



St. Vincent College
(Affiliated to Savtribai Phule Pune University)
Pune -411037

Title of the Event	FDP on faculty preparedness for accreditation		
Date of the Event	October 9 to October 15, 2025	Place of the event	St. Vincent College
Objectives of the Event	To enhance faculty understanding of the NAAC accreditation framework—particularly its focus on outcomes, quality assurance, and institutional values—and to foster a proactive, reflective approach toward accreditation as a tool for continuous improvement rather than mere compliance.		
Name/s of the Resource Persons	Prof. Yashodhan Mithare, H. V. Desai College		
A short narration of the program			
FDP on faculty preparedness for accreditation			
From October 9 to October 15, 2025, St. Vincent College organized a week-long Faculty Development Program (FDP) on the theme “Faculty Preparedness for NAAC Accreditation,” aimed at deepening institutional understanding of the National Assessment and Accreditation Council (NAAC) framework and aligning academic and administrative practices with its evolving criteria. The program was designed not as a procedural checklist exercise but as a reflective, capacity-building initiative that encouraged faculty to view accreditation as an opportunity for continuous institutional improvement rather than a compliance-driven audit. The FDP commenced with a conceptual orientation to the NAAC’s revised accreditation framework, particularly the emphasis on Outcome-Based Education (OBE), learner-centric pedagogy, and data-driven decision-making. The lead resource person for the program was Dr. Yashodhan Mithare, a respected faculty member of H. V. Desai College and an experienced NAAC peer team member, whose insights grounded the discussions in both theoretical clarity and practical institutional experience. Alongside Dr. Mithare, other resource persons—drawn from NAAC peer teams, experienced assessors, and senior academics from accredited institutions—clarified the shift from input-focused metrics to demonstrable outcomes in teaching, research, extension, and governance. This foundational session helped dispel common misconceptions, framing accreditation instead as a holistic mirror reflecting an institution’s ethos, effectiveness, and engagement with societal needs.			



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Subsequent days were structured around the seven NAAC criteria: Curricular Aspects; Teaching-Learning and Evaluation; Research, Innovations and Extension; Infrastructure and Learning Resources; Student Support and Progression; Governance, Leadership and Management; and Institutional Values and Best Practices. Each criterion was unpacked through interactive workshops, case studies, and group discussions. For instance, under “Teaching-Learning and Evaluation,” faculty explored how to design course outcomes aligned with program outcomes, integrate continuous internal assessment meaningfully, and document pedagogical innovations. Practical exercises included mapping syllabi to Bloom’s taxonomy and developing rubrics that reflect higher-order thinking skills.

A significant portion of the program focused on documentation—the backbone of the Self-Study Report (SSR). Participants learned to distinguish between evidence that is merely abundant and evidence that is relevant, verifiable, and outcome-linked. Sessions on maintaining digital portfolios, organizing departmental files, and using Management Information Systems (MIS) for real-time data collection proved especially valuable. Emphasis was placed on authenticity: the resource persons consistently reminded participants that NAAC values honest self-assessment over inflated claims.

The FDP also addressed the often-overlooked dimensions of institutional values and best practices. Faculty engaged in dialogues on embedding ethics, sustainability, inclusivity, and community engagement into everyday academic life—not as add-ons but as integral components of institutional identity. A session on writing compelling narratives for the SSR highlighted the importance of storytelling grounded in data, where qualitative insights humanize quantitative indicators.

Interwoven throughout the week were collaborative activities: department-wise SSR drafting exercises, peer reviews of sample evidence, and mock pre-accreditation audits. These fostered a sense of shared ownership and collective responsibility. The college leadership actively participated, reinforcing the message that accreditation is a whole-institution endeavor requiring synergy between administration, teaching staff, and support services.

The closing session featured a panel discussion on “Beyond Accreditation: Building a Culture of Quality.” Speakers argued that true preparedness lies not in last-minute documentation but in embedding a quality



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culture—where feedback loops, stakeholder engagement, and reflective practice become routine. Participants left not only with clearer procedural knowledge but with a renewed commitment to viewing their roles as educators and institution-builders through the lens of sustained excellence.

In sum, the FDP succeeded in transforming NAAC accreditation from a perceived administrative burden into a meaningful framework for institutional introspection and growth. By combining intellectual rigor with practical guidance—and enriched by the expertise of Dr. Yashodhan Mithare—the program equipped faculty with both the mindset and the tools necessary to contribute meaningfully to the college's accreditation journey—ensuring that the pursuit of quality remains central to its educational mission.

Name of the Collaborating Agency	H. V. Desai College
Learning Outcomes of the Event for the Participants	Faculty gained practical skills in aligning curricula with outcome-based education, documenting verifiable evidence for the Self-Study Report, and integrating institutional values into teaching and governance—shifting their perspective from accreditation as a task to accreditation as a culture of quality.
Learning Outcomes for the Organizing team	The organizing team strengthened their ability to design and facilitate high-impact professional development programs, deepened their grasp of NAAC processes through coordination with experts, and cultivated a collaborative ecosystem that bridges administrative planning with academic engagement for institutional excellence.
No. of Participants	22 Faculty Members from St. Vincent College
Faculty in Charge	Dr. Anil Adsule (Principal) & Dr. Gilbi John
Documents Attached	1. Attendance Sheet 2. Geotag photographs 3. Resume of resource persons if any 4. Copy of remuneration paid if any 5. Notice of the event 6. Thank you letter to the resource persons