

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities**

**For First cycle, for 2012-13 to 2016-17**

**Example1:**

- Internal academic audit committee (IAAC) within the college monitors and review the teaching-learning process regularly. Based on feedback various innovative activities and reforms were introduced. The improvements based on feedback implemented are:

- **A) IAAC periodically reviews the teaching-learning process, structures & methodologies, and learning outcomes:**

The standard methods of teaching, learning, and evaluation which are proven over the years are being followed.

**Academic Calendar:** Based on the University Academic Calendar the Institute schedules the academic calendar well in advance at the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminar/ guest lecture/ workshops/ FDP's/ Hands-on-series and many more.

**Preparation of lesson Session plan for each Semester:** The lesson plan is prepared by the faculty members for all the subjects they teach in that particular semester. Enriching the curriculum with guest lectures, virtual sitevisits, E-market survey, and Internships.

**Daily lecture Record:** Everyday faculty prepare and submit details of the lecture along with the topic covered on an online portal.

**Evaluation of teachers by students:** The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses. Director and management also monitor the feedback system and takes appropriate corrective actions.

**Student learning outcomes:** The institute monitors the performance of the students regularly. It has specified procedure to collect and analyse data on student learning outcomes; the following points are adopted by the institute in this context:

- Regular class tests and interactions
- Midterm and continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations.
- Semester system of examination for all courses.
- Providing Question bank of various subjects to the students.
- Providing Lecture notes through an online portal
- At least 75% Attendance is compulsory in each semester.

**Remedial measures:**

Parent Teacher meetings: - Regular parent-teacher meeting is conducted minimum once in a semester to enable discussion, obtaining parent feedback and taking improvement measures.

Student mentorship scheme,

extra classes, Remedial classes: - Extra classes for weak students to solve their problems, practice test for more practice etc

**Effective internal examination and evaluation systems:** Institute maintains an effective internal examination and evaluation system.

**Students' result analysis:** Institute has the provision of analysis of students' performance after the announcement of their semester results. If the result of the students, in a subject, is not found up to the mark, necessary steps are taken to find out the reasons and the concerned faculty members are counselled and motivated to work towards improvement.

#### **B) Student Mentorship Scheme implemented for all semester of Academic session**

The student Mentorship Scheme of the institute inculcated for the overall development of the students in light of holistic improvement of knowledge enhancement and personality advancement

**Process of Program:** The mentor-mentee program includes three key members: the mentor an experienced faculty member, students, and a senior student member. The mentor roles are categorized clearly into two functions:

- 1) the Academic and career-related function incorporating advice to enhance the mentee's professional performance and development
- 2) the psychosocial function establishes the mentor as a role model and mental support system for the mentee.

In light of the effectiveness of a mentorship program, the institute has set guidelines to include max 20 students as a mentee under the guidance of a single mentor. The students are assigned with a single mentor for clear communication between the student body and the mentor for effective development.

Mentor-Mentee ratio introduced & implemented students were motivated and encouraged to seek guidance from the mentor. Students participated in various activities throughout the academic session.

#### **Example 2:**

##### **All-round development of students to nurture quality of students**

- **Co & Extra-curricular activities planned holistically in Academic calendar:** - all the teaching staff students involved in successfully conducting the various academic and cultural event practicing decentralization and participative management.

**Susamwad:** - (Faculty + students from 3<sup>rd</sup> year + students from 2<sup>nd</sup> year) Committee where faculty coordinators guide the students for various co and extra-curricular activities.

#### **For Second cycle (post accreditation) for 2017-18 to 2021-22**

##### **Example 1:**

**-Incremental improvement of teaching-learning strategy** by keeping small targets and helping students to complete their course.

**-Inclusive for backlog students to complete their course** by taking remedial classes and practice test. Practice tests and inter divisional juries initiated for improvement in sessional work, more exposure for students and also for parity within four divisions.

**-Online methods** for online teaching in the form of developing E-modules, learning E-platforms for online sessions, submissions, evaluation, etc.

##### **Example 2:**

**-Value added courses for students to increase employability** for excellent students to get more market experience and practical knowledge.