RK University believes in continuous improvement in quality and many innovative practices are being followed for the same. The two examples of successful implementation are as follows:

A. First Best Practice

1. **Title**: Assessment Advisory Council (AAC)

2. Objectives:

- To promote innovative assessment methods to fulfill the desired learning outcomes of the program
- To streamline the process of updating assessment methods for all courses across the university
- To ensure high quality, fair, transparent, and accurate assessments
- To support faculties in improving their assessment methods.
- To provide guidance on innovative non-exam-based assessments**.**
- To ensure formative assessments lead to increased student learning
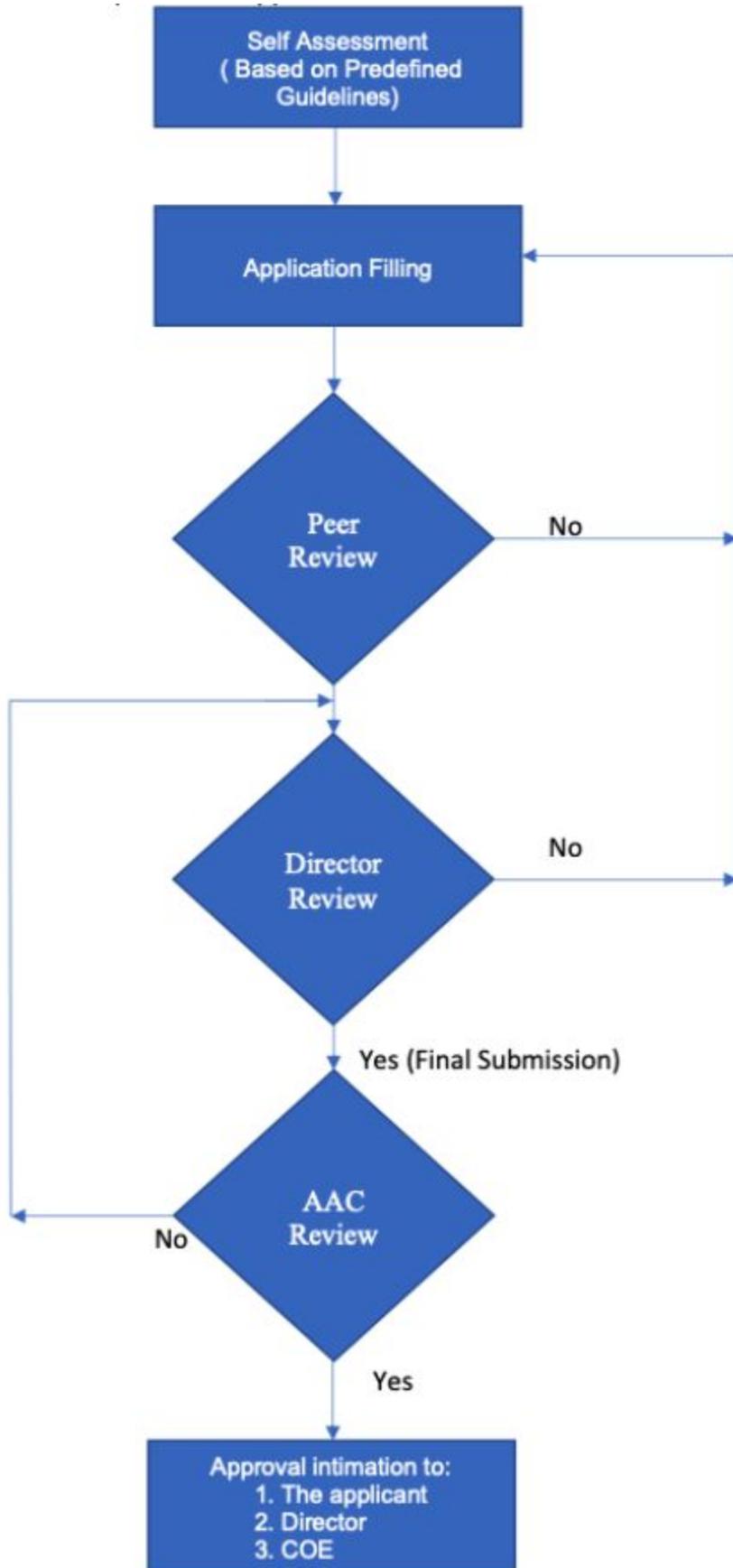
3. The Context:

Assessment is one of the crucial components of academic activities. The process of student assessment should align with the goals of the curriculum and should try to achieve educational objectives. Identifying the assessment strategies necessary for the proper assessment of students' progress is equally important as establishing the content of the syllabi and defining delivery methods.

As the learning need of each course varies, pedagogy of teaching also varies. However, assessment methods have remained stringently the same over time. We, at RKU, have recognized the need to shift the orientation of these assessment patterns to match the learning needs of the course and introduced AAC as a tool to improve the outcomes.

The Council has created appropriate rules and procedures for designing and implementing new and innovative assessment methods. Faculties are also made aware of the procedures through various programs. Routine professional development workshops are held for faculties to make them aware of different assessment methods. There is enough evidence to show that the new and innovative assessment methods used by faculties have been appreciated by students.

4. The Practice:

a.   Process: The entire process of approval is described below:

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                    ┌──────────────────────┐
                    │   Self Assessment     │
                    │ ( Based on Predefined │
                    │     Guidelines)       │
                    └──────────┬───────────┘
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                    ┌──────────────────────┐◄─────────────┐
                    │   Application Filling │              │
                    └──────────┬───────────┘              │
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                               ▼                          │
                          ◆ Peer ◆        No              │
                          ◆ Review ◆ ──────────────►      │
                               │                          │
                               ▼                          │
                          ◆ Director ◆     No             │
                    ┌────►◆ Review  ◆ ──────────────►─────┘
                    │          │
                    │          ▼ Yes (Final Submission)
                    │      ◆ AAC ◆
                    └──No──◆ Review ◆
                               │
                               ▼ Yes
                    ┌──────────────────────┐
                    │ Approval intimation to:│
                    │   1. The applicant    │
                    │   2. Director         │
                    │   3. COE              │
                    └──────────────────────┘
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Self Assessment (Based on Predefined Guidelines)

Application Filling

Peer Review — No

Director Review — No

Yes (Final Submission)

AAC Review — No

Yes

Approval intimation to:
1. The applicant
2. Director
3. COE

1. **Application:**

   1. Any faculty who wishes to apply for an alternative assessment method must fill the application form which is exhaustive and self-explanatory.

2. **Peer Review:**

   1. The Director of the respective School will decide upon the Peer Review committee where the faculties will review the proposed assessment method of the applicant(s) & share their suggestions/feedback.
   2. In case of suggestions from the peer review stage, the applicant(s) will have to re-frame the same in accordance with the suggestions & re-submit it. The application will be forwarded for Director Review & is encouraged further.

3. **Director Review:**

   1. The director will review the proposed assessment pattern & the peer reviews for the same. After confirmation of the application in relevance to the guidelines provided, the director may accept or reject the same.
   2. In case of rejection, the applicant(s) has/have to make suggested/required changes & go through the peer review before the application reaches for Director review (in the same Semester or in the coming Semester. In the case of the same Semester, the re-submission must be at the earliest.
   3. In the case of the Director's confirmation, the application will be submitted to AAC.

   4. **AAC Review:**

   1. The AAC members will evaluate the application. In case of rejection, the applicant will have to make suggested/required changes & re-submit (within a week) to the Director for further approval.
   2. In case AAC accepts the application, the same will be intimated to the Director (of the respective School of the applicant), Registrar, COE & the applicant.
   3. The AAC Audit Committee will be auditing the processes at fair intervals.

b. **Uniqueness:**

   1. Guidance to faculties to adopt assessment methods relevant to their mode of teaching & learning.
   2. Promotion of continuous and stress-free evaluations.
   3. The review process of AAC is extremely exhaustive and thorough, requiring detailed thinking and planning, so only well-designed and well-planned proposals can get approval.
   4. AAC review committees and coordinators include educational experts to identify loopholes of the proposals and to guide applicants to improve their proposals.

5. AAC Review process is completed prior to the commencement of the respective semester.

5. Evidence of Success:

1. We have observed drastically reduced stress and fear of examinations in the mind of students.
2. In the last two years, 392 examinations having more than 20 different modes of evaluations have been reviewed and successfully implemented.
3. The mode of evaluations is more oriented to the higher levels of Bloom's taxonomy.
4. Faculties are much more open and confident in adopting the innovative mode of evaluations.
5. AAC members have been invited to international conferences.

6. Problems Encountered and Resources Required:

1. Empowering and sensitizing faculties for the adoption of innovative modes of evaluation suitable for their course curriculum is challenging. A number of workshops were conducted to provide guidance for different modes of evaluations.
2. To judge the most suitable mode of evaluation pertaining to specific course curricula is one of the biggest tasks which we continually address during the review process.
3. Monitoring the implementation of the approved assessment methods is critical. We have developed a review process such that the Director of School monitors the progress at regular intervals during the progress of the semester.
4. Documentation of the entire process is difficult but necessary.
5. The sharing of the generated knowledge is critical for organization growth and the institutionalization of the initiative.

 7. Notes: We can work with faculties from other institutes to design a custom program to meet their specific needs.

B. Second Best Practice:

1. Title: Capacity Building Center

2. Objectives:

- To work in alignment with RK University's vision and mission.
- To improve the level of teaching/learning/technical competencies and skills among educators and enhance the teaching-learning experience.
- To design & provide training to schools, institutions & universities aims to change the perspective of the learning process.
- To provide IT support in developing e-course on LMS and to use of technology inside & outside of the classroom.

- To foster regional integration and cooperation across different regions through joint initiatives, sharing of good teaching-learning practices, and cooperation.
- To promote research to measure the impact of CBC activities.

3. The Context :

Capacity Building Centre was established as a part of the quality improvement initiatives under the Learning Systems Lab at RK University with funding support from the Erasmus+ CBHE project CABCIN to empower students & the teacher community to enhance their learning experience in and around the university. The Centre is functioning and operating as an integral part of the university's policy and holds strategic importance in RK University development.

The target goal of establishing the Capacity Building Centers is to offer training for current and future university teachers with a focus on pedagogical skills with ICT use.

4. The Practice

At present at CBC we are offering 11 training modules in areas of curriculum development, innovative assessment methods, and pedagogical practice details of these modules are given at our website   https://www.rku.ac.in/cbc.

Uniqueness:

The uniqueness of our Practice is that we are offering these training free of cost for our faculty members and the credit they earn from these training directly reflects in the Professional Development Framework which is one of the components of API (Academic Performance Indicators).

5. Evidence of Success

1. More than 500 university courses are on canvas Platform in two academic years as creating a canvas course is mandatory for all faculty members across the university.
2. To motivate faculty regarding the new learning strategies and soft skill workshops were offered for the faculty members and their feedback was recorded for the same. Some of the assessment given to them for getting the certification is directly related to using these strategies in their regular teaching practices.
3. Approximately 9 research papers were written and presented in the International conferences organized by the Project CABCIN and are published in Journals and conference proceedings.
4. RKU was able to deliver more than 50 webinars, 5 workshops, and 4 MOOCs through different online platforms.

6. Problems Encountered and Resources Required :

1. To host and manage hundreds of courses on Learning Management Systems (Canvas) was a very challenging task. Servers with rich configuration and other hardware resources were required to successfully create, host, and manage such courses.
2. Lack of skills and capabilities among both teachers and students to teach and learn through online platforms. Rigorous training programs were designed to overcome this challenge and training was given to all the teaching staff and students
3. There was a requirement of a dedicated space and other resources which were allocated to deliver training offered by CBC uninterruptedly
4. Sensitizing management and teaching fraternity of other institutes to understand the importance of soft skills in teaching, use of technology in teaching and interactive learning strategies is a big challenge.
5. We faced a challenge by the Global Pandemic Covid-19 as all the training modules were designed for Face to Face conduction. But we started conducting webinars under the CBC, covering all sorts of topics for students and society.

7. Notes:

RK University can help other institutions to train their staff members and provide technical support to establish their local CANVAS server. RKU can also design customized programs for the institute.