

**6.5.2 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 - Incremental improvements made for the preceding year with regard to quality, For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives)

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 words each

IQAC is working towards quality education and inculcating quality culture among the stakeholders. The IQAC has contributed towards institutionalizing the quality assurance strategies and developed various processes as follows:

1. Strengthening ICT infrastructure through online learning resources- Online Admissions and Online Teaching-Learning Process
2. Establishment of Start-up and Innovation Cell (SPPU, Pune) and Establishment of Institute Innovation Council (IIC) under MHRD
3. MoU signing and Collaborative Activities
4. Strengthening Industry–Academia Interactions: Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
5. Formulation of PO, PSO, CO and the attainment of POs for academic programs
6. Energy Audit, Electrical Safety Audit and Green Audit and Increased use of Solar Power
7. Paperless work culture and minimization of use of papers
8. Student Induction Programme - DEEKSHARAMBH and Mentoring Process
9. Water Conservation and Harvesting System
10. Optimal Power and Water Utilization
11. Sewage Treatment Plant for hostel, Effluent Treatment Plant for Chemistry Laboratory and reuse of water
12. Oxygen Garden, Cactus and Medicinal Plants Garden, Vermicomposting Project
13. Infrastructure augmentation with the support of RUSA funds
14. Participation of college in NIRF, ARIIA, AISHE, quality audits recognized by the state, national and international agencies
15. Implementation of CBCS and Outcome-based learning education (OBE) in each program
16. Introduction the soft skills and life skills for students to enhance personality and employability.
17. Conducting quality programs i.e., seminars, webinars, guest lectures, conferences,
18. To institutionalize the best efforts to make the campus ragging-free and develop the discipline in the students along with the establishment of grievance redressal cell and Woman Empowerment Cell
19. Establishment of various processes to take feedback/surveys from various stakeholders.
20. To submit the Annual Quality Assurance Report (AQAR) annually to the NAAC

In addition to these initiatives, IQAC is working on continual improvement of the TLP and supports for Outcome-Based Education (OBE) in all programs. OBE aims to create a student-centric learning environment at the course level including curriculum and training.

The POs are designed using model curriculum of UGC for different program, PSOs, and

COs prepared for each program considering Bloom's taxonomy in collaboration with faculty, industry experts, and academic peers. A result-oriented and performance-based model is followed which emphasizes accountability towards student learning. The POs, PSOs, and COs mapping and attainment is carried out, proper action is planned and efforts are made to improve the attainments if required through bridge courses beyond curriculum content. This helps in improving the employability of students.

The IQAC improve the teaching-learning process through standard academic practices, these academic practices include:

1. Preparation and adherence of Academic Calendar
2. Preparation of Attendance Sheets
3. Slow and advanced learners
4. Course allocation Load chart and Timetable preparation
5. Mentor-Mentee distribution
6. Course Delivery (Online / Offline class)
7. Conduction of Seminar, Projects, Industrial Training
8. Monitoring of class delivery using Teacher's Diary
9. Attendance Monitoring of students
10. Syllabus coverage
11. Setting up the question paper
12. Conduction of internal examinations
13. Evaluation of answer scripts
14. Industrial Visits & Guest Lectures.

Following are the two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC

### **1. Use of effective ICT tools:**

NEP 2020 is mainly focused on blended education and OBE in terms of attainments of POs and COs. In line with this, HEI has improved its ICT facilities with the support of RUSA grants. In this academic year an additional computer laboratory with free access Wi-Fi internet connectivity is established at Skills Training Center. Although the students were stuck due to pandemic, our faculties counselled them through mentoring sessions as well as classes to make them fearless and ready to accept such challenges. Google classrooms were used efficiently for curriculum delivery as well as evaluation and social media apps were used for communication during pandemic and online education. The ICT tools were proved to be effective for delivery of topic and for students to make group discussions, seminars, workshops etc.

### **2. Healthy and feasible assessment about the progress of students:**

In this academic year (2021-22), first semester is conducted by online and second semester by both online and off-line mode. Progress of every student is based on assessment, there is mere scope to make assessment of every student by offline mode, however for the assessment and

progress has been made by online mode. In TLP, for the assessment of students conduction of internal test, seminars etc. are some of the methods, the same was held by generating Google form tool which is most easy to all the students. By this tool the students themselves assessed their progress in short of time in TLP process.

### **3. Academic Audit for Incremental Growth :**

The institute conducts academic audit (AA) of each department every year through IQAC to improve and maintain the quality of education. Academic Audit Committee is in place for this purpose. At the beginning of academic session, the committee suggests the academic departments to prepare the reports on academic, research and extension activities along with supporting evidences. The HoDs are advised to present the activities included in AA. These reports are evaluated by the committee of experts comprising of external expert and the grades are awarded. The student's strength of the courses, number of faculties available for effective TLP, the results of the university examinations, number of rank holders and the number of students placed through campus drives are critically analyzed. The suggestions are also provided for the incremental growth and improvements for the future academic audit. The Teacher's Training Programmes are conducted for certain courses. The Teachers are advised to attend induction programmes organized by other institutes as well as encouraged for research activities in the respective fields. These reports are submitted to the IQAC and maintained for College Development Committee for discussion, suggestion and approval. The institutionalization of academic audit is found to be instrumental in consistent improvements of curricular, co-curricular and extra cocurricular activities of all departments. During this academic year, academic audit is conducted

### **4. Teaching- Learning Reforms:**

Implementation of teaching learning reforms by IQAC:-

HEI has a well-established methodology to operate teaching- learning process. IQAC reviews continuously this methodology for its efficacy. At the time of starting of a semester, the Academic calendar is prepared by Academic Planning Committee in consultation with IQAC by considering the academic calendar published by affiliating university (SPPU, Pune) and circulated among all stakeholders. As per the assigned courses to the subject teachers, they prepare their teaching plan mapped with COs which is monitored by respective HoDs. The HoD reviews the periodical course coverage, extra classes conducted, use of ICT facility by Teachers, doubt clearing sessions conducted, attendance of students for each class, discipline of students, experiments beyond syllabus, punctuality of teacher in class room, conduction of class tests, surprise tests, internal tests in time, assessment & publication of results of all internal tests in time, maintenance records, old questions & answers discussion in class room, solving of problems. The focusing on innovative and student centric learning; regular peer teaching, experiential learning, guest lecture, brainstorming by students for the problem assigned by teacher, use of virtual labs, lecture from industry personnel, seminars, workshops, study tour, industry visits, industrial projects, skill training, ICT learning are adopted,

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enrolment of students in NPTEL courses & other MOOCs, students encouraged to refer e-journals. The regular feedback on teaching learning process is collected from students and other stakeholders through online feedback system, mentoring activity by mentoring cell, and suggestion boxes. The same feedbacks analyzed and actions are taken accordingly to ensure student's satisfaction on TLP. At the end of the semester examination, the department wise result analysis is carried out and analyzed for the quality outcome. If required, the necessary action is taken on teaching- learning process to improve for next session.

- 5. Faculty Empowerment:** HEI has made a policy on Faculty Empowerment in order to strengthen the teaching-learning process. The faculty members are encouraged for professional development through Teacher Training Programs, research activities, quality publications, to enrol NPTEL courses, & other MOOCs. All faculty members are empowered through financial support for participation in academic and research conferences, providing research grants, faculty development programs, becoming members of different society, assistance towards publications, to undergo PhD, etc.
- 6. Learning Outcomes:** The outcomes of the students are analyzed in terms of their results and attainment levels are mapped and calculated using well defined procedure. Regular improvement in University results, increase in students success in placement drive, university ranks, regular improvement in NET and SET qualifiers, tie up with different industries and rise in students enrolment in comparison to other colleges ensures the quality of teaching-learning process and the attainment of the stated outcomes.
- 7. NEP 2020 preparedness and implementation:** The HEI has established NEP cell to orient the stakeholders. The cell organised expert guidance talk, workshops for the same. The PG students are acquainted with newly introduced programme structure, curriculum, delivery of curriculum, Credit system, Major subjects, open elective, research project, internships, On Job Training and evaluation pattern by university.

  
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