ACCREDITED WITH 'A' GRADE BY NAAC

QUALITY ENHANCEMENT ACTIVITIES INITIATED

BY IQAC

SESSION: 2024-25

SUMMARY

S.No.	Title of Activity	Date of Activity
1	Seminar on "Promotion of Indian Knowledge Systems (IKS) and Languages"	12.09.2024
2	Seminar on "Enhancing Research Quality and Integrity"	18.12.2024
3	Workshop on "Quality Indicators and Metrics of Binary Accreditation (NAAC)"	17.02.2025
4	Seminar on "Credit Transfer, MOOC Integration and Life-Long Learning"	22.05.2025

Report of

Seminar
On
"Promotion of Indian Knowledge Systems (IKS) and Languages"

Date: September 12, 2024 (Thursday)
Venue: Seminar Hall, Department of Mechanical Engineering

IFTM UNIVERSITY

SEMINAR
ON
"PROMOTION OF INDIAN KNOWLEDGE
SYSTEMS (IKS) AND LANGUAGES"

Resource Person:
Dr. Mohan Lal 'Arya'
**(Director, School of Education & Humanities, IFTM University,
Moradabad)**

Date: September 12th 2024 (Thursday), Time: 11:00 AM
Venue: Mechanical Seminar Hall

ORGANIZED BY:
INTERNAL QUALITY ASSURANCE CELL (IQAC)
IFTM UNIVERSITY, MORADABAD

The Internal Quality Assurance Cell (IQAC) of the University organized a seminar entitled **"Promotion of Indian Knowledge Systems (IKS) and Languages"** with the esteemed presence of **Prof. Mohan Lal 'Arya'**, Director, School of Education and Humanities, IFTM University, Moradabad is a distinguished scholar in the field of Indian cultural knowledge and heritage. The session witnessed enthusiastic participation from 62 members, comprising faculty, administrative staff, and selected postgraduate students.

The purpose of the seminar was to sensitize the academic community about the significance of preserving, promoting, and integrating the Indian Knowledge Systems (IKS) and regional

languages into mainstream education and institutional practices. With the National Education Policy (NEP) 2020 emphasizing the revival of IKS and the usage of Indian languages in academia, this session served as an enlightening and timely intervention.

Objectives of the Seminar

The seminar was conceptualized with the following core objectives:

1. To enhance awareness about Indian Knowledge Systems (IKS) and their contribution to global intellectual traditions.

2. To explore strategies for promoting regional and classical Indian languages in academic and administrative settings.

3. To align institutional practices with NEP 2020 recommendations on IKS and linguistic diversity.

The seminar commenced with a formal welcome address by the Prof. Rakesh Kumar Yadav, IQAC Director, who elaborated on the rationale for organizing the seminar in light of national academic reforms and the growing relevance of IKS. This was followed by a brief introduction of the guest speaker, highlighting his academic journey and achievements.

Prof. Mohan Lal 'Arya' began his session with an invocation to Indian philosophical thought, stating that "knowledge in the Indian tradition is not merely information, but transformation." He underlined that Indian Knowledge Systems comprise not just ancient texts, but holistic practices encompassing science, mathematics, medicine (Ayurveda), agriculture, linguistics, governance, ethics (Dharma), architecture (Vastu), performing arts, and environmental consciousness.

Prof. Mohan Lal 'Arya' elaborated on various domains within IKS:

- **Philosophy and Logic (Darshanas)**: The six schools of Indian philosophy—Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta—were introduced along with their relevance in contemporary discourses on critical thinking, ethics, and metaphysics.

- **Mathematics and Astronomy**: Contributions of Aryabhata, Bhaskaracharya, and Brahmagupta were highlighted, including the concept of zero, decimal system, and planetary calculations that predate modern astronomy.

- **Medicine and Health Sciences**: The system of Ayurveda was discussed in terms of its scientific principles, holistic approach, and modern applications in wellness and preventive care.

- **Architecture and Town Planning**: Ancient texts like Vastu Shastra and principles from the Indus Valley Civilization were linked to modern environmental planning and sustainable development.

- **Education and Pedagogy**: The traditional Gurukula system was praised for its focus on personalized learning, ethical grounding, and community integration.

A significant part of the session was dedicated to linguistic diversity. **Prof. Mohan Lal 'Arya'** discussed the cultural, cognitive, and philosophical importance of preserving Indian languages, classical and modern alike. He emphasized:

- The role of **mother tongue-based education** in foundational literacy and critical thinking.

- The **interconnectedness between language and worldview**, especially in subjects like ethics, epistemology, and literature.

- The **digitization of classical texts** and creation of multilingual knowledge resources.

- Practical measures such as **bilingual teaching materials**, **terminology standardization**, and **linguistic inclusion in research publications**.

He also advocated for teaching modern disciplines such as science, mathematics, and commerce in Indian languages to enhance accessibility and innovation.

After the lecture, the floor was opened for an engaging Q&A session. Participants raised insightful queries regarding the practical challenges in adopting Indian languages for higher education, balancing global competitiveness with indigenous content, Integrating IKS into STEM fields, the scope of research and publication in IKS areas.

Prof. Mohan Lal 'Arya' answered all questions with scholarly depth, encouraging participants to view IKS not as a replacement for modern knowledge, but as a complementary source that can enrich academic rigor and cultural grounding. Participants expressed great appreciation for the session, noting the depth of content and the clarity with which complex themes were articulated.

The seminar concluded with a Vote of Thanks delivered by Prof. Rakesh Kumar Yadav, IQAC Director who acknowledged the contributions of the guest, participants, organizing team and volunteers.
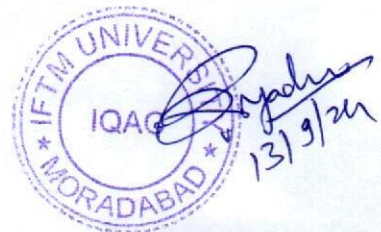
Outcomes of the Seminar

The seminar resulted in several concrete outcomes:

1. Enhanced awareness among internal stakeholders about IKS and Indian languages.
2. Proposal to create an IKS & Indian Languages working group under IQAC.
3. Initiation of a faculty development proposal on integrating Indian perspectives in curriculum.
4. Identification of IKS topics for potential student research and project work.
5. Commitment to use Indian languages in select institutional communications and celebrations.

Report of

Seminar
On
"Enhancing Research Quality and Integrity"

Date: December 18, 2024 (Wednesday)   **Venue: Auditorium, Shankar Bhawan**

IFTM UNIVERSITY
Seminar
on
"ENHANCING RESEARCH QUALITY AND INTEGRITY"

Date:
December 18, 2024
(Wednesday)
Time: 11:30 AM
Onwards

Venue:
Shankar Bhawan,
Auditorium

Resource Person:
Dr. Arun Kumar Mishra
Director- Sahu Onkar Saran School of Pharmacy, Faculty of Pharmacy,
IFTM University, Moradabad

ORGANIZED BY:
INTERNAL QUALITY ASSURANCE CELL (IQAC),
IFTM UNIVERSITY, MORADABAD

In today's competitive and ever-evolving academic world, the quality and integrity of research serve as the foundation upon which institutions build their reputation and academic legacy. Recognizing this significance, the Internal Quality Assurance Cell (IQAC) of the University organized a thought-provoking and highly impactful Seminar on **"Enhancing Research Quality and Integrity"** on **December 18, 2024**. The event was graced by the presence of **Prof. Arun Kumar Mishra**, a renowned academician and Director of the **Sahu Onkar Saran School of Pharmacy**, as the Chief Guest and keynote speaker.
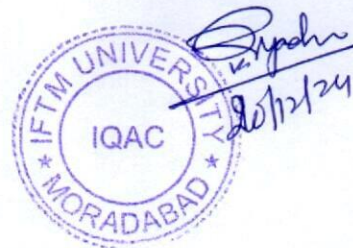
The session was conducted at the University Auditorium and witnessed enthusiastic participation from **137 attendees**, including faculty members and research scholars. The purpose of the event was to discuss the pressing need for maintaining high standards in academic research, promote ethical practices, and encourage institutions to establish systems that support responsible research conduct.

Objectives of the Seminar

The session was conceptualized with the following key objectives:

- To foster an understanding of what constitutes high-quality academic research.
- To underline the ethical standards and integrity required in scholarly work.
- To explore methods and institutional mechanisms to prevent academic misconduct.
- To build awareness of the global best practices in research and publication.
- To motivate researchers to adopt a culture of transparency, reproducibility, and accountability.

The session commenced with a warm and engaging **welcome address by Prof. Rakesh Kumar Yadav, Director, IQAC**, who expressed heartfelt gratitude to the distinguished guest **Prof. Arun Kumar Mishra**. Prof. Rakesh Kumar Yadav emphasized the vital role of IQAC in fostering a culture of academic excellence and quality assurance within the University. In his welcome remarks, he noted that the "Research is not just a requirement for academic progression; it is the essence of intellectual advancement. It shapes our understanding of the world and ensures that higher education institutions remain relevant, responsible, and respected." Prof. Yadav. also took the opportunity to briefly introduce the session theme and highlight the relevance of research integrity in light of the increasing incidents of plagiarism, data fabrication, and predatory publishing.

The keynote address by **Prof. Arun Kumar Mishra** was the cornerstone of the Session. A celebrated scholar, experienced academic leader, and an advocate of research reforms. Prof. Mishra began by setting a clear conceptual framework around two critical constructs: **Research Quality** and **Research Integrity**. He defined high-quality research as being **original, relevant, rigorous, and impactful**, and distinguished it from superficial or derivative work. He explained that research integrity is about **honesty, accuracy, efficiency, and objectivity**, and stressed that
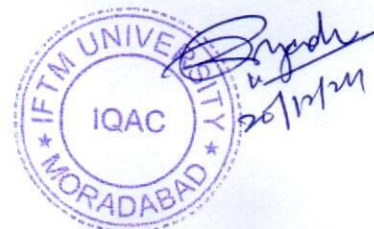
both quality and integrity are inseparable pillars of responsible research. He outlined several systemic and personal challenges that affect research quality, such as:

- Pressure to publish ("Publish or Perish" culture).
- Inadequate research training and mentorship.
- Lack of awareness about publication ethics.
- Rise of predatory journals and questionable conferences.
- Misaligned institutional incentives.
- Poor peer-review mechanisms.

He elaborated on how these challenges create an environment that sometimes compromises integrity and results in **plagiarism, falsification, fabrication, and redundant publication.**

In a gripping segment, Prof. Mishra shared real-life examples of research misconduct from India and abroad, including retractions from reputed journals, instances of fabricated data in biomedical research, and the consequences faced by errant researchers. These examples drove home the point that **research misconduct not only tarnishes individual careers but also diminishes public trust in science and academia.**

Prof. Mishra then presented a roadmap for **enhancing research quality**, emphasizing a proactive, institutionally supported, and ethically sound approach. His recommendations included:

- Promoting interdisciplinary research and collaboration.
- Ensuring proper research design and methodology.
- Training faculty and students in research ethics and scientific writing.
- Encouraging publication in indexed and peer-reviewed journals.
- Maintaining detailed and reproducible research records.
- Fostering a feedback and mentoring culture.

He emphasized the use of tools such as **Turnitin, iThenticate, Grammarly, and CrossRef** to check for plagiarism, as well as platforms like **ORCID, Publons, and Scopus** to maintain researcher profiles and ensure transparency.

Following the keynote, an engaging **Q&A and interactive discussion session** was held, where participants posed thoughtful and pertinent questions. Prof. Mishra responded to each query with clarity, depth, and examples, providing actionable advice. He also encouraged young researchers

to **focus on quality over quantity**, to read widely, and to **engage in collaborative research** for holistic development.

The formal **Vote of Thanks** was delivered once again by **Prof. Rakesh Kumar Yadav,** who expressed profound gratitude to Prof. Arun Kumar Mishra for his visionary keynote, all faculty, research scholars, and students for their enthusiastic participation,the organizing committee and technical staff for their flawless execution of the event, the Vice Chancellor and University Management for their unwavering support to IQAC initiatives.

Outcomes of the Seminar

The session significantly raised awareness among participants about the importance of maintaining research ethics and integrity in academic work. Attendees gained practical knowledge on identifying and avoiding research misconduct such as plagiarism, data fabrication, and publication in predatory journals. The keynote address helped participants understand global standards and best practices for ensuring research quality. Researchers and faculty were introduced to essential digital tools and institutional mechanisms for promoting transparency and accountability in research. The interaction motivated young scholars to prioritize originality and ethical rigor in their work. Overall, the session fostered a culture of responsible research and emphasized the need for continuous learning and institutional support.

Report of

Workshop
On
"Quality Indicators and Metrics of Binary Accreditation (NAAC)"

Date: February 17, 2025 (Monday)
Venue: Auditorium, School of Business Management

आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश
IFTM University, Moradabad, Uttar Pradesh
NAAC ACCREDITED

Seminar

On

"QUALITY INDICATORS AND METRICS OF BINARY ACCREDITATION (NAAC)"

Resource Person:

Dr. Rakesh Kumar Yadav,
Director- IQAC,
IFTM University, Moradabad

17th February, 2025 (Monday),
11:30 AM onwards

Venue: Seminar Hall, School of
Business Management

ORGANIZED BY:
INTERNAL QUALITY ASSURANCE CELL (IQAC),
IFTM UNIVERSITY, MORADABAD

In pursuit of academic excellence and continuous University improvement, the Internal Quality Assurance Cell (IQAC) of the University organized a one-day workshop on **"Quality Indicators and Metrics of Binary Accreditation (NAAC)"** on February 17, 2025, held at the Auditorium of the School of Business and Management (SBM). The workshop aimed at enhancing the understanding of quality metrics among the University's stakeholders. A total of 57 delegates,

including IQAC nodal officers, senior faculty members, and heads of departments (HODs), participated in the event.

The workshop featured eminent academician and experts in the field of higher education quality assessment **Prof. Rakesh Kumar Yadav**, Director IQAC, who graced the event as the **Chief Guest**. His presence and insights provided a strategic framework for navigating the complexities of quality assurance and accreditation in higher education institutions.

Objectives of the Workshop.

- Familiarize stakeholders with the latest updates in the National Assessment and Accreditation Council (NAAC) binary accreditation framework.
- Interpret and understand the newly introduced quality indicators and metrics.
- Promote best practices in quality enhancement and assurance mechanisms.
- Equip departments and schools to align with NAAC's expectations under the binary accreditation model.

Prof. Yadav began by tracing the historical evolution of NAAC since its establishment in 1994. He discussed how the focus of accreditation has shifted over time from qualitative peer review to **data-driven quantitative analysis** supported by ICT tools like **Data Validation and Verification (DVV)**.

He explained the rationale for the binary accreditation framework and how it offers clarity, objectivity, and comparability across institutions. He outlined the shift from **grade-based to binary indicators** for certain key metrics, aiming to ensure transparency, consistency, and reduced subjectivity.

Prof. Yadav elaborated that NAAC's move toward binary accreditation is grounded in the imperatives like enhancing **transparency and objectivity** in institutional evaluations, simplifying accreditation outcomes into **'Accredited' or 'Not Accredited'** categories, focusing more on **qualitative transformation** and **threshold compliance** rather than competitive grading. He further included that the new Binary Accreditation model has replaced the previous seven-point CGPA grading system with a **Yes/No decision matrix** based on a set of **core Quality Indicators**

(QIs). Institutions are assessed against **minimum benchmarks** defined under specific **criteria and metric**

Prof. Yadav walked through the **newly calibrated metrics**, highlighting significant changes:

- **Outcome-Based Assessment:** The focus is now on **learning outcomes,** not just teaching inputs.
- **Weightage Rebalancing:** Greater emphasis has been placed on **teaching-learning quality** and **student progression**.
- **Inclusivity Metrics:** Inclusion of **equity, gender sensitization**, and **environmental consciousness**.
- **Digital Transformation Readiness:** Recognition of **ICT integration,** Learning Management Systems (LMS), and digitized administrative systems.
- **Stakeholder Feedback Systems:** Mandatory stakeholder participation in **curriculum revision and governance**.

He also provided a **deep dive into the Binary Evaluation Matrix**. A detailed comparison between the **old CGPA model** and the **new binary accreditation** model was presented. Attendees were briefed on how each metric would be assessed for binary decision-making. Prof. Yadav also demonstrated how institutions should re-engineer their **Self-Study Reports (SSRs)** under the binary system. He stressed the importance of **evidence-based reporting** and outlined the **workflow for data collation, document submission**, and **NAAC portal compliance**.

Prof. Yadav concluded the workshop with a recommended phased roadmap for readiness under BAF:

1. **Stage 1: Quality Diagnostic Audit** – Conduct internal gap analysis and SWOT.
2. **Stage 2: Documentation Reforms** – Establish robust data management systems.
3. **Stage 3: Stakeholder Training** – Continuous capacity building for faculty and staff.
4. **Stage 4: Pre-Accreditation Mock Review** – IQAC-led dry runs before final submission.

He urged each school and department to designate a "Quality Custodian", accountable for aligning institutional processes with NAAC metrics.
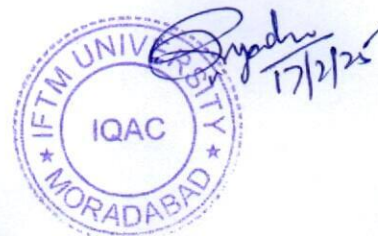
Outcomes and Impact

The workshop resulted in the following tangible outcomes:

- Enhanced awareness of the Binary Accreditation system among key academic stakeholders.
- Drafting of a University IQAC Action Plan for BAF compliance.
- Formation of department-level quality circles to facilitate bottom-up quality initiatives.
- Agreement on creating a centralized digital archive of documents and feedback systems.

Report of

Seminar
On
"Credit Transfer, MOOC Integration and Life-Long Learning"

Date: May 22, 2025 (Thursday)   **Venue: Seminar Hall, Pharmacy Academy**

IFTM UNIVERSITY

Seminar
on
"Credit Transfer, MOOC Integration and Life-Long Learning"

Date:
22nd May, 2025
(Thursday)
Time: 11:00 AM

Venue:
Seminar Hall,
Pharmacy Academy

Resource Person:
Dr. Navneet Verma
Pro Vice Chancellor- Research & Development,
IFTM University, Moradabad

ORGANIZED BY:
INTERNAL QUALITY ASSURANCE CELL (IQAC),
IFTM UNIVERSITY, MORADABAD

In an era of rapid technological advancement and digital transformation in higher education, institutions are under increasing pressure to provide flexible, accessible, and relevant learning pathways. Recognizing this necessity, the Internal Quality Assurance Cell (IQAC) of the University organized a one-day seminar on **"Credit Transfer, MOOC Integration, and Life-Long Learning"** on **May 22, 2025**, at the **Seminar Hall, Pharmacy Academy**.

The seminar aimed to foster academic discourse and promote awareness of the National Education Policy (NEP) 2020's vision for academic mobility, digital learning, and a culture of continuous education. The seminar witnessed the participation of **66 attendees**.

The session was graced by **Prof. Navneet Verma, Pro-Vice Chancellor (Research & Development)**, IFTM University, who served as the **resource person** and delivered a thought-provoking lecture on the integration of credit transfer systems, the potential of MOOCs (Massive Open Online Courses), and strategies to implement life-long learning frameworks in Universities.

Objectives of the Seminar

- To provide insights into the UGC's regulations on credit transfer mechanisms.
- To create awareness about integrating MOOCs into formal curricula.
- To discuss the implications of life-long learning in the context of NEP 2020.
- To empower faculty and students with knowledge on digital learning platforms like SWAYAM, NPTEL, and Coursera.
- To discuss the role of academic institutions in nurturing a continuous learning ecosystem.

Prof. Navneet Verma began his keynote address by contextualizing the role of the university in the current educational and digital landscape. He emphasized that the traditional model of education is being replaced by a learner-centric, flexible, and modular approach. He started by elaborating on the **Academic Bank of Credits (ABC)**—a digital repository launched under the NEP 2020 to facilitate the seamless transfer and accumulation of academic credits. He included Overview of the ABC and its role in promoting student mobility across institutions, Benefits of modular learning and multiple entry-exit points, Mechanisms to ensure quality control and equivalency during credit transfer, Institutional preparedness and curriculum restructuring to align with the ABC system, Challenges in implementation: IT infrastructure, faculty training, and assessment alignment. Prof. Verma emphasized that the success of credit transfer lies in strong institutional coordination and standardization of academic structures. He encouraged faculty members to become facilitators of academic mobility and to embrace flexibility in academic programming.

Prof. Verma then focused on the **integration of MOOCs into formal higher education curricula**. MOOCs, offered by platforms such as SWAYAM, edX, Coursera, and NPTEL, provide

high-quality learning resources accessible to students across the globe. He illustrated how MOOCs enable universities to offer diverse electives, especially in emerging and interdisciplinary fields, without requiring in-house faculty for each course. He also emphasized faculty responsibility in curating, recommending, and evaluating MOOC courses for academic credit.

The most compelling part of the session revolved around **Life-Long Learning (LLL),** a concept that transcends formal education and encourages continuous skill development throughout one's life. Prof. Verma stressed that universities must move beyond the traditional three- or four-year degree structure to support alternative learning pathways, such as:

- Skill development workshops.
- Online certifications.
- Alumni access to university learning resources.

He cited global models, such as Finland's LLL programs and Singapore's SkillsFuture initiative, as benchmarks that Indian institutions could adapt.

After the keynote address, a vibrant **interactive session** followed where the attendees posed thoughtful questions and shared their insights. Prof. Verma provided clarifications and offered practical solutions

Outcomes of the Seminar

The key outcomes of the seminar include:
- Increased awareness among faculty and students regarding ABC and credit transfers.
- Identification of MOOC courses to be adopted into the curriculum for the upcoming academic year.
- Formation of a task force by the IQAC to explore LLL initiatives, including alumni engagement and micro-credentialing programs.
- Initiation of training sessions for faculty on integrating MOOC platforms and credit mapping.
- Development of institutional policy frameworks for blended learning and modular credit accumulation.