



## Criterion II

### Teaching-Learning and Evaluation

*“It is a greater work to educate a child, in the true and larger sense of the word, than to rule a state”*

**William Ellery Channing**



## Criterion II

### 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 admission of students' takes place through transparent admission process based on merit as per the Government and University guidelines. The College is well established and is attached to junior college. First preference is given for admission to the in-house students. Therefore external publicity is not required as both the students and parents are fully aware of the admission process. Most of the seats are filled by in-house students.

The College maintains complete transparency in the admission procedure. Prospectus giving all information regarding the admission process is made available to students when they purchase the application forms. Moreover our admission policy is mentioned in our College website. The admission is made purely on merit basis within the Government and University guidelines. The list of the students admitted to various classes, along with the percentage of marks they have scored for the purpose of seeking admission, is put up according to the schedule prepared by the University. The entire process is supervised by the Principal and the Registrar.

##### 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.

- Admissions to Degree course in Commerce and Arts are done in accordance with the University norms.
- Junior College is attached to our Degree College; the first preference is given to in-house students for the admission to First Year B.Com. / B.A. classes.
- Our College is recognized as a Linguistic Minority Institution according to the government rules 50% seats are reserved for minority community i.e. Gujarati's.
- The remaining vacancies, if any, are filled on the basis of academic merit.
- Preference is given to those students who have credentials in the field of sports and other extracurricular activities at state and national level.
- Admissions at T.Y.B.Com/ B.A. level are carried out on the basis of a student's performance in the respective subject at First Year and Second Year levels.
- Admission of the outside students at the TYBA level is given after interview process where teachers are involved.



- Admission to self-finance courses is also given purely on merit basis.
- Admissions to the Post Graduate courses are given according to the prescribed norms of the University.

**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 admission of the students is carried on strictly according to the conditions laid down by the University of Mumbai.

**Table 2.1**

**The Minimum and Maximum Percentage of Marks for Admission at Entry Level for Each of the Programmes Offered by the College**

Year		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013					
<b>B.A</b>	<b>Opening</b>	75.40	77.29	74.50	75.67	70.83	67.83	72.67	68.00	74.17	66.83
	<b>Closing</b>	56.67	46.67	55.50	57.33	41.17	48.83	45.50	40.00	36.50	43.33
<b>B.COM</b>	<b>Opening</b>	84.67	83.00	85.83	86.33	92.00	85.33	82.00	82.83	88.83	85.71
	<b>Closing</b>	81.33	80.67	79.50	81.83	85.50	81.00	71.67	54.00	79.17	79.17



F.Y.BMS						
Closing			Opening			
Science	Com	Arts	Science	Com	Arts	Arts
60.17	74.00	44.67	76.33	82.50	80.17	80.17
53.33	73.50	44.50	75.00	86.00	66.50	66.50
60.00	74.60					
57.33	74.50					
	73.83			92.17		
	73.83			85.67		
40.33	74.83	48.00	73.67	87.20	70.00	70.00
46.33	74.50	55.50	71.00	83.00	55.50	55.50
48.33	76.17	48.00	79.50	85.83	76.17	76.17
46.33	75.67	55.50	73.50	86.33	52.50	52.50

  

F.Y.BOM (A&F)	
Closing	Opening
76.00	85.50
75.00	83.50
75.83	86.86
78.00	86.67
77.17	86.50
76.33	93.20
77.67	87.17
76.33	84.50
77.67	84.83

  

F.Y.BCOM (FM)	
Closing	Opening
67.83	88.00
64.83	72.00
66.00	
60.83	84.83
66.17	77.83
64.67	81.67
64.17	82.50
65.67	85.67
65.00	84.00



F.Y.BSC (I.T)		F.Y.BMM										F.Y.BCOM (B&I)	
Closing	Opening	Closing				Opening				Closing	Opening		
Maths	Maths	Science	Com	Arts	Science	Com	Arts	Science	Com	Arts	Closing	Opening	
75.00	97.00	60.17	65.83	52.50	69.33	76.00	66.28	70.17	72.50		70.17	72.50	
69.00	95.00	48.83	67.17	40.83	74.33	76.00	66.50	70.50	85.33		70.50	85.33	
79.00		65.00	70.00	61.17				68.17			68.17		
73.00								67.83			67.83		
56.00	98.00	-	70.83	41.17	-	79.50	74.83	60.00	83.50		60.00	83.50	
35.00	97.00	-	68.17	39.00	-	82.50	73.24	60.00	86.83		60.00	86.83	
58.00	86.00	49.67	70.83	54.83	69.20	82.00	78.33	65.17	80.00		65.17	80.00	
46.00	95.00	46.00	69.50	58.83	67.17	80.17	72.67	65.00	79.17		65.00	79.17	
58.00	96.00	49.67	70.83	54.83	79.40	76.83	82.33	66.40	80.67		66.40	80.67	
46.00	96.00	46.00	69.50	58.83	70.00	79.17	74.67	65.17	79.17		65.17	79.17	



F.Y.BSC (C.S)	Opening		80.83	84.33	86.33	86.00	86.33	86.00			86.00	91.00
	Closing		54.00	48.83	56.00	51.83	41.83	45.17			Direct	Direct
F.Y.BSC (Micro)	Opening		85.83	76.33							78.67	70.50
	Closing		38.33	43.83	54.83						Direct	Direct

Overall, looking at the entry point for each of the programmes offered by the college, it was found that the applications received were steady.

Going by newspaper reports and informal discussions with other College teachers and Principals, it is understood by the College that the other major Colleges in the vicinity are having the lesser cut-off percentages than our College.

**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 admission process, last dates for applications, display of merit list are all followed strictly according to government and university regulations. As and when these regulations change the college incorporates them in the existing process.

Each year, the process is reviewed by the Principal and Registrar to smoothen it so that admissions are streamlined and the process functions properly, with the least inconvenience to students.

Teachers are involved in the admission process so that students can easily fill in the forms and submit it effortlessly.

Special attention is given to parents' orientation to make them understand the newly introduced **CBCGS** (Semester Based Credit and Grading System) by the University of Mumbai. This was essential and helpful because from 2010-11 the University has changed the system of examination to semester. The university was following annual system for a long period.

This process has made the admission transparent and easy to understand. The admission process has improved and has become more streamlined over the years.



**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**

- ✦ **SC/ST**
- ✦ **OBC**
- ✦ **Women**
- ✦ **Differently abled**
- ✦ **Economically weaker sections**
- ✦ **Minority community**
- ✦ **Any other**

✦ **SC/ST**

Students from SC/ST are allotted seats as per prevailing government rules. Fees exemption and other benefits are provided to them. Book Bank facilities and free ship facilities are also provided.

✦ **OBC**

Students from other backward classes are allotted seats as per prevailing government rules. Fees exemption and other benefits are provided to them. Book Bank facilities and free ship facilities are also provided.

✦ **Women**

Women students are allotted seats as per prevailing government rules. Women students are provided with equal opportunity. We would like to mention that the ratio of women students is higher than the male counterparts in the college. This can be seen in the figure shown below.

✦ **Differently abled**

There is reservation for students belonging to differently abled categories as per government regulations. Their requirements and the needs are given a special care and attention.

✦ **Economically weaker sections**

Students from economically weaker sections are allotted seats as per prevailing government rules. They are provided with equal opportunity. Fees exemption and other benefits are provided to them. Book Bank facilities and free ship facilities are also provided.

✦ **Minority community**

Our College is recognized as a Linguistic Minority Institution (Gujrathi). According to the government rules 50% seats are reserved for minority community.

✦ **Any other**

Junior College is attached to our Degree College; the first preference is given to in-house students for the admission to First Year B.Com. / B.A. classes.



**Table 2.2  
Student Details**

Year	Total	Male	Female	SC/ST/OBC	Handicap	Minority
2008-2009	3746	1679	2077	150	12	2300
2009-2010	3951	1671	2348	172	11	2464
2010-2011	3856	1682	2174	100	9	1888
2011-2012	3996	1782	2217	144	14	2440
2012-2013	4073	1952	2121	87	09	1624

The above table clearly shows that along with the regular students our College is also catering to the SC/ST/OBC category, specially challenged students, girls and the minority. In fact the proportion of girls is comparatively more than the boys in our College.

**Table 2.3**

**Self-Finance Admission Data of Last 4 Years**

Year	Total	Male	Female	SC/ST/OBC	Handicap	Minority
2008-2009	570	269	301	79	03	279
2009-2010	550	243	307	50	03	250
2010-2011	549	279	270	33	02	259
2011-2012	547	273	274	64	03	269
2012-2013	610	302	308	07	--	27

The Table 2.2 and 2.3 shows that the College has a plan for including SC/ST/OBC and other weaker sections in the admission process to ensure the national commitment to diversity and inclusion.

**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.**

**Table 2.4**

**Number of Application Forms Received and Admitted List for Various Programmes**

Year	Course	No. of Application	No. of Student Admitted	Demand Ratio
	FYBCOM	1551	694	2.23*





	FYBA	135	123	1.10
	FYBMS	785	120	6.54
	FYBCOM (A&F)	553	59	9.37
	FYBCOM (B&I)	344	60	5.73
	FYBCOM (FM)	143	59	2.42
	FYBMM	230	60	3.83
	FYBSC (I.T)	710	103	6.89
	FYBSC(CS)	147	54	2.72
	FYBSC (MICRO)	91	34	2.68
<b>TOTAL</b>		<b>3995</b>	<b>1366</b>	<b>2.92</b>

2010-2011	FYBCOM	1618	702	2.30
	FYBA	111	107	1.04
	FYBMS	950	119	7.98
	FYBCOM (A&F)	660	61	10.82
	FYBCOM (B&I)	172	60	2.87
	FYBCOM (FM)	183	60	3.05
	FYBMM	182	61	2.98
	FYBSC (I.T)	491	100	4.91
	FYBSC(CS)	163	62	2.63
	FYBSC (MICRO)	101	28	3.61
<b>TOTAL</b>		<b>4631</b>	<b>1360</b>	<b>3.41</b>

2011-2012	FYBCOM	1699	719	2.36
	FYBA	192	123	1.56
	FYBMS	723	132	5.48
	FYBCOM (A&F)	596	62	9.61
	FYBCOM (B&I)	233	57	4.09
	FYBCOM (FM)	186	57	3.26
	FYBMM	291	58	5.02
	FYBSC (I.T)	548	108	5.07
	FYBSC(CS)	128	59	2.17
	FYBSC (MICRO)	119	31	3.84



<b>TOTAL</b>		<b>4715</b>	<b>1406</b>	<b>3.35</b>
<b>2012-2013</b>	FYBCOM	1590	717	<b>2.21</b>
	FYBA	130	121	<b>1.07</b>
	FYBMS	610	136	<b>4.49</b>
	FYBCOM (A&F)	507	67	<b>7.57</b>
	FYBCOM (B&I)	144	55	<b>2.62</b>
	FYBCOM (FM)	126	63	<b>2.00</b>
	FYBMM	240	64	<b>3.75</b>
	FYBSC (I.T)	421	116	<b>3.63</b>
	FYBSC(CS)	84	64	<b>1.31</b>
	FYBSC (MICRO)	107	36	<b>2.97</b>
<b>TOTAL</b>		<b>3328</b>	<b>1439</b>	<b>2.31</b>

**The demand ratio 2.23 indicates for every one seat there is a demand of 2.23 applicants (1:2.23)**

FYBCOM – in B.Com Section the demand ratio for the last four years was 2.23, 2.30, 2.36 and 2.22, which shows that the demand for this section **was steady** over the years.

FYBA– in B.A Section the demand ratio for the last four years was 1.10, 1.04, 1.56 and 1.07 which shows that the demand for this section **was steady** over the years.

FYBMS–in BMS Section the demand ratio for the last four years was 6.54, 7.98, 5.48 and 4.49 which shows that the demand for this section increased and then declined.

FYBCOM (A&F) – in B.Com (A & F) Section the demand ratio for the last four years was 9.37, 10.82, 9.61 and 7.57 which shows that the demand for this section increased and then declined.

FYBCOM (B&I) – in B.Com (B& I) Section the demand ratio for the last four years was 5.73, 2.87, 4.09 and 2.62 which shows that the demand for this section is on the decline.

FYBCOM (FM) – in B.Com (FM) Section the demand ratio for the last four years was 2.42, 3.05, 3.26 and 2.00 which shows that the demand for this section increased and then declined.

FYBMM– in BMM Section the demand ratio for the last four years was 3.83, 2.98, 5.02 and 3.75 which shows that the demand for this section increased and then declined.



FYBSC (I.T) – in FYBSC (I.T) Section the demand ratio for the last four years was 6.89, 4.91, 5.07 and 3.63 which shows that the demand for this section is declining over the years.

FYBSC (CS) – in FYBSC (CS) Section the demand ratio for the last four years was 2.72, 2.63, 2.17 and 1.31 which shows that the demand for this section is declining over the years.

FYBSC (MICRO) – in FYBSC (MICRO) Section the demand ratio for the last four years was 2.68, 3.61, 3.84 and 2.97 which shows that the demand for this section increased and then declined.

In all, in the various programmes offered by the College during the last four years the overall trends indicate an increase and decrease in the demand ratio (2.92, 3.41, 3.35 and 2.31). The trends indicate steady ratio for two sections (viz. B Com and BA) whereas in the other sections there is a decline.

The trends indicate that for the larger group of students i.e. B.Com/B.A the trend is steady and therefore no action is necessary. For the courses where there is a decrease we will ensure that good faculty will be recruited to attract students. A note should be made here that this decrease in the trend could also be due to external environmental factors like general fall in the demand for speciality courses, general fall in the students taking up science for studies.

## **2.2 Catering to Diverse Needs of Students**

### **2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?**

The College is sensitive towards the needs of the differently abled students. The teachers give special attention during lectures. When needed topics are explained to them after regular lectures. Teachers are available to the parents of the differently abled students so as to communicate their needs and any other problems related to academics. Further the mentor in charge also guides the parent and the students. All government policies are followed like providing scholarships, arranging for writers for examinations and providing extra time for writing exams.

A qualified and experienced counsellor has been appointed to cater to emotional, academic, and behavioral problems of the learners. We also provide Software named JAWS for visually handicapped students which help them to work with the computers.



**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.**

Attendance of the previous year is an important consideration for choice of subjects. If the students have any co-curricular credentials, they are considered positively. Other than this, merit is an important aspect.

Every year before the commencement of regular lectures, parents / guardians are invited and they are informed about attendance rules, codes of conduct of their wards, discipline and decorum of the college and above all curricular and co-curricular facilities which are available to the students. This helps in stream lining the activities for the next academic year as the parents will encourage their wards to take part and make best use of the facilities available in the College. The response from the parents has not only been tremendously positive but they have also been appreciating our efforts in grooming their wards. Any special extra skills that the students wish to acquire are offered by the Add on Courses. Admissions to PG courses are on the basis of merit, interviews, and sometimes written exam.

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

Bridge Courses are offered for the students enrolling for PG Courses. Remedial teaching and intensive coaching is offered to students who need extra and special attention. Teachers take initiative to conduct remedial teaching during second term after analysing the result of the first term. Regular doubt clearing sessions are held for the T.Y.B.Com/ T.Y.B.A. students in particular. Add on courses is offered to empower students to get employment after graduation. Enrichment courses like Certificate Course offered by Gandhian Study Centre, personality development courses and English speaking courses are conducted to improve students' personality. We encourage students to use library facilities to read reference books and use internet for other information. Industrial visits are organized to get first-hand knowledge of manufacturing or administration unit. Visiting lectures by corporate representatives are organized to acquire knowledge about specialized areas. Training programs are organized to equip the students with necessary career related skills. IGNOU MBA Courses are offered in the college. MKES, our Parent Body is a partner institute with IGNOU. Under this we offer BCA, MCA and MBA.

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

Through NSS, WDC, NCC, Social Cell, IQAC and Department of Geography various programmes are conducted to sensitize the students on social issues. National and international conferences are regularly held on inclusiveness, gender sensitivity and climate change issues to sensitize and stimulate the thinking of the staff. NSS volunteers visited an adopted areato conduct a cleanliness drive with an objective to develop a rapport with the local community as well as to create social awareness.



Awareness about issues like “Facing the menace of AIDS”, “Malaria”, “Hepatitis”, “Saving the Girl Child”, “Say NO” to plastics by preparing paper bags and distributing to nearby shops was created. Every year Blood donation drive is conducted to make students aware of HIV/AIDS by giving pamphlets on HIV/AIDS and students were checked for Thalassemia which can be prevented by a simple blood test check. Besides on going activities like Beach Cleaning Competition, Selling of Rakhis, Flags made by physically/ mentally challenged children, Peace Rally, awareness about voting rights; extending help to police in crowd management during festivals are conducted every year.

Our College has adopted the policy of CSR- “College Social Responsibility”. The College has started Social Cell in the year 2009. Our aim is to bring a smile on the faces of those people and children who are deprived of the basic needs in the society. The College also has a group of students formed into an association White Leaf which is involved in social activities. The Gandhian Studies Centre organized a Save Poisor River Padyatra on 2<sup>nd</sup> October, 2011. Students carried banners of ‘Save the Environment- Save Poisor River from Pollution’. The Gandhian Peace Examination and make students take oath to create awareness to, “Say No to Nuclear Weapons” every year. Various activities are held to inculcate Gandhian Principles of truth and Non-violence. Students of department of Geography carried a survey on awareness of waste management in the vicinity area.

The above measures are initiated to sensitize the staff and the students on various issues.

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

Advanced learners are identified by the teachers in their day today interaction with students. The advanced learners are encouraged to give presentations and are motivated to read reference books by various internationally acclaimed authors. They were also encouraged to attend various quiz programmes and talks conducted by other institutions. Book/ Movies reviews and empirical research are encouraged. Students are also encouraged to make paper presentations in the various seminars and conferences. Our students have presented and published research papers in several ISBN books. Besides, awards are given to students who get highest scores in different subjects. Women’s Development Cell and Internal Quality Assessment Cell conduct activities to sensitize the staff regarding environment, gender and other relevant matters. On “Teachers Day” the advanced learners are encouraged to conduct lectures.

#### **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.)?**

Academic performance is collected through class tests, presentations by students, and grade marks. Potential Drop outs are identified and we try to prevent it by providing supportive measures. The supportive initiatives are Book Bank facilities, part



payment of fees, instalment facility for payment of fees, encouragement to avail scholarships/ freship provided by University, reference and text books provided by teachers on their library cards, individual cases counselled by Principal. Students are encouraged to approach their respective teachers in case of any difficulties in the teaching- learning process. It has become an effective tool to strengthen healthy dialogue among stake holders. This has led to creating a more meaningful relationship between the teachers and the students over the years.

The College provides Software named **JAWS** for **visually handicapped students** which help them to work with the **Computers**. We conduct extra lectures for slow learners and also arrange extra practical sessions for their better understanding. For economically weaker students; we allow part payment facility of fees for all courses.

### **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.)**

An Academic Calendar is prepared prior to the commencement of the academic year by the Principal in consultation with Heads of Departments. The important aspect of educational process is Teaching – Learning Plan (TLP). The monitoring of this process is done through the review of Teaching – Learning Plan and by a feedback to faculty by the Principal. Knowledge assimilation of students after implementation of TLP is gauged through classroom tests and by other suitable means. Records of tests and feedback are properly maintained. The IQAC has put in place methodology for receipt, analysis and improvement of feedback received from the students on academic management including resource facilities. The IQAC collects on regular basis feedback from the students on quality of education, provision of resources etc. Students' feedback are analysed and improvement plans are initiated to enhance quality of education. The feedback is discussed and reviewed between teachers and the Principal in a confidential manner. Students can also give their feedback through the suggestion boxes placed in college premises. Alumni are also a good source to give an honest appraisal about the various matters of the College.

#### **2.3.2 How does IQAC contribute to improve the teaching –learning process?**

Considerable effort has been put by IQAC to ensure an environment of excellence in all aspects of teaching and focus is also given to improve the quality of education and evaluation.

Through **IQAC** academic audit is carried out by the Principal. This audit is done in three stages.

- All the teaching staff members submitted semester plan for conduct of theory and practical classes to their respective head of departments.
- Monthly reports are collected from the teaching staff where in teachers give information regarding coverage of syllabus during that particular month. In case where syllabus was not covered as per schedule, the teachers were accordingly advised.



- At the end of the semester (during the internal audit) the teaching staff submits the monthly monitoring sheets to the respective heads of departments and through the ISO MR (Management Representative) it is submitted to the Principal who examines whether the entire syllabus has been completed as per the initial planning and appropriate steps are initiated.

Recognizing the need to improve and enhance knowledge imparted in the college, the IQAC identifies different teams and prepares them as quality enhancement circles. These teams conduct projects for improvement of quality. The teams then offer their projects for external evaluation by authoritative bodies for appraisal and awards. We applied to NCQM (National Centre for Quality Management) and EET (Education Expo TV) for awards to ensure that the policies and plans are properly directed.

### **2.3.3 How is learning 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 the students?**

For ensuring interactive learning students are regularly attending lectures where they interact with the teachers and peer. The assignments given to students under the 60:40 patterns ensures that the learning is student centric, practical and the assessment of the student is more individually relevant than a one shoe fits all pattern of assessing which was followed earlier. The assignments facilitate independent learning. The college ensures proper learning facilities like well-equipped classrooms, laboratories, and library etc. to make learning effective. The College also ensures proper implementation and monitoring of teaching– learning plan and conducts internal tests, assessment etc. to gauge the level of assimilation of knowledge by the students. Final examination is also conducted as stipulated by the regulatory bodies. Based on the result of first term exams, suitable remedial measures are initiated by the faculty after discussion with students (Extra coaching, Special classes, Mentoring etc).

The College has made sustained and continuous effort to bring innovations in teaching-learning methodology. It has shifted the focus from teacher-centric pedagogy to learner- centric pedagogy by introducing projects, field trips, industrial visits etc. in the curriculum. Along with the conventional learning, students' participation in seminars, quiz competitions and debates is also encouraged. The students' are also exposed to lectures with facilities like overhead projector, LCD projector, Computer and Internet, Interactive Panels etc. The students from TYBA Geography in collaboration with IIT, Bombay helped the local NGO of National Park in conducting Tree Census with the help of GPS. These measures help in collaborative learning.

### **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?**

There is a well-equipped conference room where seminars are organized for the students to make the lectures livelier. Our library is well equipped with computers and internet connectivity. The library regularly adds to its stock the latest books



recommended by the faculty. Study tours, field trips and industrial visits are also organized to help the students to gain practical knowledge about the subject. Encouragement for projects is also given. The College promotes participation of students in projects. The academic courses such as M.Sc. (IT), B.Sc. (IT), B.Sc. (CS) and other courses, project work with critical evaluation of the assignment is an essential part of the study. Here, the students are guided to use creative methods to present their projects. For projects some students are encouraged to conduct research using primary data, which will help them to present a more reliable and scientific finding.

**2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: 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.**

Our College supplements the lecture method of teaching with learner-centered-methods like giving assignments, conducting seminars, project submission, etc. Besides, OHP and Audio-visual aids are used to supplement classroom teaching. Seminars, group discussions, projects, excursions and industrial visits help to generate students' interest in the subject. The goal is not only to help the students to acquire good results and make a bright career, but also to make better human beings and a good citizens of the country. They are then able to understand the subject in the context of contemporary situations. To inculcate moral values amongst the students, the College organises workshops, guest lectures, book reading sessions and exhibitions.

Reading habit is encouraged among teachers and students. A variety of books, magazines, journals and internet facilities are made readily available in the library. Talks by distinguished personalities throughout the academic year are other great learning resources for the teachers and the students.

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

We encourage students to use library facilities to read reference books and use internet for other information. Add on courses is offered to empower students to get employment after graduation. Industrial visits are organized to get first-hand knowledge of manufacturing or administration unit. Visiting lectures by corporate representatives are organized to acquire knowledge about specialized areas. Training programs are organized to equip the students with necessary career related skills. IGNOU MBA courses are offered in the college. MKES, our Parent Body is a partner institute with IGNOU. Under this we offer BCA, MCA and MBA. Bridge Courses for the PG students are also offered.

Advanced learners are identified by the teachers in their day today interaction with students. The advanced learners are encouraged to give presentations. The advanced learners are motivated to read reference books by various internationally acclaimed authors. They were also encouraged to attend various quiz programmes and talks





conducted by other Colleges. Book/ Movie reviews and empirical research are encouraged. Students are also encouraged to make paper presentations in the various seminars and conferences organised in our college and other colleges. Our students have presented and published research papers in several ISBN books. Besides, awards are given to students who get highest scores in different subjects. Women's Development Cell and Internal Quality Assessment Cell conduct activities to sensitize the staff regarding environment, gender and other relevant matters. Regular seminars, workshops, guest lectures are conducted to expose faculty with advanced level of knowledge and skills to the current scenario. The faculty with advanced capabilities is encouraged to undertake minor and major research projects, funded by various academic bodies. They are also encouraged to organise seminars and conferences.

The various College associations regularly conduct talks, workshops and seminars to promote a feeling of social responsibility amongst the students.

### 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 advises) provided to students?

There is a counselling cell in the college under the charge of a qualified counsellor. The counsellor assists students to overcome the various problems encountered by them at the college level. The availability of trained counsellor is made known to students by their mentors through the periodically conducted mentor meetings. Active parental involvement is also sought where the issues related to families that are affecting the students are discussed. **Cognitive Behavior Therapy, Rational Emotive Behavior Therapy, Art Therapy** and **HTP** are the techniques used by the counsellor. Counselling services made available to the students are:

- ✦ **Academic Counselling:** Issues related to stress and depression due to self induced or parental pressure is helped with. Students are helped with time-table management and learning techniques.
- ✦ **Personal counselling:** Relationship issues, family issues interaction between students and parents, helping them to interact with each other.
- ✦ **Career related counselling:** Students are given knowledge about the various careers and opportunities available suitable to their attitude.
- ✦ **Psycho- social counselling:** The types of cases handled in the college include
  - Anger management
  - Anxiety
  - Depression and
  - OCD's

The number of students benefitted through personal counselling was fifteen in 2008-09, 60 in 2009-10, 63 in 2010-11 and 39 in 2011-12. In all 177 cases were handled in the last 4 years.

The Career Guidance Cell conducts academic counselling by inviting experts from diverse fields to speak on career options. In case of personal counselling; we have a qualified counsellor who takes care of the typical problems faced by the students.



Our College has a provision for mentoring of students. Every teacher is a mentor for a group of 30-40 students. The mentor meets the students twice a semester formally and interacts with them regularly. The mentors monitor the attendance, academic activities and counsel the students on both, academic and personal matters whenever there is a need. The students are made to feel comfortable to freely discuss their problems with their mentors. After each semester examination, the results are informed to the parents in person and the performance of the students is discussed with them.

Career development cell was started for self-finance students in 2010 to train, guide and place students in reputed companies. In 2010-11, three and in 2011-12, eleven students were placed in reputed firms.

Under Placement Cell in 2009-10 forty students, 2010-11 seventy six and in 2011-12 one hundred and eleven students were placed in different firms.

**Table 2.5**

**Details of Industrial Visits**

**2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty**

Course	2009-10	2010-11	2011-12	2012-13
CS/IT	--	Local IV-Onida MIRC ELE and Reliance energy	Local IV- Infosys,Pune	Local IV- Alok Industries at Silvassa
BFM	--	Local IV-Visited NSE	--	Local IV- Magic Bus for learning and development
BAF	--	--	Local IV-Sundaram paper mills and its printing	Local IV-RBI
	--	--	--	Local IV-Bombay Stock Exchange
BBI	--	Local IV-Reynold Shirting PvtLtd,Silvassa	--	Local IV-RBI
	--	Local IV-Hindalco Industries Ltd-Foil Division	Local IV-Sundaram paper mills and its printing	Local IV-Bombay Stock Exchange
BMM	--	--	Local IV-All India Radio	--
B.Com/BA		--	--	Visit to Infosys, Pune
B.Com/BA		--	--	Visit to Delhi, Amritsar &Manali for 10 days
BA		--	--	Konkan, Maharashtra for 3 days

**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 student learning?**

Most of the teachers supplement the lecture method of teaching with other innovative methods of teaching such as use of OHP, LCD projectors, visualisers and interactive panel regularly. Each department and major committees and the library have been provided with laptops to enable them to use other ICT techniques effectively. Class presentations, group discussions, film shows, field trips and industrial visits are also conducted.

The College organises several workshops and training to encourage the faculty to adopt new approaches to teaching. The College faculty is provided training for the use of computers by NIIT Academy. They were also trained for the use of interactive panels.

With regular teaching method of chalk and talk, the use of ICT has encouraged students not only to pay attention and understand the subject better but also to grasp and remember it for a longer time. This has also led to increase in attendance and participation of students in the lessons taught and learnt. Quiz competitions based on subject knowledge are organised by some departments.

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

The library provides books for reference and internet facility to students so that they can complete their projects and assignments with quality inputs. The library is open for two shifts so that the students can avail the facility for longer period. The College library subscribes to 110 journals/ periodicals on various subjects which are very useful for research work. In Library, 2 computers have been specially earmarked for students and teachers to search the Online Public Access Catalogue (OPAC).

To improve the facilities in the Library we have availed subscription to INFLIBNET's N-LIST database. The library provides facility of printing to the teaching faculty. Question Bank and Syllabus repository is being developed to help the students and teachers access the same.

#### **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.**

Yes, challenges in completing the curriculum within the planned time frame and calendar do exist. There are sometimes public holidays and co-curricular activities which are during the days of lecturing. However, there is a system of teaching – learning monitoring which can handle these challenges.

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

Considerable effort has been put by the College to ensure an environment of excellence in all aspects of teaching and focus is also given to improve the quality of education and evaluation.



Through IQAC academic audit is carried out by the Principal. This audit is done in three stages. All the teaching staff members submitted semester plan for conduct of theory and practical classes to their respective Head of Departments. Monthly reports were collected from the teaching staff where in teachers give information regarding coverage of syllabus during that particular month. In case where syllabus was not covered as per schedule, the teachers were accordingly advised. At the end of the semester (during the internal audit) the teaching staff submits the monthly monitoring sheets to the respective heads of departments and through the ISO MR it is submitted to the Principal. It is checked whether the entire portion has been completed as per the initial planning and appropriate steps are initiated.

Recognizing the need to improve and enhance knowledge imparted in the College, the IQAC identifies different teams and prepares them as Quality Enhancement Circles. These teams conduct projects for improvement of quality. The teams then offer their projects for external evaluation by authoritative bodies for appraisal and awards. We applied to National Centre for Quality Management and Education Expo TV for awards to ensure that the policies and plans are properly directed. Exams are conducted according to university rules. Teachers fill in self-appraisal forms to evaluate their performance over the year. The heads of departments evaluate and provide feedback to the individual teachers.

## 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

Table 2.6

#### Human Resource - Teacher Quality and Competency

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers</b>							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	1	2	4	--	1	
M.Phil.	--	--	2	---	2	4	6
PG	--	--	4	4	14	7	21
<b>Temporary teachers</b>							
Ph.D.	---	--	--	--	1	2	3
M.Phil.	--	--	--	--	--	4	4
PG	--	--	--	--	3	20	23
<b>Part-time teachers</b>							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	--	--	--



The College has in place a training schedule for each academic year which means the faculty is ready to meet the changing requirements of the curriculum. Infact, training is one of the best practices in our college. Further, all teachers are regularly deputed for orientation and refresher courses. The recruitment is strictly according to the university rules and qualification.

**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.**

To cope with the scarcity of qualified faculty to teach the emerging area of study we have experienced faculty to assist us in supervising the conduct of such courses. For the purpose of regular lectures and practical that need to be conducted we have a team of visiting faculty, regular teachers, and laboratory assistants. Few part time faculties are appointed on annual basis. We also organize guest lectures by experts. We are also offering other new relevant and emerging areas of study like Financial Markets, Banking and Insurance and Accounting and Finance. Being a Commerce and Management Studies faculty for these courses are maintained without much difficulty.

**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**

**Table 2.7**

**Nomination to staff development programmes**

Academic Staff Development Programmes	Number of Faculty Nominated			
	2008-09	2009-10	2010-11	2011-12
Refresher courses	3	3	4	3
HRD programmes	-	-	11	-
Orientation programmes	1	1	1	1
Staff training conducted by the university	27	27	27	25
Staff training conducted by other institutions	1	20(Skyler Institute of Management Studies)	40 (NCQM) 30 (NCQM) 20 (NCQM) 15 (NIIT Academy)	40 (Forum of Free Enterprise)
Summer / winter schools, workshops, etc.	-	40	-	-



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

- ✦ Teaching learning methods/approaches: Each year 6 man days training is provided on teaching learning methods / approaches
- ✦ Handling new curriculum: Each year 2man days training is provided on handling new curriculum
- ✦ Content/knowledge management: 3 conferences and seminars are held every year.
- ✦ Selection, development and use of enrichment materials: New technology teaching aids are purchased through invitation of tenders.
- ✦ Assessment: Through one staff meeting before the examination.
- ✦ Cross cutting issues: Conferences and seminars are inter disciplinary in nature
- ✦ Audio Visual Aids/multimedia: Audio Visual Aids/multimedia purchased through invitation of tenders
- ✦ OER's: The Library uses many open access databases/journals and also orients the teachers to use the OERs. The Library also organsied UGC sponsored national Conference in 2012 on the theme 'open access movement'.
- ✦ Teaching learning material development, selection and use: Teaching learning material development, selection and use purchased through invitation of tenders.

c) **Percentage of faculty**

- ✦ Invited as resource persons in Workshops/Seminars/Conferences organized by external professional agencies (59%)
- ✦ Participated in external Workshops/Seminars /Conferences recognized by national/ international professional bodies (100%)
- ✦ Presented papers inWorkshops/Seminars/Conferencesconducted or recognized by professional agencies (100%)

**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 College extends complete support for the professional development of the teachers. The faculties are encouraged to pursue Ph. D through faculty development schemes of UGC. Three staff members have availed of Faculty Improvement Programme for research under the X plan of UGC. The College sanctions paid leaves and reimburses the expenses of the staff members who participate in seminars, conferences, workshops, etc. at state, national and international levels. The institute also conducts seminars, workshops and special lectures for the benefit of the faculties.

The College supports the research activities of the faculty members by promptly arranging for books and journals according to their requirement.



The Management of the College has declared that the faculty members acquiring Ph.D. degree will be felicitated. Moreover, the Management will award Rs. 11,000/- to the faculty members of aided section and Rs. 25,000/- to the faculty members of Self-Financed Courses. Dr. Varsha Ainapure is on study leave on Fulbright Scholarship for one year.

The faculties are also encouraged to take up minor and major research projects. Many of these activities are supported by UGC, ICSSR and other funding agencies in the form of financial assistance.

The research cell of the College assists the teachers to get proper information about the available funding agencies for research projects. It also informs the teachers about the relevant seminars and conferences that are organised by other colleges, institutions and universities in the city and in the other parts of the country.

**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.**

- ✦ Principal Dr. (Mrs.) Ancy Jose has been awarded **BEST TEACHER AWARD** by Bahujan Samajwadi Party.
- ✦ We have received the **BEQET** (Best Educational Quality Enhancing Team) third prize from National Centre for Quality Management. The team consisted of Principal Dr (Mrs) Ancy Jose (Team Leader), Mr. Monikantan Nair, Dr Moushumi Datta, Ms. Ruchi Sagar, Dr Kavita Kalkoti and Ms Sneha Louis as team members.
- ✦ We have received the award of **Best Ensemble Faculty** from the Education Expo TV's Research Wing for Excellence in Professional Education & Industry-Academic Brilliance Awards-2013 for Best Ensemble Faculty. The Ensemble faculty (Five) selected for this award were Principal Dr (Mrs) Ancy Jose, Vice Principal Dr G.K.Kalkoti, Dr Moushumi Datta, Dr Kavita Kalkoti and Dr Madhukar Dalvi.

Our College provides excellent infrastructure, up-to-date library facilities to the faculty which helps them excel in research and academic activities. Our Management and Principal support and motivate the staff to perform.

**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?**

As a part of the performance appraisal process, self appraisal forms are filled up by every teaching faculty at the end of the academic year. Student feedback is taken for all the courses B.Com, B.A. and all Self-financing at random. Feedback forms are scrutinized and a report is compiled there from. These reports are confidential.



Negative points in the feedback are worked upon. The teachers have fill up API Forms as per the UGC guidelines prevailing. The service books are forwarded to the university on a regular basis. Interviews are conducted for career advancement of teachers as and when they become due. Moderation of exam papers conducted for first year and second year on behalf of the university is followed in a systematic manner.

## 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 processes?**

Prospectus giving all information regarding the evaluation process is made available to students when they purchase the application forms. During the orientation programme of the first year admission parents and students are informed about the current evaluation process. Faculty is sent for workshops to make them aware of the evaluation process. The University circulars describing the scheme of examination are communicated to the heads of departments immediately. The circular is implemented with immediate effect.

### 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?**

Our College was selected as CAP Centre for the academic years 2010-2011 and 2011-2012 for T.Y.B.Com. and M.Com examinations. Principal Dr. Ancy Jose was appointed as CAP Director and Vice Principal Dr. G.K. Kalkoti as CAP coordinator. The CAP Centre caters to a cluster of colleges. The cluster college concept has been introduced by the university since two years.

### 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?**

The University has introduced the system of cluster colleges and lead college scheme. Our College was selected as a **Lead College**. CAP assessment was conducted on behalf of the University of Mumbai in the college. As a Lead College we will continue to take up any responsibility given to us by University of Mumbai for teaching learning evaluation and also any other academic endeavour.

In 2010-2011 about 1 lakh answer books for 10 subjects at T.Y.B.Com were evaluated and moderated. About 110 faculties from the cluster college put in hard work to complete this gigantic task.

For M.Com. Part I and II about 50000 answer books for 10 subjects were evaluated and moderated. Nearly 25 faculties attended this CAP. Administrative staff of our college helped in distribution of CAP allowance to the faculty.





In 2011-2012 about 80000 answer books for 10 subjects at T.Y.B.Com. were evaluated and moderated. About 100 faculties from the cluster college reported. Form M.Com. I and II 40000 answer books for 10 subjects were evaluated and moderated. Nearly 25 faculties attended this CAP. This year our College was entrusted with additional responsibility of payment remuneration for paper evaluation and moderation to faculties over and above payment of CAP allowance. Administrative staff did wonderful job this year also. Faculties from our cluster have shown extra-ordinary conscientiousness in accepting the assessment / moderation which was unfinished at other CAP centres. In fact university authorities at one stage were sending extra answer books to our college reposing the faith that work will be done on time here. Of course they have issued an appreciation letter to our college for taking up this job and helping University in declaring results on time.

The College has initiated coding and masking system specially to protect the identity of the learner from the assessor. The grade cards are generated in –house, to ensure a fool proof result mechanism.

**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.**

Regular formative evaluation is done by the teachers in the classroom. Each subject teacher uses formative means suitable for their subject to enable the student to grasp the subject matter.

Techniques like question answers during the lecture, presentations, group presentations, newspaper readings, drawing diagrams, mock interviews, surprise tests etc are used for the better understanding of student.

At the end of the term the learners are specifically informed on the methodology of studying, the question paper pattern, marks allotted for each module, marking and evaluating system that will be adopted. This helps the student s to improve their performance in the exam that is conducted at the end of each semester.

For summative evaluation, university pattern of evaluation is followed. The performance of each learner (student) is evaluated in two components. Internal Assessment component carries 40% marks and the external component, consisting of semester examination, carries 60% marks. Internal assessment component includes two class tests (10 marks each), assignment/project presentation, active participation and overall impression. An additional class test is conducted for students remaining absent on genuine grounds. An additional semester examination is also held for students who may have failed in any subject(s) or remained absent in semester examination on genuine grounds such as, medical or representing the college or university in NSS/NCC/Sports/Cultural participation, etc. Grade cards as per university format are given to students. For TYBA the first term examination is conducted in the month of October. Analysis of result is done and remedial measures to improve the performance also taken by the respective teachers. Annual examination is conducted by the university in the month of March/April.



For the T Y B Com students a yearly based credit and grading system was introduced from the last academic year. The performance of each learner would be evaluated in two components. Internal assessment component carries 40% marks. The external component of 60% marks would be included in the annual examination conducted by university of Mumbai in the month of March. For Internal assessment (40%), three class tests of 10 marks each are conducted during the academic year and the performance in the best two would be considered. Internals also include assignment/project preparation, active participation and overall impression. Internal assessment of 40% in each course will be sent to the University in a prescribed format. Annual examination of 60% marks in each course will be held in the month of March by the University of Mumbai and the results are declared by it.

Examination schedule for the academic year is prepared strictly on the basis of University guidelines and is circulated among the staff members. After the college admissions and finalization of yearly plans, the examination committee initiates the following activities:

- Coding of question papers to ensure confidentiality.
- Conducting the First Semester/Second Semester/Term End examinations for regular students (FYB Com, FYBA, SYB Com, SYBA and TYBA) in the months of October/March. The question papers are printed internally and the result compilation is also done within the college to maintain confidentiality, precision and accuracy.
- Answer books are masked, during the conduct of the examination and before assessment commences, to hide the identity of students so that assessment becomes impartial.
- Centralized Assessment Program(CAP) is followed.
- Moderation work is done in each subject and if there is any significant change in marks after moderation, it is monitored by the committee.
- Result of each examination is declared within 30 days from the last examination held.

All efforts are made for the efficient management of the examination system by following various steps such as giving examination seat numbers and issuing hall tickets to the students, masking and coding answer books and getting them assessed at Central Assessment Programme (CAP). This system helps in avoiding all the possible attempts of malpractices. The question papers are printed within the college under the supervision of examination in-charge. Separate arrangements for computers and printers are made in the college for making soft-copies and hard-copies.

**2.5.5 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 the students' results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.**

The **results** of each semester or term are consolidated and analysed and disseminated to the heads of departments. In the departmental meetings the trends of the results of the individual subjects are discussed and remedial steps are initiated. The analysis of the students' results and achievements course wise are as follows:



Table 2.8

## Analysis of the Students' Results and Achievements Course Wise

		B.COM.	B.A.	BMS	BSc(IT)	B.Com. (A/F)	B.Com. (B/I)	BMM	BSc(CS)	B.Sc. (Micro)	B.Com. (F/M)
2007 - 2008	Appeared	449	81	102	56	54	53	49	41	--	--
	Distin.	--	--	14	4	46	49	9	--	--	--
	I Class	264	18	52	20	--	2	26	1	--	--
	II Class	131	46	14	13	2	--	5	11	--	--
	Pass Class	8	12	12	3	5	--	6	--	--	--
	Total Passed	403	76	92	40	53	51	46	12	--	--
	%	89.76	93.83	90.20	71.40	98.10	96.20	93.90	29.30	--	--
	UOM %	59.62	78.51	81.20	65.20	95.00	93.50	94.20	71.60		
2008 - 2009	Appeared	456	100	110	58	59	59	45	48	--	--
	Distin.	--	--	14	--	50	51	11	--	--	--
	I Class	285	25	66	39	1	3	31	5	--	--
	II Class	130	64	6	2	1	---	2	24	--	--
	Pass Class	12	5	3	2	3	4	1	1	--	--
	Total Passed	427	94	89	43	55	58	45	30	--	--
	%	93.85	94.00	80.90	74.10	94.80	98.30	100.00	62.50	--	--
	UOM %	58.26	76.08	83.90	60.60	94.90	93.50	95.90	64.70		
2009 - 2010	Appeared	527	87	113	117	57	59	52	65	14	--
	Distin.	--	--	32	1	54	51	8	--	--	--
	I Class	369	17	63	42	--	3	39	7	6	--
	II Class	123	44	4	30	--	---	3	34	7	--
	Pass Class	3	16	1	8	3	4	2	1	--	--
	Total Passed	495	77	100	81	57	58	52	42	13	--
	%	94.29	88.51	88.50	69.23	100.00	98.30	100.00	64.60	92.90	--



	UOM %	63.67	72.12	81.60	51.11	95.20	95.70	94.90	52.50	63.80	--
2010 - 2011	Appeared	509	85	117	117	54	57	55	47	22	58
	Distin.	--	--	49	3	50	37	33	--	--	53
	I Class	330	25	37	60	2	16	20	14	2	5
	II Class	130	39	5	21	--	2	--	25	11	--
	Pass Class	11	12	4	8	--	1	1	3	--	--
	Total Pass ed	471	76	95	92	52	56	54	42	13	58
	%	92.5	89.41	81.1	78.6	96.29	98.24	98.18	89.3	59.09	100.0
	UOM %	62.9		81.5	49.1	95.53	94.81	94.31	55.3	55.34	95.83
2011 - 2012	Appeared	535			88	64	61	61	44	31	51
	Distin.	349	--		--	--	--	7	--	--	--
	I Class	134			57	60	57	46	2	8	48
	II Class	37			7	1	2	5	22	17	2
	Pass Class	--			11	1	2	1	--	1	1
	Total Pass ed	520			75	62	61	59	24	26	51
	%	97.2	91.01		85.2	96.87	100	96.72	54.4	86.66	100.0
	UOM %	81.5			51.2	93.85	94.40	91.32	49.3	61.34	97.63

The above table indicate clearly that in all the years the college results are better than the university results with a marked difference in B.Com programme, wherein the college results are much higher than the university results.

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

The examination committee frames a uniform method of evaluating internal assignments, which is according to university guidelines. All the teachers submit the filled formats on internal assessments to the examination committee. Of the 40 marks allotted for internal assessment 10 marks are given for overall conduct and class participation. The marks and assignments are preserved according to university



guidelines. Students are informed by the teachers lucidly about the methodology of marking them at the beginning of the academic year.

**2.5.7 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.**

The learning objectives of the subjects are defined in the teaching plans prepared by the teachers at the beginning of the year. The feedback of students collected establishes the achievement of objectives. The results of the exams are also an indicator of the achievement of learning objective.

The results of each semester or term are consolidated and analysed and disseminated to the heads of departments. In the departmental meetings the trends of the results of the individual subjects are discussed and remedial steps are initiated. The subjects where the performance is very poor the teachers take extra efforts and conduct extra lectures to enhance students’ performance.

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

Mechanism for redressal for grievances regarding evaluation patterns is as per the rules and regulations of the University of Mumbai. There is a separate Unfair Means Committee which handles the cases of malpractices happened during the examination and submits its report to the examination committee. The examination committee declares the result of such students as per the decisions of the Unfair Means Committee. Senior and experienced moderators are invited from other reputed colleges to conduct moderation work according to university directives. Examination result compilation work is done by a team, comprising of 10 teaching staff members under the able guidance of the Principal and Examination Committee In- charge. The facility of obtaining photo copies of answer books of theory papers is extended to the students with a view to bring transparency in the examination system. Grievance Redressal Cell attends to assessment related problems of the students. There is a provision for verification and re- evaluation of marks and is permitted on request within seven days after the results are declared. A student can also apply for photocopies of the assessed answer books.

**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?**

The College has clearly stated formative and summative outcome defined for the learner. The formative outcomes are defined according to the subjects in the departmental meetings conducted by heads of departments. All the staff members give in qualitative inputs in these meetings. The teachers define the outcomes according to the specific needs of each subject and the heads of departments then put



these ideas together and define a departmental formative outcome. These outcomes help in catering to all the learners especially to the advanced learners.

The summative outcomes are quantitative in nature which is defined at the College and departmental levels. These outcomes are generally to improve the percentage of passing.

Both these outcomes are discussed in department and staff meetings for the information of the teachers.

Through the mentor meetings where the parents and students are called the outcomes are explained to them by the mentor in-charge.

Knowledge assimilation through teaching learning plan is gauged through classroom tests and by other suitable means. Records of tests and feedback are properly maintained. The institute has put in place methodology for receipt, analysis and improvement of feedback received from the students on academic management including resource facilities. The feedback received from the students on the teaching faculty is conveyed to faculty for improvement. Students can also give their feedback through the suggestion boxes placed in college premises.

Alumni are also a good source to give an honest appraisal about the various matters of the College.

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

Records of tests and feedback are properly maintained. The institute has put in place methodology for receipt, analysis and improvement of feedback received from the students on academic management including resource facilities. The institute collects on regular basis feedbacks from the students on quality of education, provision of resources etc. Students' feedback are analysed and improvement plans are initiated to enhance quality of education. This feedback is discussed and reviewed between teachers and the Principal in a confidential atmosphere. The feedback received from the students on the teaching faculty is conveyed to faculty for improvement. Students can also give their feedback through the suggestion boxes placed in college premises.

Alumni are also a good source to give an honest appraisal about the various matters of the College. The College also ensures proper implementation and monitoring of teaching-learning plan and conducts internal tests, assessment etc. to gauge the level of assimilation of knowledge by the students. Final examination is also conducted as stipulated by the regulatory bodies. Based on the result of first term exams, suitable remedial measures are initiated by the faculty after discussion with students (extra coaching, special classes, mentoring etc).

There are various operative measures that are in place to ensure smooth conduct and realization of plans.

- To maintain secrecy and fairness in the examinations, the practice of masking and coding of the answer sheet is followed in all the streams.



- The College has a Grievance Redressal Cell. The major function of this cell is to address examination-related grievances.
- The Career Guidance Cell conducts academic counselling by inviting experts from diverse fields to speak on career options.
- In case of personal counselling, we have a qualified Counsellor who takes care of the typical problems faced by the students.
- The College has introduced evaluation of teachers by students. Accordingly, the students' feedback is taken on a regular basis, through an elaborately prepared questionnaire. The feedback forms are analysed and a report is prepared. These reports are handed over to the respective teachers by the Principal. The reports are confidential and if the feedback is not satisfactory, the Principal has discussions with the concerned teacher.
- Our College has a provision for mentoring of students. Every teacher is a mentor for a group of 30-40 students. The mentor meets the students once a month and interacts with them. The mentors monitor the attendance, academic activities and counsel the students on both, academic and personal matters whenever there is a need. The students are made to feel comfortable to freely discuss their problems with their mentor. After each semester examination, the results are informed to the parents in person and the performance of the students is discussed with them.
- The staff members and the students maintain very helpful approach in order to cater to the needs of differently-abled students. The students who suffer from learning disabilities like dyslexia are identified and are given special coaching. The differently-abled students are encouraged to participate in co-curricular and extra-curricular activities. The College has also provided a ramp for easily steering a wheel-chair. It has also donated wheelchairs in a few cases, in the past, to the economically weak and differently-abled students.

### **2.6.3 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?**

The College has instituted Career Guidance and Placement Cell which has organized a number of lectures by highly experienced corporate professionals to highlight about job prospects, skills and training required for various jobs. A special program on Personality Development for 7 days was arranged in the campus to boost the level of confidence of the students. A training was provided to students on soft skill. The program was well attended and was appreciated by students. Regular programs on guidance lecture on "Career as CA, Company Secretary" opportunities in Aviation Industry, Scholarship exam "Bhavishya jyoti" by NIIT was held for the benefit of the students. In 2011-12, an Industrial Visit for the students was organized to the Reserve Bank of India on 28<sup>th</sup> June 2011. They were guided on the features of bank and on the Indian Economy. Students were taken for an Industrial Visit to Infosys at Pune on 7<sup>th</sup> January and 11<sup>th</sup> February 2012 in two batches. There was also a 4 - day Industrial visit to Mahabaleshwar from 12<sup>th</sup> Feb to 15<sup>th</sup> February, 2012 where the students visited Mapro Company. A number of students have been selected by various reputed organizations for in different capacities: 24 selected from College by Nokia through



on line interviews. 12 students were selected by Birla Sun life Insurance for Internship. 4 students were chosen by WIPRO Technical. 1 student were chosen by L &T ; 1 student was chosen by Silicon Chips; 4 students were chosen by Wipro BPO; 4 students were chosen by Infosys; 10 students were chosen by Wipro Ltd. The College also have started an innovative technique of providing employment to students who are interested in “Earn while you learn” scheme. Add on course provides training to be eligible for being employed once graduation is over. Industrial visits help to get firsthand knowledge about the industrial processes and techniques, which will help in assessing about their skills and interest. Our students have also presented and published research papers in the UGC Sponsored National Level Seminar on” Women Rights in Modern India” on 15th & 16<sup>th</sup> January, 2010.

#### **2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?**

The College collects and analyse data on student learning outcomes through continuous evaluation system comprising of assignments, presentations, unit tests and semester end tests. The institute also takes feedback of the students to evaluate the student learning outcome.

If the Principal and the heads of departments find any barrier in learning, suitable steps are initiated to overcome them. Some of the steps taken are arrangement of extra classes for the weak students, planning of doubt clearing sessions and conduct of mock tests.

#### **2.6.5 How does the institution monitor and ensure the achievement of learning outcomes?**

The College effectively monitors the progress of the students through tutorials, assignments, unit tests and term end tests. Based on the total attendance, participation in the class, marks scored in the assignments and unit tests the College monitors and ensures the achievement of learning outcomes.

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

The graduate attributes specified by the College are

- Global in outlook and competence
- Local in action and ability
- Environmental awareness and responsiveness
- Culturally and socially aware
- Active and lifelong learners
- Innovative

The Khandwalites get the opportunity to acquire professional and cultural skills that enable them to adapt themselves in different environments. The graduates develop cultural, environmental, social and ethical awareness and skills. The education





imparted has holistic approach to learning, students are involved in various activities that create social awareness and better quality in education.

The College ensures that by the time the students become graduates, they become active and lifelong learners, capable of increasing their knowledge and skill to match their career needs. The students are encouraged to “Think Global and Act Local”

The College confirms that the graduates get an opportunity to develop creative and innovative ways of knowing, thinking and doing and always applies an observant mind and sophisticated approach in their professional life.

In short, we can say that the College helps the student to develop useful skills, qualities and abilities which he might never have discovered if he had not come to KHANDWALAS.

#### Any other relevant information

The students develop critical and creative skills in the College and this is evident from the interactions with the Alumni. The College is committed to developing the students in curricular and co-curricular aspects. The College is able to achieve learner centric atmosphere of education. Active involvement is there of parents, teachers and learners in the process of education through frequent regular interaction and feedback.