




**Internal Quality Assurance Cell (IQAC) has contribute
Significantly for institutionalizing the quality assurance strategies and processes**

Internal Quality Assurance Cell (IQAC) of Loknete Gopinathji Munde Arts, Commerce & Science has significantly contributed for institutionalizing the quality assurance strategies and processes by implementing quality scheme and practices.

I) Promotion of Research and Development

The IQAC frequently used to approach and communicate the faculty members to undertake research projects from various agencies i.e. UGC, University of Mumbai etc., which increased sophisticated instrumentation facilities, books, journals and satisfactory publications. During last five years(2017-18-2021-22) faculties completed 4 research projects from various funding agencies. The total outlay of the projects sanctioned to faculty members of the college during last five year is around Rs. 1.8 Lakhs. The number of research papers in UGC enlisted journals and various other databases are significantly increased. More than 20 research papers are published by the faculty members during previous five years and out of that numbers of research papers are published either in scopus or Web of Science and UGC listed journals. The faculties have also published 10-15 books and book chapters in books published by reputed publication houses of National and International standards. Further, IQAC recommended every department to organize conferences, seminars for the benefit of faculty members as well as students. So far during previous five years, various departments of College had organized 02 International Conferences, District level and regional workshops and competitions. During last five years 04 faculty members awarded Ph.D. and there are total 14 There 14 faculty members got Ph.D. awarded out of 20 faculty. Students and faculty members are motivated to participate in conferences, seminars, research conventions for paper presentation and research work in their respective disciplines with financial support.


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Outcome


The scheme has facilitated in broadening as well as creating excellence in the Research Activity base around the performing in the college. The research performance in the performing has increased, the researchers are benefited as their potential is tapped for scientific advance and innovation. College has provided significant boost in increasing the research impetus, triggering healthy competitions. Research is steadily increased in the College.

II) Increased Use of ICT for Teaching Learning

Breakthroughs in information and communication technologies (ICTs) are increasingly providing language learners with opportunities for real-time interactions with those fluent in their target language. However, adoption of available ICTs may depend on students' perceptions of the ICTs as affordances. IQAC initiated to improve the ICT facilities in the college for teaching and learning purpose during last five years. Comparatively the ICT facility of the college was observed to be increased. It is discussed in IQAC meetings and resolved to strengthen the ICT facility for effective teaching learning process. The institute purchased equipment's i.e. LCD, scanners, computer, laptops, printers etc., as well as developed ICT infrastructure. Currently, the college has 03 classrooms and seminar halls with ICT facilities; Five departments with computer Laboratories. For online teaching, faculty used zoom, Google meet platforms. Administrative and examination section are also fully supported with ICT facilities and necessary software. Improvement of ICT facilities in the college for teaching and learning to cater the students more effectively is one of the most needed initiatives taken by our college IQAC. The comparative account of ICT facilities during at the time of 3rd cycle of NAAC accreditation and improvement therein is presented.


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Outcome

Considering this, technology might be the most effective way to improve College. While easy access to technology resources is critical for a digital school, it is not enough. Simply providing laptops or computers for usage has no positive outcome on learning. Therefore, it is important for technology to be integrated into the pedagogical methods as it proved to improve average grades and learning outcomes.



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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.

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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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