

CRITERIA – II

**TEACHING–LEARNING
AND
EVALUATION**

TEACHING –LEARNING AND EVALUATION

2.1. Student Enrolment and Profile

2.1.1. How does the college ensure publicity and transparency in the admission process?

The institute aims at providing quality higher education to girl students from all sections of society. In our efforts to reach maximum number of potential students, we ensure publicity through various modes which are listed below:

- University portal where students register online for admission, gives information regarding courses, eligibility and other details.
- College website www.spndoshicollege.com contains information regarding wide range of courses available and admission details.
- The prospectus, published every year, provides information about the college, courses offered, co-curricular, extracurricular activities conducted by the institution. It also provides information on the rules and regulations.
- College Diary given to all students contains information on the programmes available and general rules and regulations.
- Notices and banners are displayed at prominent places.
- Advertisements are given in the local cable network occasionally.
- Orientations to provide information about the college and the courses are conducted in the nearby junior colleges.
- Alumni are invited at farewell and other programmes to share their experiences.
- During farewell programme, junior college students are familiarized with different courses offered at senior college.
- Senior college faculty members take a few lectures in junior college to develop rapport with students.
- Parents are oriented about different courses available during Parent- Teacher meetings / exhibitions.

Transparency in the admission process is ensured through adhering to following process:

- Government and University rules are strictly followed by the admission committee which comprises of Principal, Vice-Principals and Heads of the Departments of various faculties.
- List of selected candidates is put up on notice boards.
- Programmes where merit lists are not generated, admissions are given directly. Due consideration is given to in-house students.

2.1.2. Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

All admissions are done as per the guidelines given by the SNTD Women's University. For Under Graduate degree programmes in Arts, Home Science and other professional courses, almost all the applicants are given admission. In Commerce stream, students are given admission on the basis of merit. Sports and handicapped quota are filled as per Government rules. Candidates from other states and countries, having studied English as a compulsory subject, are also given admission on submission of necessary eligibility / migration certificates.

2.1.3. Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The minimum percentage of marks for admission at entry level is given below.

Table 2.1 Minimum percentage of marks for admission

Courses	Minimum % of marks for admission at entry level	
	Our College	Other colleges
B.A	35	35 - 40
B.Com (General)	50	45 - 55
B.Com (Accounting and Finance)	60	55 - 65
B.Sc (Home Science)	50	50
BCA/BMS/BMM	45	45
M.A	50	50
M.Com	50	50

2.1.4. Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes', what is the outcome of such an effort and how has it contributed to the improvement of the process?

The Principal and the admission committee review the demand ratios for all programmes. Detailed discussions on the status of admission are held in faculty meetings with the management. The admission committee interacts regularly during admission time with the Vice-principals and Heads of the Departments and takes note of suggestions for more effective implementation of the procedure laid down by the university.

Wherever the demand is high, selection criteria is decided and a waiting list is maintained. Analysis of the data of the students profile and the demand ratio

led us to starting the new programme, Bachelor of Commerce with Accounting and Finance and new student support services.

2.1.5. Reflecting on the strategies adopted to increase /improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/ reflect the National commitment to diversity and inclusion.

Though we are a minority institution, no discrimination is done on the basis of caste, community or creed. The healthy and secure environment at the institution ensures girl students and parents from different minority communities give preference to our college. Orientation programmes are organized in local vernacular medium schools to motivate first generation learners to continue higher education in our college. Such efforts bring in marginalized students in the mainstream of higher education.

We help deserving students to avail Government scholarships. Scholarships, freeships, financial aid, subsidized fees, loan facility, flexibility in payment of fees and other support services act as incentives for students belonging to reserved categories and economically weaker sections to join our college.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase /decrease and actions initiated for improvement.

Most of the programmes offered by the college get full enrollment as per the sanctioned intake capacity and almost all the students who apply get admission, if eligibility criteria are met. The details are given below:

Table 2.2: Admission details in the last four years

Programme	2011-2012			2012-2013			2013-2014			2014-2015		
	1	2	3	1	2	3	1	2	3	1	2	3
B.A	159	146	1.2	170	152	1.1	150	118	1.3	240	208	1.2
B.Com	487	293	1.7	498	286	1.7	524	336	1.6	553	438	1.3
B.Sc	86	68	1.3	77	64	1.2	94	71	1.3	82	78	1.1
BCA	75	63	1.9	75	66	1.3	71	59	1.2	72	67	1.1
BMS	80	64	1.3	74	62	1.9	76	60	1.3	75	68	1.1
BMM	47	36	1.3	40	32	1.3	61	50	1.2	78	69	1.1
M.A	42	36	1.6	30	24	1.3	37	21	1.8	20	11	1.8
M.Com	25	17	1.5	30	27	1.1	56	40	1.4	40	33	1.3

1. No. of applications received
2. No. of students admitted
3. Demand Ratio

- B.A. enrollment has increased in academic year 2014-2015 due to good results of Maharashtra State Board of Higher Secondary Education.
- In response to the students' demand, a new degree programme - B. Com. with Accounting and Finance was started in 2013- 2014.
- Enrollment in BMM has improved over the years, as the scope of the programme was realized by the students with constant advertisement and orientations by the faculty members.
- M.A. Psychology enrollment has reduced due to changed eligibility criteria and two more colleges in the vicinity offering same course from the academic year 2013-2014. To improve the enrollment, faculty members have started interactions with potential students from other colleges.

2.2 Catering to diverse needs of students

2.2.1 How does the institute cater to the needs of differently-abled students and ensure adherence to Government policies in this regard?

Our college is very sensitive to the needs of differently-abled students. We provide special physical facilities as well as learning support system to the students to make the learning experience more comfortable. The facilities comprise of:

- Availability of lift facility
- Ramps at the entrance
- Railings on the staircases
- Highly supportive teaching and non-teaching staff
- Parents and friends permitted to pick and drop the students to the classrooms, if needed
- First preference at book issuing center in the library
- Counseling sessions for students and parents
- Special mentoring sessions by the teachers
- Separate examination seating arrangement
- Provide readers and writers
- Extra time during examination as per SNTD Women's University guidelines

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Institution does not have any formal pattern to assess students' needs in terms of knowledge and skills before the commencement of the programmes, as general subjects offered at first year level do not require specialized skills. In some degree programmes, for elective subjects and specialization, combination of marks in relevant subjects and entrance examinations are considered. For e.g. Students scoring good marks in Fundamentals of Food Science and Nutrition, Applied Science and Human Physiology are given admission in Food Science and Nutrition specialization. An entrance test is

conducted for students desirous of taking admission to B. Com in Accounting and Auditing.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

Many of our students are first generation learners who have completed their schooling through vernacular medium. Hence special efforts are made to familiarize them with the system of higher education. Following initiatives are taken to bridge the gap:

- Functional English is offered to first year students as an enrichment course to improve their linguistic and communication skills and improve their academic performance.
- The first week of the semester is dedicated to explain to the students- basic terms, terminologies and concepts.
- Bridge courses and remedial classes are conducted as per student needs.
- Compulsory training in basic computer skills is provided for effective use of ICT by students for project preparation and presentations
- First year students opt for at least one course under Career Oriented Programmes which helps to equip them with additional skills
- Various add-on courses related to the subject are also offered. All the students from the professional courses are expected to opt for one course every year.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Gender Sensitization:

The college has various committees and cells to sensitize students and staff on gender related issues.

- As a part of the curriculum in the Arts and Home Science programmes, a compulsory course in Women's Studies is offered.
- Various programmes conducted by the Prevention of Sexual Harassment Cell sensitizes students and staff on gender related issues.
- Under the programme, Jagar Janivancha, issues like female feticide, violence against women, self-defense, eve-teasing and women empowerment are focused through talks, street plays, film shows, discussions, debates, elocutions, poster painting competition, etc.
- All the departments organize workshops, seminars and talks on gender sensitization, gender issues, legal aspects related to women, female feticide, domestic violence, women empowerment, premarital counseling, sex education, self-defense, etc.

Environment:

As a part of curriculum of foundation courses in Environmental Studies and Commercial Geography, guest lectures are arranged on environmental issues

and field visits are organized every year. Green Thumb Club sensitizes students and staff on environment related issues and takes efforts to make campus ecofriendly e.g. we have taken up a project with Stree Mukti Sangathna on 'Zero Waste Management' and a project in collaboration with Tata Power to reduce consumption of electricity. NSS and NCC units regularly organize awareness programmes through lectures and street plays for reducing use of plastic and paper. Tree Plantation Drives are undertaken every year in nearby areas and villages adopted by the college.

Inclusion:

During orientation programmes the students are sensitized to respect social, economic and religious diversities. Students from the departments of Human Development, Economics and Sociology undertake their field work at organizations like NASEOH working for differently-abled children.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Advanced learners are identified by teachers through their participation in teaching-learning process, competitions and examination performance. Following strategies are adopted to respond to their special learning needs:

- Providing additional reference material

- Encouraging to take up research projects and make class presentations

- Motivating to take up additional courses or coaching for Competitive examinations

- Motivating to participate in college and intercollegiate level competitions

- Opportunity to mentor other students

- Scholarship from Gifted Students Fund, academic prizes in every subject and Best Student Award

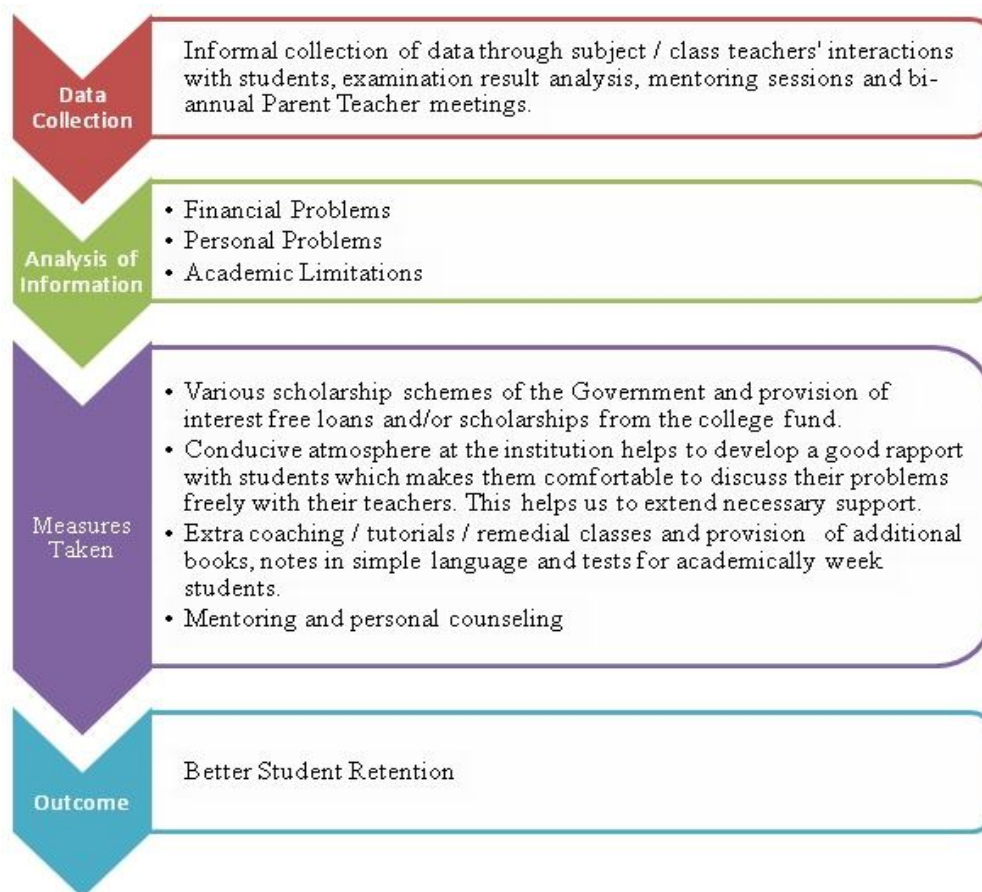
- Opportunity to organize and compare various college level programmes like Goal, Utsav, etc

- Due coverage to the rank holders, subject toppers and special awardees and achievers in the college magazine, "Gyanganga".

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc., who may discontinue their studies if some sort of support is not provided)?

Information regarding the students' socioeconomic and academic profile is collected at the time of admission. This helps us to identify students belonging to socially, economically and academically disadvantaged sections of society, who may be potential dropouts. In addition, the data of students at risk of drop out is informally collected by the subject/class teachers through interaction with students, examination results, mentoring sessions and Parent Teacher meetings. The institute takes various measures to minimize dropouts and retain these students. The figure below reflects our efforts:

Fig 2.1 Measures to reduce drop out of students



2.3 Teaching-Learning Process:

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation, blue print, etc)

Based on academic terms and vacations given by the SNDT Women's University, academic calendar of our college is prepared, which includes month-wise curricular and co-curricular activities and examination schedule. Considering the college academic calendar, departmental plans of activities are prepared and the students are informed about the same at the beginning of academic year.

Every teacher maintains a Teachers' Record Book which includes following details:

- Time-table
- Monthly teaching plans: Taking into account the actual working days and co-curricular schedule of every semester, teaching plans are made and maintained in this book for each semester.
- Weekly teaching and activity record
- Departmental activities
- Seminars/conferences conducted /attended
- Research activities/papers presented/published
- Committee work

Heads of the Departments verify the implementation of teaching plans every month. The examination committee prepares the examination time table for every semester. Evaluation blueprint as specified by the University is conveyed to the students at the beginning of the academic year during orientation, in the classroom and before the conduction of examination.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

With its members coming from diverse areas of education, IQAC has positively contributed in improving the teaching-learning process. Many initiatives have been taken up to improve teaching methods, promote faculty development and enhance the student support system. They are as follows:

- IQAC organizes and conducts workshops for teachers on various aspects related to teaching-learning process, e.g. Identifying Learning Disabilities, Use of ICT in Teaching, Learning and Evaluation, Preparation of Research Proposals, Use of Statistical Packages for Research Purposes, etc.
- As recommended by IQAC, a part of additional grant received from UGC for infrastructure improvement was used for knowledge delivery systems under which the college purchased interactive boards, LCD projectors and laptops.
- IQAC has played a major role in the process of Academic and Administrative Audit (AAA), right from initiating the idea, preparing

standardized format, conducting, analyzing and implementation of recommendations. The format has given maximum weightage to teaching-learning process, which has led to improvements like use of varied teaching methods, teaching aids and use of ICT.

2.3.3 How learning is made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among students.

The teaching-learning mode varies across the spectrum of programmes and courses. To make the teaching-learning process more student-centric, combination of experiential, interactive and lecture methods is used. Teachers take into consideration the learning objectives and needs of the learners before deciding the teaching method. Most of our teachers are well versed with and regularly use ICT-assisted teaching methods so as to enable our students to get accustomed to the modern technology driven environment.

The combination of teaching methods used promotes student learning in various ways. The students are encouraged to learn in an interactive environment by participating in college and intercollegiate level competitions and giving opportunities to interact with prominent achievers from various fields. Classroom activities such as group projects, seminars, assignments and presentations help students to share their knowledge. Organizing programmes such as Goal, Utsav, Bazaar, Fashion Show, Carnival E3, arranging exhibitions at college and visiting exhibitions outside, sending students for industrial / field visits leads to collaborative learning. Internships, field work, do-it-yourself method, accessing e-resources promote independent learning.

All these teaching-learning interactions are supplemented by the infrastructural support provided as listed below:

- ICT infrastructure like computers, laptops, interactive boards, Wi-Fi facility and LCD projectors
- Seminar rooms, multipurpose hall, audio visual laboratory and auditorium to conduct seminars, group discussions, debates, competitions, workshops, making presentations, film shows for students
- Four computer laboratories with internet facilities
- Well-equipped digital multimedia laboratory / Media Studio.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Education in this institute goes beyond the standard teacher-centric text-book oriented classroom teaching. The College takes special efforts to instill and nurture creativity and scientific temper among learners by providing opportunities through the following activities:

Table 2.3: Measures to nurture critical thinking, creativity and scientific temper among students

Critical Thinking	<ul style="list-style-type: none"> ➤ Reading research papers ➤ Paper presentations ➤ Participation in Group Discussions / Seminars / Conferences ➤ Field work / Internship ➤ Encouragement to raise questions in class-room
Creativity	<ul style="list-style-type: none"> ➤ Projects and assignments ➤ Story and poetry writing ➤ Writing articles for college magazine and wall paper ➤ College festivals: Utsav, Goal and Disha ➤ Competitions like Best out of Waste, Poster Painting, Slogan Writing, Self-composed Poetry, Puppet Show ➤ Conceptualize and enact street plays and skits on socially relevant issues ➤ Organizing Exhibitions, Fashion shows ➤ Preparing documentaries
Scientific Temper	<ul style="list-style-type: none"> ➤ Undertaking elementary research projects and surveys ➤ Subject-based practicals ➤ Research paper presentations at regional / national / international level

In addition, student representatives are given responsibilities during programmes, functions and festivals organized by the institute. Student-centric in nature, these activities aim at tapping, nurturing and promoting the creative energy that bubbles out of every individual student. The college conducts workshops on personality and leadership development, life skills, etc to transform them to lifelong learners.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g. Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

The college has well equipped laboratories and seminar rooms, Wi-Fi enabled campus, internet centre, computer facility, interactive boards, projectors, laptops, and educational CDs. Regular workshops and training programmes are conducted to help the teachers keep abreast with changing technology and use technology-assisted innovative practices in addition to the lecture method. Some modules in many subjects are taught by using online resources and students are given references for further learning.

The college library subscribes to N-List and databases through SNDT Women's University. In addition our library has e-resources and the students and faculty members are encouraged to use them. Virtual library page provides links to the various in house and external reference sources. Educational resources like Youtube, Slideshare, Teachertube, etc are used by teachers in the classroom to enrich the teaching-learning experience.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The teachers judiciously combine different methods of teaching to promote exploratory and independent learning as follows:

- Most of the departments organize industrial visits and study excursions to acquaint the students with the changes taking place in their discipline and to obtain deeper insights in their respective subjects.
- Seminars and workshops on important, current and relevant topics are organized from time to time in the college.
- Prominent scholars, people from corporate circles and subject experts are invited to deliver lectures on recent developments and emerging trends in various fields.
- Interactions with eminent writers, poets, social workers etc. are arranged.
- Interdisciplinary programmes are organized to widen their horizon and sharpen their critical acumen.
- Teachers attend Orientation Programmes, Refresher Courses and short term courses organized by the Academic Staff Colleges.
- Faculty members are encouraged to participate and present research papers in seminars, symposia and conferences at different levels (State, National and International).
- The college subscribes NLIST (INFLIBNET) along with various print and e-journals.

2.3.7 Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

Since majority of the students in this institute are from underprivileged background, it becomes absolutely necessary to provide them personal, financial, psycho-social support and guidance services. The services provided are mentioned below:

Table 2.4: Support and guidance services

Service	Approx. No. of students (per year)	Process	Agency/Department/Centre
Tutorials	All students	Writing and communication skills practice in smaller batches	Department of English
Intensive coaching	100	Academically bright students identified based on their performance in the class and examination and extra classes in which problems / questions of higher order of difficulty given to students for practice	Faculty of Commerce
Remedial classes	50	Academically weak students identified based on their performance in the class and examination and extra classes conducted	Faculty of Commerce
Mentoring	All students	Monthly meetings of the group held with mentor facilitating student support. Some cases referred to the Counseling centre	Faculty members Ratio of one faculty to 25 - 50 students
Book Bank Facilities	200	Relevant text books for a year	College Library
Medical services	All students	Group Accident Insurance Policy for all students	Management
	650	A doctor visits the institute twice a week and provides medicines free of cost	College Medical cell
	1000	Annual Health checkup for Anemia and Thalessemia detection, bone density, followed by counseling. Talks on Cancer Awareness, Health and Hygiene	Rotaract / NSS during Health Week

	300	Eye check up, and distribution of free spectacles (in year 2012-13)	Rotaract Club
Sports	75	Coaching in sports activities like kabaddi, volley ball, taekwondo etc	College Sports Committee
Cultural	150	Training in cultural activities like theatre, fine arts, performing arts and literary events to participate in intercollegiate competitions	Students' Association /Cultural committee
Financial support	750	Scholarships, , interest free loans, financial help for medical treatment to needy students	Students Welfare Centre and Administrative Department
Counseling	30	Personal counseling by the faculty Professional counselor available thrice a week	Sanchetana - Counseling Centre managed by Department of Psychology
Career guidance	All Final Year students	Group guidance and seminars	College
	50	Coaching for competitive examinations	College
Other	200 daily	Mid-day Meals	Management

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on students?

Our faculty members use various teaching methods such as Do It Yourself (DIY), Case Studies, Group Projects, Demonstration, Peer Teaching, Role Play, Experience Sharing, Book Review, Brain Storming sessions, etc. Students are also encouraged to refer various offline and online sources.

In the last four years, technology assisted teaching has taken a prominent place. ICT-assisted learning, online submissions of assignments, information sharing through social media are some of the mechanisms adopted by faculty.

Institution has provided necessary infrastructure and training needed for its effective use.

Academic audit evaluates and reviews academic activities. Outcomes of the audit and best practices are shared in departmental meetings. This has resulted in use of diverse teaching methods, increased students' interest, improved class attendance leading to better examination results.

2.3.9 How are library resources used to augment the teaching-learning process?

Library resources help students and faculty in teaching-learning process, project work, individual and group assignments, reference work, presentations in seminar and workshops.

- Library remains open for long hours for the benefit of the students.
- Open access facility helps students to browse through the shelves.
- Book bank facility provides text books to the underprivileged students
- Book Exhibition, Literary Competitions, Book Reviews for staff and students etc are conducted in Library Annual programme.
- Library puts thematic displays occasionally to enable students to keep themselves updated with current happenings. New arrivals are also put up on display.
- Teachers' requirements are met through interlibrary loan facility and institutional membership.
- E-resources like NLIST (INFLIBNET) and databases subscribed by SNT Women's University are made available via LAN on virtual library page.
- A separate internet centre with free internet access is available.
- The question papers of college and university examinations of previous years are scanned and preserved. These are made available in the library to help students prepare themselves for examinations.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

An Academic Calendar is prepared at the beginning of the year specifying the date for the completion of the syllabus. All teachers maintain a Teacher's Record Book in which semester wise study plan and daily teaching record is maintained in accordance to the calendar. The HODs /Vice Principals check this record periodically to ascertain whether the teaching schedule is maintained. These built-in mechanisms ensure curriculum completion within the planned time frame and the difficulties in completing the syllabus are minimized with the planned approach towards teaching-learning.

When any faculty goes on a short leave, departments internally make adjustments in time table, teachers exchange the classes and manage to finish the syllabus. When teachers go on long leave, substitutes are appointed by the management to ensure timely completion of syllabus. In case of teachers going

for Orientation and Refresher courses, the concerned teacher conducts extra lectures to complete the syllabus.

2.3.11 How does the institute monitor and evaluate the quality of teaching-learning?

The college has a well planned system to monitor and evaluate quality of teaching-learning detailed as follows:

Table no. 2.5: Monitoring and evaluation of the quality of teaching-learning

Period	Plan	Measures
Fortnightly	Meetings of faculty heads with Principal	Important issues /problems discussed. QET projects on important problems taken up
Monthly	Departmental Meetings	Problems on attendance, completion of syllabus, internal exams, results and other issues discussed and measures recommended.
Semester	Faculty Staff meeting	<ul style="list-style-type: none"> ➤ Report on all activities ➤ Achievers are appreciated ➤ Planning for next semester ➤ Problems faced by the faculty discussed and solutions recommended
	General staff meeting	Results discussed and analyzed
	Parent Teacher Meetings	Parents updated about students attendance and academic performance in internal exams and any other matter
Annually	Teachers assessment by students	Inferences drawn and conveyed to the concerned teachers by the Principal in a confidential manner

- Academic Audit Committee evaluates the quality of teaching-learning, reviews the teaching methodology and pedagogical tools employed.
- Workshops are organized to upgrade the teaching skills in view of the technological advancement and the role of IT in enhancing the quality of higher education.
- Internal assessment tests are used to assess the performance of the students and monitor the efficacy of the system. It also helps to identify academically weak and bright students and take necessary steps like special classes and extra coaching, mentoring to improve their academic performance.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

The college has the required number of qualified and competent teachers to handle all the programmes.

Table no. 2.6 Details of the Faculty

Highest qualification	Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	
Permanent Teachers					
Ph. D	02	04	-----	04	10
M. Phil	01	03	04	01	09
PG	04	06	01	08	19
Temporary teachers					
M. Phil	-----	-----	-----	02	02
PG				15	15

Strategies adopted by college for recruitment and retention of faculty members:

- All permanent faculty positions are filled as per the norms laid down by the S.N.D.T. Women's University and Government of Maharashtra. However, if any vacancy arises in the middle of the term, part-time teachers/guest faculties are appointed as per the rules. Under certain circumstances qualified teachers are appointed and paid by the management.
- The congenial, tension free atmosphere of the college creates a sense of belonging among the staff members.
- The faculty is encouraged and guided by the college to avail FIP/duty leave to upgrade their academic qualifications and also to attend orientation / refresher courses as well as seminars, conferences and other training programmes
- Time concession for research work and financial support for paper presentation at international conferences and publications is provided.
- Teachers awarded with M.Phil. and PhD degree are felicitated.
- As a way of recognizing the contribution of the teachers, Best Teacher Award is given every year.

- Teachers completing 25 years of their service are felicitated by the management.
- Teachers appointed for self financing courses are paid salaries based on qualifications and experience by the management. Other than this, the staff is provided facilities like sick leave, maternity leave, provident fund etc.
- Senior faculty members are given an opportunity to participate in management and administration of college. Their opinions and suggestions are considered for policy making.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes / modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

College has a proactive approach in recruiting and training teachers to cope up with demand of new programmes / emerging areas in an effective manner.

- The college has the required number of qualified and competent teachers to handle all the courses of all departments. For certain courses, temporary teachers/ professional experts are employed.
- Institution encourages the faculty members to update their knowledge regularly in the modern / emerging areas by enrolling in short term courses and participation in related academic activities.
- Appropriate remuneration and good networking has resulted in availability of professionals and subject experts. For e.g. Professionals from print and visual media are invited to teach in BMM programme, Chartered Accountants are invited to teach in B.Com. With Accounts and Finance.
- When Mathematics and Statistics was introduced in Economics, in-house teachers were invited to take lectures and train the subject teachers.

Due to these initiatives, our teaching-learning process has become smooth. Classes are conducted regularly and syllabus is completed as per plan. This has also led to full enrollment, consistent good results in University examinations and placements in the new programmes.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes in the last five years:

Refresher Courses: 09

Orientation Programmes: 03

Staff training conducted by the university: 03

Staff training conducted by other institutions: 09

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning.

1. Teaching-learning methods / approaches:

- Practical training on preparing effective powerpoint presentations by using animations
- One week training for use of ICT in teaching and learning organized in collaboration with the SNTD Women's University
- Orientation and hands-on training for use of Google Drive, Google Maps, Excel and software which can be used for preparing subject matter

2. Handling new curriculum:

The updating of the syllabus of all the streams at University level takes place after every 3- 5 years. Hence, departments have taken initiative to organize and participate in the Content Analysis Workshops in the last four years.

3. Content/knowledge management:

Workshops on use of Social media and curriculum planning were arranged.

4. Selection, development and use of enrichment materials:

The college library developed a comprehensive virtual library page and organized a workshop on the same to inform teaching staff about NLIST and other e-resources. This exercise enabled the teaching faculty to use various links of government organizations, universities, e-journals and search engines related to diverse streams of knowledge and research.

5. Assessment:

Orientation on application of software like EXE, Moodle, etc for preparing question bank and developing assessment structure was organized. These inputs introduced various methods of assessment to the faculty members. Along with it, workshops on Preparation of Question Banks and Topic Specific Assessment Methods were also conducted.

6. Cross cutting issues:

Talks and seminars on varied topics such as Identifying & Dealing with Students with Learning Disability, Issues Related to Women, Artificial Intelligence, Networking, Human Nutrition and Neurobiology, Design for Better Lifestyle have been organized.

7. Audio Visual Aids/multimedia:

Training on use of interactive boards was arranged.

8. Teaching-learning material development, selection and use:

Organized workshops on Content Analysis for all degree programmes.

c) Percentage of faculty participated in various academic activities in last four years: (Table 2.7)

Table 2.7: Faculty participation in various academic activities

Activities	11 -12	12 -13	13 – 14	14-15
	Faculty participation in %			
As resource persons in Workshops / Seminars / Conferences – professional agencies	7.7	9.6	9.6	21.2
Participation at Workshops / Seminars / Conferences – national & international bodies	26.9	30.8	40.4	100
Presented papers in Workshops / Seminars / Conferences - by professional agencies:	28.9	34.6	36.5	40.4

2.4.4 What policies / systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes industrial engagement etc)

The liberal and democratic set up in the institution creates a conducive atmosphere for promoting all those activities that academically ‘recharge’ teachers. Following are some of the long standing practices:

- College facilitates the process of availing leave under FIP for completion of doctoral research work.
- Notices regarding conferences/ seminars/ workshops/ symposiums are displayed on the staff notice board and additionally circulated to the concerned departments.

- Teachers are encouraged to participate in workshops, orientation programmes, refresher and short term courses by providing duty leave.
- The institute provides details about various funding agencies including the UGC and extends necessary assistance in availing funds for major and minor research projects. This includes guidance regarding writing and submission of research proposals to the UGC or any other funding agency.
- Management motivates teachers by funding research projects at college level, book publications and providing financial support for presenting papers at International conferences held abroad.
- The institute tries to avail of maximum opportunities for organizing Regional/State/National Seminars, Conferences and Workshops sponsored by the UGC, NAAC and ICSSR.
- Time flexibility is given to the teachers to teach in Post Graduate Departments and guide post graduate students for their dissertations.

2.4.5. Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

The institution has a nurturing environment which has enabled some of the staff members to get recognition at various levels. Our Principal has been nominated as Director, Board for College and University Development twice and also selected as Registrar of the University. Five faculty members have taken up the position as Principals in other colleges. Some of the faculty members are invited as guest faculty in other colleges and BoS members in other universities.

2.4.6 Has the institution introduced evaluation of teachers by the students and external peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The institution has a system in place for evaluation of the teachers by the students, by the internal and external peers.

Evaluation of faculty by the students:

- The feedback from the students is obtained teacher-wise and course-wise. Evaluation of every faculty is done annually by the students on the basis of various criteria such as overall conduct, communication skills, teaching aptitude as well as attitude towards students and their performance. Feedback forms also can be submitted online.
- The analyzed and evaluated reports are perused by the Principal and shared with each teacher for future improvement and encouragement. This helps the teachers to understand their strengths and weaknesses.

Evaluation of faculty by the internal peers:

- A project of “Peer Evaluation” was undertaken by a team of faculty members in June 2010. The project involved development of questionnaire with certain personality attributes. Based on the findings, college organized a series of interactive sessions on Attitude Management which has helped the faculty to manage their emotions effectively, develop better interpersonal relationships with students and colleagues.

Self evaluation by the faculty:

- Faculties submit self appraisal report annually.

Evaluation of faculty by the external peers:

- The Department of Higher Education, Government of Maharashtra, visited the college for evaluation for all administrative and academic affairs including teachers in the year 2013 and gave a satisfactory report
- The teachers are evaluated about their teaching and research activities by the subject experts from the University and Officials sent by the Department of Higher Education, Government of Maharashtra, at the time of their promotions

2.5: Evaluation Process and Reforms**2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation process?**

The examination and evaluation pattern is in accordance with the guidelines given by the affiliating university i.e. SNDT Women’s University. Students are made aware about the evaluation process during orientation lectures at entry level, classroom interactions during regular lectures and mentoring sessions. Faculty members are apprised about these processes during departmental and faculty meetings. Our prospectus, circulars, notices as well as university and college websites also give required information.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

As against annual pattern of evaluation, the university implemented semester system for Arts and Commerce streams at UG level since 2009.

University level reforms:

- Students fill up examination forms online and hall ticket is system-generated.

- The question papers are discharged through E-transmission which helps to maintain confidentiality.
- Along with the third year, second year examinations also were taken over by the SNDT Women's University since the academic year 2012-2013 which has brought in uniformity amongst the colleges.
- Internal assessment marks are uploaded on the university portal by the teachers.
- Rules regarding the unfair means in the examination are displayed prominently on the notice board in the college well before the examination starts.

Institution Level reforms:

- We have continuous evaluation system which could be through written or innovative methods such as projects, home assignments, skits, field visits, book reviews, wall papers, etc. Average of these marks is considered as internal assessment marks.
- Prelims, class tests, extra tests are conducted for the students to give them enough writing practice. Incentive marks are also given for their regularity, punctuality and participation in the class.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Examination committee of the college meets and discusses the college evaluation policy and its effective implementation. The following initiatives are taken by the institution:

- The guidelines issued by the university are discussed with teaching and non-teaching staff in detail, and action plans are finalized.
- The examination committee liaisons with the administrative staff, faculty and students for the smooth conduct of the examination.
- The committee as well as concerned faculty members remains present in the college during the conduction of the examination.
- All rules and regulations are displayed on the notice board before the examination for e.g. ban on the use of mobile phones, unfair means and their punishment etc.
- Principal reviews implementation of reforms in pre and post examination meetings with examination committee.

2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

Formative evaluation method is used as continuous assessment process to measure students' performance that helps teachers in improvising teaching-learning processes. Students are assessed not only based on their performance in written examination but also through various evaluation methods such as class tests, group discussion, project presentations, home assignments, surveys, excursions, reports of industrial and field visits, seminars, discussion on film shows, book reviews, internship programmes, etc.

The final examination at the end of each semester provides the summative evaluation. Semester-wise written examinations in all the subjects and practical examination in Psychology, Nutrition and Dietetics, Biochemistry, Resource Management are conducted by college and / or University. The result of the student is based on the performance of student in internal examinations as well as external examination.

By using multipronged approaches in internal assessment, we have successfully moved away from rote learning. As a result of weightage given to regularity and punctuality in internal assessment the classroom attendance of students has improved. Preliminary examinations for final year students have helped in improving the results in university examinations.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightage assigned for the overall development of students (weightage for behavioral aspects, independent learning communication skills etc.)

The college ensures the rigor and transparency in internal examinations by preparing and displaying the examination schedule in advance, conducting them as per the schedule, and also declaring the results in time. To ensure transparency the following measures are taken:

- Separate passing in internal assessment and 75% attendance is mandatory for appearing in final examination.
- Since average of internal tests is calculated, it is imperative for students to appear for all internal examinations seriously.
- After evaluation, the answer papers, projects and assignments are shown and discussed with students. To ensure transparency, the results, attendance and overall behavior and performance of a student is discussed in the meetings with parents in each semester.
- Weightage is given for the behavioral aspects (team work, class room interaction, attendance, regularity and punctuality), communication skills (presentations and report writing), and independent learning (do-it-yourself exercises).

2.5.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

Fig 2.2: Graduate attributes for overall development of the students:



All efforts of the college are oriented towards ensuring development of these attributes in the students. Some of the efforts are listed below:

- Regular personality development workshops
- Mentoring by the teachers
- Functional English classes, opportunity to compere stage programmes, participating in the mock interviews
- General computer training, subject specific computer courses, technology assisted presentations, free access to internet
- Employability skills development programmes and campus interviews
- Coaching for competitive exams
- Motivation to participate in different co-curricular activities like NSS and NCC camps, Green Thumb club programmes etc.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

Examination committee and Grievance Redressal Committee look into the examination grievances. Students can apply for re-verification and revaluation of their marks. They can also get photocopies of their answer books if they apply for it.

2.6 Student Performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes', give details on how the students and staff are made aware of these?

Programme and subject wise learning outcomes are given in syllabi. The same are communicated to teachers during syllabus related workshops organized by the colleges, the university and to students in the classrooms before commencement of the course.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course / programme? Provide an analysis of students' results / achievements (Programme / course wise for last four years) and explain the difference if any and patterns of achievement across the programmes / courses offered.

The college follows following strategies:

- Students' performance is monitored continuously through various evaluative methods.
- The performance and improvement areas are communicated to the students while discussing results in the classroom.
- The subject wise results are presented and discussed in faculty meetings, meetings of the Heads of the Departments and faculty wise meetings with management.
- Parent- Teacher meetings are conducted in each semester and the results are conveyed to the parents.

Table no. 2.8 Analysis of the results

Year	Class	No. of students appeared	No. of Students passed	No. of first classes +distinction	Pass Percentage
2010-2011	M.A	34	34	--	100
	M Com	11	11	7+3	100
	B.A	112	62	13+1	55.35
	B.Com	156	90	11	57.69
	B.Sc	56	47	8	83.92
	BMM	24	24	8+11	100
	BCA	56	49	25+5	87.50
	BMS	55	53	35+6	96.36
2011-2012	M.A	26	26	20	100
	M.Com	26	22	5+3	84.61
	B.A	114	84	27+1	73.68
	B.Com	167	143	28	85.62

	B.Sc	38	29	16+8	76.31
	BMM	6	6	3	100
	BCA	46	40	13+2	86.95
	BMS	50	49	33+10	98
2012-2013	M.A	31	31	10	100
	M Com	17	13	3	76.47
	B.A	103	95	24	92.23
	B.Com	223	176	22	78.92
	B.Sc	45	34	17+4*	75.55
	BMM	27	27	4+3	100
	BCA	55	52	35+6	94.54
	BMS	56	51	27+1	91.07
2013-2014	M.A	22	21	14+5**	95.45
	M Com	21	18	6+1	85.71
	B.A	94	75	15+5	79.78
	B.Com	213	139	11+1	75.10
	B.Sc	54	42	17*	77.77
	BMM	21	20	7	95.23
	BCA	60	47	29+8	78.33
	BMS	64	60	39+3	93.75
2014-2015	M.Com	34	32	23+1	94.1
	B.A	86	73	32+3	84.88
	B.Com	203	174	42+3	85.71
	B.Sc	41	34	22*	82.92
	BMM	26	26	15	100
	BCA	60	37	19+4	61.66
	BMS	53	49	27+2	92.74

University Rank holders:

*University First rank in Food Science and Nutrition in the last three years

** University First rank in M.A. Psychology in the year 2014-2015

It has been observed that there is an appreciable improvement in students' performance by the time they graduate.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The graduate attributes identified by the college and desired learning outcomes determine the teaching, learning and assessment strategies of the institution. Innovative methods are used for assessment of application of knowledge. For example, as a part of internal examination, Department of Gujarati gives an assignment to the students on 'Book Reviewing' after teaching this topic and

each student is required to review one book out of syllabus. Similarly, in Accountancy, after teaching different types of audit reports, the students collect audit reports of various companies and analyze and classify them as a part of internal examination.

On the basis of students' performance in initial assessments, strategies are revised to enable them to achieve the intended learning outcomes. Students are encouraged to participate in seminars and workshops to supplement classroom teaching. In addition, knowledge-based activities, practicals, internships help students to achieve desirable learning outcomes. In some of the programmes, add-on courses are offered to improve their career prospects. Incentive marks, awards, prizes, appreciation letters, participation certificate motivate students to participate in curricular and co-curricular activities to enhance their subject knowledge and professional skills.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

Internship placements help students to get on-the-job training and many of the students get absorbed at the places of internships. Departmental Placement Cell also plays important role in getting quality jobs. In collaboration with MNCs like TCS and J. P. Morgan training programmes to enhance employability skills of final year students are organized. Career guidance programmes are arranged every year to guide the students for getting jobs as well as become entrepreneurs.

Exhibition-cum-sale event like BAZAR, helps students to get hands-on-experience in planning sales and marketing their products. Fashion shows which showcase the talents of students lead them to become successful entrepreneurs as well as have better job prospects.

The students along with a graduate degree can take up career oriented courses such as Early Childhood Education which help them to get employment soon after their graduation. They are given coaching for competitive examinations to enhance employability.

To promote research aptitude, students are encouraged to undertake small research projects. A few students also participate in research conventions and paper presentation competitions at intercollegiate, national and international levels.

2.6.5 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

The achievements and results of each faculty are discussed in the meetings with the Principal as well as the Management. The problems are identified, corrective measures are chalked out and implemented.

Fig 2.3: Measures taken to overcome learning barriers



2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

Excellent student-teacher relationship and mentoring provide foundation for monitoring and ensuring achievements of learning outcomes. Teachers, HODs, Vice-principals and Coordinators monitor the implementation of academic plans and review learning outcomes in departmental and faculty meetings. In other cases, learning outcomes are achieved by implementing the measures shown in fig 2.3.

2.6.7 Does the institution and individual teachers use assessment /evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If yes provide details on the process and cite a few examples.

Internal assessments are designed to evaluate the performance objectively so as to achieve learning outcomes. The instances where the concepts are not clear to the students, extra efforts are taken by way of using alternative methods of teaching.

2.6.8. Any other:

Students are given hands on experience in actual online trading of stocks in collaboration with BSE, NSE and ICICI Bank. This gives them exposure and experience of actual process of online trading. Our students participate in competition organized by NSE in online trading of stocks, where ICICI bank gives them mock amount. The students' experiential learning has helped them to perform well in the competition.