

CRITERIA - VI

**GOVERNANCE,
LEADERSHIP AND
MANAGEMENT**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Our management has been a pioneer in women's education from the last 90 years. The college has been providing higher education to women since 1960 when it was a rarity. Our progressive approach is reflected in the restated vision which has shifted focus from just providing higher education to empowering women.

Vision: To be recognized as a centre of excellence for education that empowers women leading to self actualization.

Mission:

- To empower women by providing quality higher education
- To instill social and cultural values in women through holistic education
- To support underprivileged women with financial assistance to get educated and be self reliant

The motto of the trust is "Sa Vidya Ya Vimuktaye" meaning "Education that Liberates". Our vision and mission are based on the belief that empowered women contribute constructively to the society and thereby to nation building. The thrust of our efforts is to provide inclusive education by bringing girls from underprivileged strata of the society who are first generation learners into the mainstream of higher education. Our dedicated team of staff members strive to provide quality higher education to these students. We support them with financial assistance and counseling, to enable them to complete higher education. Through various programmes, we try to strengthen physical, mental, and emotional wellbeing of students and sensitize them about gender equality. Add-on and job-oriented courses prepare the students to face the world and improve their employability skills.

The future plans of the college include offering courses online which are suited to the changing times, using more ICT assisted teaching-learning methods to make it more effective, improving placement initiatives and implementing choice based credit system (CBCS). All these efforts are oriented in making our students self reliant and thus be sensitive, successful and responsible citizens of the country.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

“To pursue standards of excellence in all the areas of teaching, learning, research, services offered and administration” is our quality policy. This was formulated in a very democratic way by taking inputs from the faculty members, Principal and top management. Our management gives complete freedom to Principal and staff in carrying out their work. Our top management is our guiding force, Principal is the facilitator and staff members are the executors of our quality policy. Given below is the specific contribution by each of them:

Top Management:

- Continuous encouragement for exploring new avenues of students’ education and welfare
- Financial support for smooth running of the programmes
- Regular physical presence of management on campus and periodic meetings with staff
- Long standing practice of Best Teaching, Non- teaching staff and Best Student Awards for recognition of performance

Principal:

- Makes ICT infrastructure available for teaching-learning and administration
- Encourages the staff to attend seminars, workshops, present and publish research papers and take up research projects
- Facilitates procurement of grants for various developmental purposes
- Initiates measures to ensure quality in all the activities of the college such as periodic academic and administrative audits, establishing quality circles amongst heads of all faculties, etc.
- Accessible and willing to accept suggestions

Faculty:

- Use ICT enhanced teaching methods to make teaching more effective
- Mentor students for their social and emotional wellbeing
- Plan, execute and maintain records of academic and co-curricular activities
- Share knowledge and discuss issues concerning students in regular meetings
- Pursue higher studies and participate in various research activities
- Address quality issues through QET projects

6.1.3 What is the involvement of the leadership in ensuring:

- **The policy statements and action plans for fulfillment of the stated mission**

Principal along with IQAC and LMC takes the lead in formulation of policy statements with action plans to fit into the institutional strategic plan, maintaining sufficient room for flexibility. Policies regarding admissions, examinations, functioning of various

committees etc have been spelt out and policy booklet is prepared. This has brought in clarity about roles and responsibilities in all the stakeholders.

- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

Keeping in view the vision and mission, all institutional plans are prepared to achieve goals which are set. These plans are then implemented by various committees under the guidance of the Principal. Regular meetings are held to review the action taken, identify the gaps and take corrective measures wherever necessary. Periodic Academic and Administrative Audit have also helped us to assess our performance against the stated mission.

- **Interaction with stakeholders**

Regular initiatives are taken by the Principal to interact with stakeholders. Policy statements and action plans are communicated to stakeholders through various modes like meetings, notices, policy booklets, prospectus etc. Review meetings are held to analyze feedback and use it for framing future policies and plans.

- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**

Need analysis output, research inputs and feedback obtained through consultations with stakeholders is used for policy formulation and planning e.g. the college started B.Com with Accounting and Finance (BAF) based on need assessment. Similarly, add-on course in IRLI for M.A students was introduced in collaboration with WE school based on suggestions received from industry experts. As a result of QET project on “Enhancing Interpersonal Relationships among Staff Members” we have started programme on “Self-unfoldment” for attitude management.

- **Reinforcing the culture of excellence**

The vision of the institution to be recognized as a centre of excellence for education that empowers women to self-actualization is upheld in our response to face competitive challenges. Setting the standards of excellence in every aspect of institutional management i.e. academic, administration and services and appreciating the efforts put in for achieving this, has developed a desire to excel amongst the staff and students.

- **Champion organizational change**

Traits like positive approach to change, being open to suggestions in implementing action plans, being a role model has enabled the Principal to effectively rise to the challenges posed by the dynamic educational environment. Democratic approach of the management has lead to discussion of the feasibility of new ideas with stakeholders and implementing necessary changes with satisfactory outcomes.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

Academic and co-curricular activities are monitored and evaluated in departmental meetings as well as faculty meetings with Principal and the Management. Academic and administrative audit helps us to monitor and maintain the course of action and to review our policies and plan for future. Admission and examination related issues are discussed at length in the heads' meeting and decisions are taken in alignment with the institutional policies. IQAC in regular meetings guides the institution in preparing and implementing action plans.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

By making the faculty an important part of different committees and giving them the necessary freedom to organize curricular and co-curricular activities, they are encouraged to take up leadership roles. Autonomy is also given for formulating departmental rules for method of internal assessment, students' internship, projects etc. Delegation of authority to Vice-principals and Coordinators has given them the opportunity to manage responsibilities and take decisions. With this experience and the confidence shown by the management on their leadership qualities, two of our Vice-principals have successfully taken additional charge as principal when the regular Principal was nominated as Director- Board for College and University Development twice and as Registrar of our University for a period of four years.

6.1.6 How does the college groom leadership at various levels?

Principal identifies abilities in staff, gives them responsibilities and freedom to complete the task, thereby grooming them for future leadership roles. Participatory approach to management and autonomy given to departments / committees to organize programmes / activities has led to capacity building at various levels. These efforts have helped five faculty members to take up the position as Principal in other colleges. UGC sponsored six days SAM (Sensitization, Awareness and Motivation) Capacity Building Workshop for Women Managers in higher education organized by the college is one such initiative.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

At our institution, we have horizontal system of management with shared control and delegation of power and responsibility. Decision by consensus, transparency, readiness to accept suggestions and lateral thinking are the core virtues of our decision making system. We have sectional heads for all the UG and PG programmes. During bi-monthly meetings of these heads with the Principal, important issues of day-to-day functioning are discussed and action

plans are chalked out. Respective heads take the responsibility of completing the specific work without any interference. Operational autonomy is achieved through various committees established at the faculty level and the heads of these faculties report to the Principal. Every department plans and conducts its own curricular and co-curricular activities with the approval of the Principal.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

Most of the academic and administrative decisions are by consensus of administrative heads. The team comprises of Principal, Vice-principals, Registrar, Librarian and Coordinators of all UG and PG programmes. The respective departmental heads and faculty members at the next level also contribute to related decisions. Any decision related to student, staff, curriculum, infrastructure, administration is made jointly after weighing the pros and cons. Suggestions from staff and students are invited for organizing important programmes. As the management and the Principal are easily accessible there is freedom to express suggestions which are considered positively.

6.2 Strategy Development and Deployment

6.2.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Our quality policy is “to pursue standards of excellence in all the areas of teaching, learning, research, services offered and administration”. It has been developed by IQAC based on the objectives set up by the institution for achieving excellence in all the areas of working.

The drive towards excellence is instilled among staff members and students by reiterating its importance time and again and has resulted in offering high quality services to our stakeholders. Standardizing routine procedures, conducting regular interactive meetings at all levels and periodical checks through audits and compliances have ensured adherence to our quality policy. Our quality policy is reviewed by IQAC, taking into consideration the feedback received from the stakeholders.

6.2.2 Does the institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

We have a Perspective Plan which is reviewed every 5 years and the aspects considered for inclusion in the perspective plan are,

- Providing more student-centered learning opportunities
- Enhancing quality of teaching-learning methodology
- Inculcating a value system in students
- Developing leadership qualities in students
- Strengthening research work by staff and students
- Building up academic and industrial linkages
- Enhancing operational efficiency

- Strengthening alumni network
- Contributing to social change and promoting green initiatives
- Providing better physical facilities

6.2.3 Describe the internal organizational structure and decision making processes.

Though the Principal holds the position of chairperson in all committees, participatory approach and consensus are the basis of decision-making process in the institution. Vice-principals, Coordinators and Heads of the Departments are the facilitators between staff, students and the management. Student representatives as members of some committees are involved in decision-making process depending on the issues under consideration.

Fig. 6.1 Organizational structure

Fig. 6.1.1 Academic section

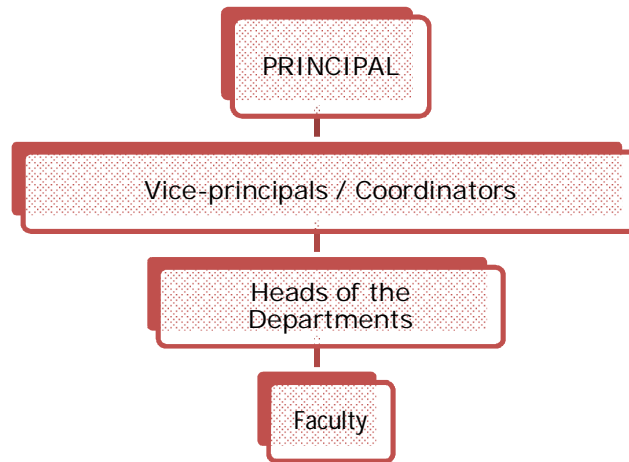
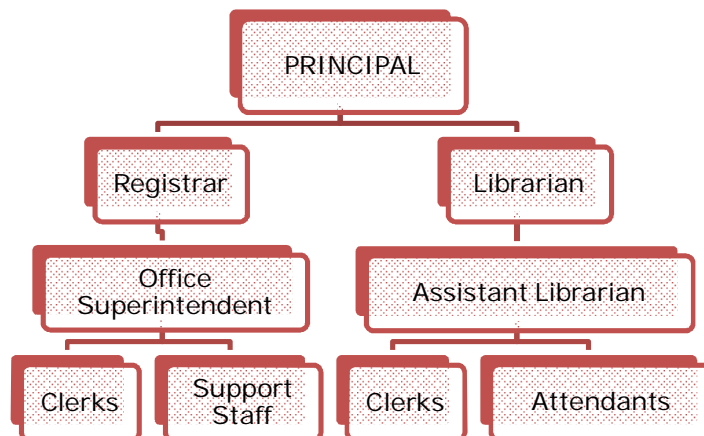


Fig. 6.1.2 Administrative section



6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

Teaching & Learning: Quality of teaching and learning is maintained and upgraded by proper planning through academic calendar and teaching plans. Teachers Record Book ensures compliance with the plan. Teachers are trained in use of ICT for teaching and necessary infrastructure has been provided. Add-on courses to improve employability skills are offered.

Research & Development: The institution motivates all teachers to participate in quality research activities by providing guidance through the Research Cell. Financial assistance for international paper presentation, occasional workshops/seminars and time concessions are given to assist teachers in quality research work. Papers are published in our refereed research journal with ISSN only after thorough scrutiny by experts.

Community engagement: We adopt a village for a period of 3 to 5 years and carry out activities with the help of staff and students to bring about visible improvement in the quality of life of the villagers. Social, physical and financial involvement and contribution of primary stakeholders in our village development programme ensures quality and sustenance of the initiatives undertaken.

Human Resource Management: Identifying right person for the right job and providing opportunities to work in that area, capacity building through skills development workshops, insistence on quality work through constant monitoring, involving staff members in different activities on a rotational basis to broaden exposure, motivating staff through appreciation and recognition are the ways to improve quality in human resource management.

Industry interaction: Clear understanding between the institution and industry about expected outcomes are enunciated regarding training programmes, internship assessments, placements, community work and sponsorships which leads to quality assurance.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

Since the management members are present everyday in the campus, head of the institution has an opportunity to share information about the activities with them. Principal ensures that invitation is given to the management by sectional heads / committee in-charges to attend all the important activities. Curricular and co-curricular activities arranged at institutional as well as faculty level are reported and reviewed in periodic meetings of all faculty members with the management as well as LMC.

There are bi-annual meetings with parents to discuss academic progress of their wards. College activities are showcased during orientation programmes,

foundation day, college day, exhibitions, etc. where students, parents, alumni, donors are invited. The college website and publications like prospectus, diary, and campus news bulletin and college magazine give information about academic and co-curricular activities.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The accessible and approachable top management encourages staff members to express their opinions and suggestions during bi-annual faculty meetings. There is also adequate representation of staff in various committees including the IQAC and LMC. Regular interactions through these mechanisms ensure continuous contribution towards overall improvement. Relevant suggestions are accepted by the management for redesigning the institutional processes for increased effectiveness.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The duly constituted Local Managing Committee (LMC) meets twice a year to look into various activities of the institution. The members who represent different constituencies inform about suggestions and feedback from stakeholders. One of the resolutions pertains to the systematic, online feedback to be obtained from the students. After discussions it was resolved to assign the work of preparing separate proformas for peer evaluation, assessment of teachers and evaluation of services and facilities by students and their parents', to three senior faculty members who will work under the principal. Now we have an online system of obtaining feedback from various stakeholders on the different aspects of college functioning.

Medical problems that students face which lead to attendance problems in the college, made members resolve that the medical cell should be more organized with greater outreach and coverage. It was therefore decided to appoint two doctors for the medical cell and make available all basic medicines. A large number of our students are being benefitted through this initiative.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

There is a provision for according the status of autonomy by the university. Hence IQAC has arranged a lecture on "Pros and cons of autonomy" to orient the teachers regarding its feasibility. Applying for autonomy is under consideration.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The Grievance Redressal Cell meets twice a year to look into the complaints. No serious complaints have been received so far. However, most of the minor grievances/complaints are brought to the notice of the Principal by the vice-principals/staff members/student representatives, which are attended to and resolved immediately. We have kept suggestion/complaint boxes at prominent places in the college premises to provide easy access for staff and students to put forth their grouses, which are opened regularly and prompt redressal is done.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Nil

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Feedback from students is obtained annually through a structured format. Verbal feedback is also received from students' representatives during Students' Association meetings with Vice-principals and the Principal. The same is used for making necessary changes in processes and improving services and facilities provided to the students.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

To keep pace with the changing times, efforts are made to enhance professional development of the staff members. They are encouraged to attend faculty development programmes and improve their academic qualifications for which time flexibility and other facilities are provided to them. Staff members are motivated to organize and participate in seminars, workshops, etc. for which necessary duty leave and financial support are provided. Workshops and training programmes are organized to train staff members in ICT for effective teaching-learning and research e.g. a series of lectures were arranged for use of SPSS package and other statistical tools used for research. Non-teaching staff members are given training in the use of IMS and IT. They are also sent for training programmes / workshops arranged by the university, government departments and the principals' forum. Our counseling centre, Sanchetana, arranges regular sessions in areas of life skill development.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The roles and responsibilities of staff members are communicated to them through policy booklet, teachers' record book, and MCSR. Their interaction with peers, departmental and faculty heads familiarizes them with institutional working. They are motivated and given liberty to take decisions in their area of work.

The trainings are organized to equip the staff members with attributes necessary for accomplishing their duties effectively. UGC sponsored Sensitization; Awareness and Motivation (SAM) workshop for Capacity Building of Women Managers was organized in the college. Training for use of ICT in teaching-learning, a two days workshop on "Developing Interpersonal Relationships", a series of lectures on "Self-awareness" to enhance efficiency of teaching staff are some of our initiatives in this direction. All these efforts enable our staff members to shoulder bigger roles and responsibilities in the institution.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Institution through IQAC, collects duly filled PBAS proformas and verifies details provided in it. Based on the departmental inputs and the guidelines given in the NAAC manual 2012, we are conducting AAA which provides an objective evaluation of curricular, co-curricular and research activities and outcomes of all the departments. Apart from this, teacher evaluation by students and peers is done through a structured proforma developed by college. For non-teaching staff, performance appraisal is done at the time of promotion and confirmation by immediate head.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The analysis of performance appraisals of various departments highlighted areas where there was a scope for improvement. The identified areas and the decisions taken are given below:

Table 6.1: Major needs identified through an analysis of performance appraisal reports

Outcome of review	Decision taken
Increase in research activities	Financial assistance and other facilities for various research related activities were started.
Formal assessment mechanism	Implementation of AAA

The major decisions taken are communicated to the staff personally and through special meetings, as appropriate.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Following are the various welfare schemes provided by the institute, major beneficiaries of which are non teaching staff members:

- Interest free educational loans are provided to class IV employees and fee concession for their children studying in our college. Every year four to five staff members take advantage of this facility.
- Premium of medical insurance policy is paid by the management wherein sum assured per person is ` 50,000/-.
- Financial help is given during hospitalization or major illness for self and family members as and when needed.
- In case of delays in receipt of salary grant, salary is given by the management.
- College facilitates membership of cooperative credit society and obtaining bank loans.
- Free one day tours and overnight tours at concessional rates are organized.
- Subsidized gymnasium facility is provided.
- Our in-house counseling cell organizes workshops on various topics such as Time Management, Health and Fitness, Fitness with Good Eating Habits, etc.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

A good ambience, time flexibility, attractive remuneration (self financing courses), good library facilities, including e-books, internet, ICT provisions, adequate infrastructure and provision of research grants from the management are some of the measures for retaining eminent faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Budget estimates are prepared in consultation with the management, principal and heads of the departments to ensure that financial resources are used diligently. The LMC approves it after scrutiny. Mid-term checking of funds utilization by the Principal and regular internal auditing helps us to monitor judicious / appropriate use of financial resources. Budget estimates may be

revised to meet contingency expenses. Compliance to the rules of expenditure as laid down by the UGC and timely submission of audited accounts has helped us in getting grants regularly and no grants have been disallowed so far.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

College accounts are audited annually by professional auditors appointed by the Management. Accounts for 2013-14 have been audited and auditing for 2014-2015 is in progress. There have been no major audit objections so far.

6.4.3 What are the major sources of institutional receipts / funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund / corpus available with institutions, if any.

Major sources of funds are:

- Government funds for salary
- UGC developmental grants under five year plans and grants of special assistance
- Revenue generation through self financing courses

Deficits are met by the management. Reserve fund / corpus are maintained by the management. Please refer Annexure VI for audited income and expenditure statement of academic and administrative activities of the previous four years.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

College received “Additional Assistance Grant” of ` 50 lakhs in 2011-2012 for enhancing ICT infrastructure. Further funding is obtained by the institution by applying for the UGC grants for the activities such as organizing workshops /seminars, undertaking major / minor research projects, etc and getting sponsorship for specific activities such as intercollegiate competitions, annual week celebration etc. from various industries, academic institutions and banks.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

The active IQAC, constituted as per the norms of NAAC, meets regularly to look into various quality assurance processes. It has formulated the Quality

Policy and ensured that the stakeholders are adequately informed. IQAC, in its meetings reviews the implementation plan of the quality assurance activities, with a view to maintain excellence in all the activities. The Quality Circle of Heads has been working on four key areas under “Enhancing Effectiveness of Organizational Systems”. The action plans based on recommendations from these projects along with IQAC observations have brought in continual improvement in work environment and efficiency, increasing stakeholder satisfaction, achieving better students’ results thereby ensuring institutionalization of quality assurance processes.

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

The salient recommendations of IQAC which were accepted and implemented by the management are:

1. Establishment of corpus fund to give an impetus for staff research activities and publishing of Research Imprints (Refereed research journal) with ISSN
2. Installation of ICT facilities in classrooms and training staff for its use to promote technology-assisted teaching-learning.
3. Starting of Accounts and Finance as specialization of Commerce degree programme. on the basis of demand from the stakeholders
4. Standardization of operational procedures through a policy booklet to bring in clarity and consistency in institutional functioning.
5. Conducting AAA through a structured format for objective self-assessment for quality enhancement and sustenance.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Dr. R.H.G. Rau, an expert in Quality Assurance Systems (Industry) and Dr. R. T. Sane, Ex-Principal, R. N. Ruia College and Director, Research Unit of G. N. Khalsa College, as external members of IQAC, have contributed immensely towards our quality endeavors. Their inputs have been valuable for:

- Revisiting our vision and mission statements and formulating a new vision statement
- Initiating and sustaining QET projects for enhancing the quality in various spheres of college functioning
- Appropriate conduction of SWOC analysis.
- Inculcating research culture in the institution.

d. How do students and alumni contribute to the effective functioning of the IQAC?

Students' representative and alumni are members of IQAC and contribute in many positive ways by giving feedback and constructive suggestions. As members they actively participate in the discussions and thus are a part of decision-making.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

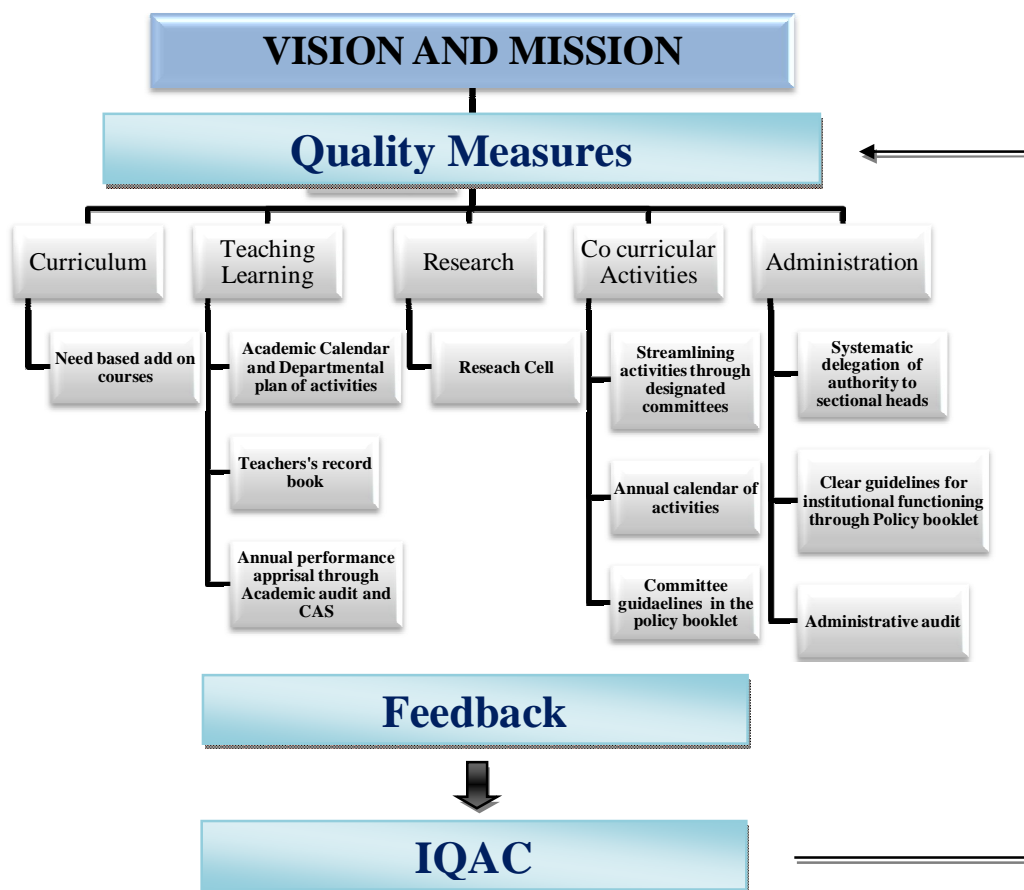
IQAC has representation from all faculties and sections of the institute. Hence all the major decisions pertaining to quality enhancement in different aspects of college functioning taken in the IQAC meeting are communicated easily and appropriately to different constituents of the institution.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

The vision, mission and the quality policy provide a framework for quality assurance in all our academic and administrative activities. IQAC elaborately deliberates upon the methods to operationalize the quality assurance systems. Some of the initiatives in this direction are:

- Various subcommittees have been constituted to look into different aspects like institutional policy booklet, AAA, etc.
 - a. An Institutional Policy booklet listing protocols for various processes and procedures that governs routine activities has been prepared. This gives standardized guidelines for smooth functioning of various committees.
 - b. A standardized format for AAA has been prepared and the audit has been conducted. This has resulted in an objective SWOC analysis of the departments.
- The institution has a formal online and offline mechanism to collect feedback from students about academic activities, infrastructure and services. The received feedback after analysis is discussed in LMC and IQAC meetings and mode of action is decided to bring in quality.

Fig 6.2: Our quality assurance framework and its operationalization



6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

Members of our Quality Circle and QET, who have been formally trained, strive to work towards implementation of quality assurance procedures by undertaking different projects. Two of our projects- “Enhancing Interpersonal Relationships among the teaching staff” and “Improving standard of living through Institution-Village Partnership”, have received awards from NCQM.

Table 6.2: Programmes for staff on quality assurance

Topic	Year	Arranged by	Impact
NAAC sponsored seminar on Benchmarking in HEIs	2014	SPND	Clarity on concepts of benchmarking

UGC sponsored SAM workshop on Capacity Building for women managers in Higher Education	2011	SPND in collaboration with UGC NID cell	Women leaders at different levels
ICT workshop	2013	SPND in collaboration with Department of Educational Technology, SNTDWU	Increased and effective use of ICT in Teaching-Learning
Training for IMS	2013	SPND	Trained class III employees in use of IMS for smooth conduction of administrative procedures
Workshop on 7 QC tools	2013	NCQM, Mumbai	Awareness created among staff members regarding QC tools and QA procedures

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

The institution undertakes internal academic and administrative audit. The academic audit has helped us to:

- Enhance use of varied methods of teaching
- Take measures to improve student enrollment in some departments.
- Promote departmental and interdisciplinary research activities.
- Undertake ISR activities by all the departments.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

IQAC ensures adherence to the norms specified by external agencies to maintain high quality standards in all aspects of functioning of the college.

- Academic and administrative audit format has been designed on the basis of the seven assessment criteria specified by NAAC
- Local Inquiry Committees assess the programmes conducted as per the guidelines given by SNTDWU Women’s University.
- Quality Circle meetings are conducted regularly as per norms of QCI.
- QET projects are carried out as per the guidelines given by NCQM.

6.5.6 What institutional mechanisms are in place to continuously review the teaching-learning process? Give details of its structure, methodologies of operations and outcome?

Different institutional mechanisms to help in reviewing and improving the teaching-learning process are:

- Student feedback is obtained annually in a structured format, analyzed and appropriate action is taken wherever necessary.
- Teachers' record book is a useful tool for tracking progress of completion of syllabus and recording academic activities.
- Regular departmental / faculty meetings to review completion and transactions of syllabus, execution and evaluation of academic activities.
- Analysis and comparison of the results with the previous years' help us to identify the problem areas and take remedial measures.
- Finally, academic audit helps us to assess the teaching-learning process

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Quality assurance policies, mechanisms and outcomes are communicated to internal and external stakeholders through following channels:

- Meetings conducted at various levels for internal stakeholders, who act as primary channels for communicating the same to external stakeholders
- Presentations made in the presence of the members of conducting body of the institution, IQAC, LMC etc. from time to time

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

The college has taken collaborative initiatives and developed a tool for creating benchmarks in the area of research, consultancy and extension. A questionnaire has been prepared with key aspects involved in these areas. This has helped us to introspect and to know our strengths and weaknesses. We have also organized a NAAC sponsored seminar on "Benchmarking in Higher Education" where we presented this tool, thus spreading awareness about benchmarking to the delegates.