डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, औरंगाबाद संलग्नित
किसान शिक्षण प्रसारक मंडळ, बोरगाव (काळे) ता. जि. लातूर संचलित

वसंतराव काळे महाविद्यालय

ढोकी, ता. जि. उस्मानाबाद (महाराष्ट्र) - ४१३ ५०८
फोन : ०२४७२ - २३२ ८९६
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NAAC Accrediation
'B' Grade

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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 five years with regard to quality. For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC plays the proactive role in the college by establishing review process and methodologies. The approach of IQAC has always been focused on student centric teaching-learning process and has designed the policy to assess and evaluate it from time to time. In order to perceive learning outcome, the IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, up gradation and addition of the requisite material equipment, infrastructure etc. The IQAC takes the review of the activities conducted as per the academic calendar. Syllabus completion reports are collected by the HODs and submitted to the IQAC. Regular Meetings are arranged to take the reviews regarding the teaching-learning. The faculty maintains academic Daily Teaching Diary (DTR) which is signed by HOD of concerned department and the Principal. The faculty conducts class tests in the classroom. It is checked and returned to the students with some suggestions. There is free access to the students to use question bank which is kept in the concerned department and library. As per the recommendation by NAAC peer team, the faculty makes maximum use of ICT in teaching learning process, 04 LCD projectors with curtains are made available for effective teaching learning process. The faculty prepares syllabus based PPT. Faculty makes use of YouTube for screening of the films and plays based on syllabus. The Class test answer books are assessed by the faculty and returned to students. It also helps to perform in the final examination. Besides this the college conducts class seminars, group discussion, and projects. The examination committee conveys the dates of class seminars, group discussion, and projects to the HOD in advance. The students are also guided regarding the changes in the syllabus, new teaching methods, and ICT use. This

setup has evolved into successful review methodology for improvement in teaching and learning process.

Therefore, the college has identified two examples of institutional reviews and implementation of teaching- learning reforms facilitated by IQAC.

1. **Outcome oriented teaching through Certificate courses:**

After the first cycle of NAAC, the management has always been emphasizing on the placement and outcome of the pass out students of the college. Therefore, as per the discussion in CDC and IQAC meetings, it was unanimously decided to introduce the various certificate, job oriented and skill oriented Courses in support of their regular teaching-learning methodologies. As part of effective teaching-learning, the students are classified as slow learners and advanced learners. Therefore, the college uses methods such as projects, field visit, and ICT based teaching-learning. All departments prepare specialized tools such as YouTube, blogs, and other online resources. Guest lectures are also arranged for providing exposer to the students. The college has introduced need based certificate courses as a regular practice to bridge the gap between university curricula and the market demands.

The college runs various certificate courses such as **'Yoga'** by the **Department of Physical Education**, **'Elocution: Technique and Art'** by the **department of Marathi**, **'Spoken English'** by the **Department of English**, 'Election, Democracy and Good Governance' and **'Rural, Local Government in Maharashtra'** by **the dept. of Public Administration**. These courses are free of cost and help student to become familiar with the application of their classroom teaching-learning. To provide quality education, the college has signed official MoU with nearby area colleges.

2. **Transforming Traditional classrooms to ICT Enabled Classrooms**

After the first cycle of NAAC, the college started mostly the use of ICT for effective teaching-learning process. The IQAC, as per the suggestions of CDC, acutely, chalked out the transformation of the traditional classroom into the ICT enabled one partially. There are ICT tools such as LCD Projectors, pointers, PPTs, Film screening, Video Conferencing and so on. Since then, students are enjoying joyful learning and the better understanding. The online feedback method is helping students to communicate their queries with teaching faculties and Principal directly. The teachers also have been well trained through UGC-HRDC. During covid-19 lockdown period, the teaching faculty has used multi-media and ICT tools for effective

teaching-learning such as WhatsApp groups, google meet, zoom platform, etc. and also made videos for YouTube.

These are the two best initiatives and its implementation for the effective teaching-learning process.

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