



“ Let's help each other, be on a righteous path”
Shri Shivaji Shikshan Prasarak Mandal, Barshi's
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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)

IQAC has fostered innovation and creativity in the college by improving the work culture of teaching and non-teaching staff. It also motivated the faculty members to organize and attend conference/Seminars/ workshops and to participate in FDP and increase research and extension activities. IQAC has motivated all the departments to start short term certificate courses for students and use ICT in teaching learning. Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are as following.

Example 1:

Review of Teaching Plan and its execution:

In the beginning of the academic year, IQAC prepares Academic Calendar. All the departments hold meetings for planning of departmental work, workload, timetable, syllabus distribution and teaching plan and prepare their departmental calendar. The entire faculty prepares their course and semester wise teaching plan taking into consideration the teaching days and departmental activities in the academic year. Teaching plans are prepared meticulously with an objective to work it out properly, verified by Head of the Departments and submitted to IQAC. Teachers also plan the revision of syllabi and arrange extra lectures, if necessary. Daily teaching record is maintained in Teacher's Diary which is reviewed and verified by the Head of the Departments and Principal/Vice Principal at the end of each semester. The diary also contains list of reference books, teaching methods and result analysis. Syllabus completion reports are submitted to IQAC at the end of each semester.

Example 2:

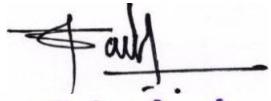
Evaluation of teachers' performance by students The IQAC evaluates performance of the teachers at the end of every academic year by taking feedback from students on teaching –learning process. For this purpose IQAC has designed a structured feedback form on teacher's performance. Students as stakeholders review the teaching learning process by giving feedback on their teachers. Every teacher is evaluated in this process for his/her performance in the classroom as well as in other academic and extra-curricular activities. Some of the parameters of evaluation are teacher's subject knowledge, communication skills, teaching methods, use of ICT, and learning resources. The feedback is analyzed and submitted to the principal who then shares it with the respective teacher confidentially for quality enhancement. It is also used for bringing necessary reforms in teaching learning process in the institution.

Learning outcomes:

Learning outcomes are measured through students' performance in internal and external examinations as well as in certificate courses and co-curricular and extension activities conducted by the institution. Increasing graph of students' regular attendance in the classroom and their progress in curricular, co-curricular and research activities is the result of initiatives taken by IQAC to review the effectiveness of teaching learning process.


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