



People's Education Society's, Mumbai

DR. AMBEDKAR COLLEGE OF ARTS & COMMERCE

Jai-Jawan Nagar, Yerwada, Pune - 411006.

Affiliated To Savitribai Phule Pune University

PU/PN/AC/067 (1985)

H.S.C. Code No. J. 11-11-034

Chairman
ANANDRAJ Y. AMBEDKAR
B.E., M.M.S.

Dy. Chairman
DR. D. G. DESHKAR
M.A.(Eco), M.Com., DBM, Ph. D

In-charge Principal
DR. MANOJ M. PANDKAR
M. A., M. Phil., Ph. D.

Ref. No. DAC /

Date :

Best practice for the year 2020-21

Best practice No. One

1. Title of the practice: Periodical Checks the Quality of Teaching-Learning Process.
2. Objectives of the Practice: The primary objectives of these checks are to ensure that the education provided is practical, engaging, and aligned with the institution's goals. The objectives of the practice are:
 - To assess Student Learning Outcomes
 - To evaluate Teaching Methods and Pedagogy
 - To ensure Curriculum Relevance and Currency
 - To assist proactively in curriculum planning.
 - To identify the academic needs of the students.
3. The Context:

The context of the best periodic checks lies in the commitment to continuous improvement. The college utilises these evaluations to identify areas of improvement in the teaching-learning process, aiming for higher educational standards and student outcomes.

It provides college with valuable data about student performance, teaching methods, and curriculum effectiveness. This data-driven approach allows institutions to make informed decisions, focusing on areas that require attention and enhancement.
4. The Practice:

Regular Assessment Tools: Utilize various assessment tools such as exams, quizzes, projects, and presentations to evaluate student learning outcomes comprehensively.

Classroom Observations: Conduct regular classroom observations where experienced educators assess teaching methods, classroom dynamics, and student engagement levels.

Student Feedback Surveys: IQAC collects student feedback to understand students' perspectives on teaching effectiveness, course content, and overall learning experiences.

Transparent Communication: Foster transparent communication among stakeholders, sharing the results of the periodic checks and action plans for improvement, promoting accountability and trust within the institution.
5. Evidence of Success:

Improved Student Performance: The higher scores in assessments and examinations performance indicate a positive correlation between periodical checks and enhanced student learning outcomes, showcasing the effectiveness of teaching methods and curriculum adjustments.

Increased Student Engagement: An observable increase in student participation, interactive discussions, and classroom enthusiasm demonstrates that the teaching-learning process has become more engaging and inclusive due to the feedback received from periodic checks.

Employability and Career Success: Alumni securing jobs in their respective fields promptly after graduation suggest that the education provided aligned with industry needs, demonstrating the practical application of the knowledge gained through periodic checks' improvements.

6. **Problems Encountered and Resources Required:**

Insufficient Resources: Limited budget and staff can hinder the implementation of comprehensive periodical checks, impacting the depth and frequency of evaluations.

Resistance to Change: Faculty or administrative staff might resist changes based on feedback from periodical checks, impeding the implementation of necessary teaching methods or curriculum improvements.

Time Constraints: Conducting thorough assessments, analysing data, and implementing changes require time, which can be challenging in a fast-paced academic environment.

Student Participation Issues: Obtaining honest and constructive feedback from students can be challenging due to concerns about anonymity or fear of repercussions, impacting the reliability of the collected data.



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Best practice for the year 2020-21

Best practice No. Two

1. Title of the practice: Faculty Enrichment Program.
2. Objectives of the Practice: The College annually organises the faculty Enrichment Program to enhance quality among the faculty members. The objectives of the practice are:
 - To enhance teachers' subject knowledge, pedagogical skills, and teaching methodologies through workshops, seminars, and conferences to ensure they are well-equipped to deliver high-quality education.
 - To introduce faculty to innovative and interactive teaching techniques, technology integration, and active learning strategies to create engaging classroom experiences and foster a dynamic learning environment.
 - To teach teachers to understand diverse learning styles, providing them with tools to cater to individual student needs, fostering a student-centric teaching approach that enhances the overall learning experience.
3. The Content:

Subject-Specific Workshops: Conducting workshops tailored to different subjects, focusing on advanced topics, emerging trends, and innovative teaching methods to deepen faculty members' expertise in their respective fields.

Pedagogical Training: Providing training on effective teaching methodologies, learning theories, and instructional strategies, empowering teachers to create engaging and interactive classroom environments.

Technology Integration: Offering sessions on integrating technology into teaching, familiarizing faculty with educational software, online learning platforms, and multimedia tools to enhance the learning experience.
4. The Practice:

Needs Assessment: Conducting a needs assessment survey among faculty members to identify specific areas requiring enrichment, ensuring the program targets relevant topics and skills. Customized Workshops: Organizing workshops tailored to different departments or subject areas, addressing unique challenges and opportunities specific to various disciplines.

Guest Lectures and Experts: Inviting guest speakers, industry experts, and experienced educators to share insights, latest research, and best practices, exposing faculty to diverse perspectives.

Hands-on Training: Incorporating hands-on training sessions where faculty can practice new teaching techniques, technology tools, or assessment methods, ensuring practical application of learned concepts.

5. Evidence of Success:

Improved Student Performance: Higher student achievement and exam scores indicate that the faculty enrichment program positively impacts teaching quality and student learning outcomes.

Positive Student Feedback: Positive feedback from students regarding the teaching methods, classroom experience, and overall satisfaction demonstrates the program's effectiveness in enhancing the learning environment.

Increased Faculty Engagement: Active participation, enthusiasm, and willingness among faculty members to incorporate new methods and strategies in their teaching indicate the program's success in engaging teachers effectively.

6. Problems Encountered and Resources Required:

- **Limited Budget:** Insufficient funds can restrict the scope of the enrichment program, limiting the number of workshops, training sessions, and resources that can be provided to faculty.
- **Time Constraints:** Balancing teaching schedules and administrative duties with participation in the program can lead to time constraints, hindering full engagement and active involvement of faculty members.
- **Financial Support:** Adequate funding for organizing workshops, inviting guest speakers, and providing teaching materials is essential to ensure the program's effectiveness.
- **Expert Trainers:** Access to experienced educators and industry professionals who can serve as trainers and mentors, providing specialized knowledge and guidance.
- **Time Allocation:** Allocating dedicated time within faculty schedules for program participation, workshops, and collaborative activities to encourage active engagement.



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