



Savitribai Phule Shikshan Prasarak Mandal's

LOKNETE GOPINATHJI MUNDE ARTS, COMMERCE AND SCIENCE COLLEGE

MANDANGAD, DIST. RATNAGIRI- 415 203.(M.S.)

(Affiliated to University of Mumbai) * NAAC RE-ACCREDITED GRADE "B+" * ISO 9001:2008 Certified

(E-mail. maccmandangad@rediffmail.com)

02350 – 225535, 299017.

6.5.1 B) 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

IQAC of Loknete Gopinathji Munde Arts, Commerce & Science College, Mandangad, Dist. Ratnagiri being the central body 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) IQAC periodically reviews the teaching-learning process, structures & methodologies of operations, 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 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, industrial visits, and Internships

Daily lecture Record: Everyday faculty prepares and submits 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, difficulties faced in the subject give a clear idea about the problems faced by the students. 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 analyze 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
- ❖ Timely Redressal of students' grievances.
- ❖ At least 75% Attendance is compulsory in each semester.
- ❖ Extra classes for weak students to solve their problems.

Vice Principal

**Loknete Gopinathji Munde
Arts, Commerce & Science College
Mandangad, Dist. Ratnagiri. 415203**



PRINCIPAL

**Loknete Gopinathji Munde
Arts, Commerce & Science College
Mandangad, Dist. Ratnagiri - 415203**



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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.

Outcome

It improved the Academic behavior of the student and they become punctual.


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B) Teacher- Student rapport Scheme & its implementation in the every semester of Academic session

The student Mentorship Scheme is an initiative 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 career-related function incorporating advice to enhance the mentee's professional performance and development and
- 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 management has set guidelines to include only 40 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. One senior student member is also appointed based on the academic and extra-curricular performance in the past years of enrolment to provide advice and suggestions for further improvement of the student performance, thereby the performance of the institute as a whole.

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. The program is conducted on a semester basis and evaluation of the performance of students is done in a two-fold manner. The performance before the engagement in the mentor-mentee program is noted in terms of communication skills, teamwork, innovative behavior, and personal engagement. The performance evaluation on the same set of indicators is done after the successful completion of the program in 6 months (semester end). After the completion of the program students have been identified to engage in classroom participation, enhanced focus, higher well-being, and reduced absenteeism. Hence, all the teaching staff students involved in successfully conducting the various academic and cultural event practicing decentralization and participative management.

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

Outcome :- A strong bondage between teacher and students promoted in the interest of students. A familiar atmosphere had become in the college. Students are able to present their problems before teachers which were solved.


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