Being (SDG 3)

Problems Encountered & Resources required:

- Sensitizing all the faculty & administrators towards the new-method of 'metrics' (Qualitative & Quantitative) system of NAAC.
- To upload huge data of Quantitative metrics including documentary evidences, a strong IT team required and to create space in the website.
- The operations of 'e-governance' portal to be made more robust and user friendly.

Remedial Measures taken:

1. The EDP department has been strengthened with the appointment of IT-Manager, to achieve e-governance of the University.
2. The server has been strengthened from 8 TB to 12 TB.
3. To set benchmarks in teaching-learning, research and clinical services, the University created Quality Cell of the individual Constituent colleges with the aim of creating a report based on the key aspects of NAAC. Hence the "College Quality Cell" has been created with Dean/Principals as the Chairperson of the cell and Vice Principal as secretary and member representing Curriculum Committee, Research Committee, Student Council, Alumni, Placement, besides student section, HR, Maintenance, and Infrastructure etc.
4. As NAAC has launched a new health sciences manual, sensitization of IQAC members and all the faculty was done by experts from outside and within the University.
5. The data required for various outreach activities are obtained from the various departments is also sensitized by the Senior Coordinator – IQAC.
6. As a hall mark for teaching learning facilities, every constituent units were installed with smart boards to enable effective Teaching-Learning process.
7. Input from Governing Board / Council particularly External members were viewed seriously and actions taken later.

Any other Information:

- Quality indicators in Teaching-learning have been identified on various aspects at various levels viz. department, Institution and University.
- The data collected by the individual CQC's will enable them to go for accreditation / certification of individual colleges/departments, by various national and international accrediting bodies.
- IQAC has played a mentoring role for IQAC of other Institutions (JamiaHamdard University, New Delhi / DattaMaghe Institute of Medical Sciences, Nagpur/ Sri BalaljiVidyapeeth University, Puducherry/ Chettinad Academy of Research and Education, Chennai / Mahatma Gandhi Mission's Medical College (MGMMC), Mumbai/ Santhosh University, Ghaziabad, Uttar Pradesh).

Conclusion:

The Internal Quality Assurance Cell has been playing a pivotal role in the accreditation process in a remarkable and significant manner thus it can be termed as a 'Best Practice'

Best Practices: II

Title of the Practice: Institutional preparedness during COVID period in Education

Objectives of the Practice:

- To provide environment for online access of teaching material to the students
- To train faculty members in developing and delivering e content
- To augment infrastructure for maintenance of the LMS and other software used for delivering online courses.
- To introduce Lecture classes and practical (demonstration) sessions in synchronous(using Google meet) and asynchronous mode (using the LMS- MOODLE).
- To introduce the credit transfer system for students who take elective courses from NPTEL, Coursera etc.

The Context:

SRIHER has established Learning Management System individually for Medical College (https://elearning.sriramachandra.edu.in/) and other Health sciences Institutes (http://hselearning.sriramachandra.edu.in/moodle/) **since 2017**. The teaching materials are uploaded in the LMS. Synchronous online lectures were conducted using Google meet and Big Blue Button tool embedded within LMS. Course learning outcomes are assessed through online assignments, MCQs and tests. This facilitated to provide a learning environment to the students during the pandemic and helped them to complete the academic session successfully.

Practice:

SRIHER adopted a systematic way of handling the academic sessions including examination during the COVID situation for seamless teaching learning process. The teachers were trained to handle the online mode of teaching by conducting many in house training sessions.

The teaching materials are uploaded in the LMS. Synchronous online lectures were conducted using Google meet and BigBlueButton tool embedded within LMS. Course learning outcomes are assessed through online assignments, MCQs and tests. Institute has a studio to record the lectures, established in collaboration with IIT, Madras and NPTEL which can record and also deliver course content to registered students. Due to the limitations of statutory regulatory authority / council guidelines Credit transfer / Online testing is restricted to Continuous Internal Assessment (CIA). The elective summative exams were conducted online through LMS successfully during the pandemic.

Faculty Capacity Development:

Around 90% of the faculty members are trained in developing and delivering e-content. Video tutorials are developed and hosted in institute's portal to train the faculty members. The online learning committee of the Institute conducted regular training sessions during the lockdown

period. The faculty are abreast using various tools like Open Broadcaster Software, Screen Cast-o- Matic, Kahoot and Socrative.

Organisational support:

SRIHER has an online learning committee a wing of Sri Ramachandra centre for health professional education to oversee the online teaching learning. Institute has a policy on online learning and e-content creation. Institute subscribes for software/platforms like knowledge presenter, Screen Cast-o-Matic, G Suit, Go to Webinar and PowToon for the online teaching learning. IT wing of the Institute maintains the LMS and other software used for delivering online courses.

Implementation of online education: (especially during the Pandemic)

Lecture classes and practical (demonstration) sessions were taken in synchronous (using Google meet) and asynchronous mode (using the LMS- MOODLE). Small group discussions, seminars, journal clubs were conducted by using the Big Blue Button of the MOODLE platform. For all the online classes, the recorded videos of the lectures/practical demonstrations were uploaded on the LMS. Lessons, interactive learning modules, instant assessments in the form of quiz, discussion forum, MCQs, assignments and other resources to support the students in the acquisition of knowledge and skills were used through the LMS. This happened across all the Faculties in the University, for both undergraduate and postgraduate students. Interns, postgraduates and the faculty were also kept abreast with current concepts by attending the series of national and international Webinars – 103 (using the Go to Webinar platform) organised by various departments, committees and fora.

Evidence of Success:
Uninterrupted teaching learning process occurred during the pandemic.

The faculty are abreast using various tools like Open Broadcaster Software, Screen Cast- o-Matic, Kahoot and Socrative.

Complete support from the management made seamless administration of teaching-learning and evaluation of all the programs.

It helped the controller of examinations to adapt to the newer technology for completing the academic sessions on time. This has facilitated the deans/Principals to decide on new sessions

The facility created over years and being in continuous use enabled the Institute to quickly transform towards online teaching and learning. This enabled seamless education / training for students enrolled across the programs, minimizing the learning loss during the lockdown period.

Problems Encountered and Resources required:

The server was unable to take the load which was then corrected by increasing the band width.

The teachers were not comfortable in handling the e platforms, but later they were given adequate training which facilitated effective teaching learning process

Some of the students had problems in their internet connectivity which was resolved by themselves.

Remedial Measures taken:

A faculty coordinator was identified for providing training to all the faculty on using the online platform for the conduct of theory sessions besides webinar and workshop.

The controller's office has made all the Ph D viva voce exams online

Any other Information:
Online courses:

The details of the NPTEL courses offered through the CBCS system are as follows:

No. of students offered online courses which have credit transferred to transcript: 1035

Total no. of online courses which have credit transferred to the transcript: 134

Total no. of credits transferred to transcript: 361

Sri Ramachandra Faculty of Nursing offered 6 courses to the University of Muhammadiyah, Cirebon, Indonesia for 3 students enrolled in the BSc Nursing (basic) program under credit transfer programme, with total credit points of 16.