A CASE STUDY ON TEACHING LEARNING (NAAC CRITERIA 2:3) PRACTICES WITH REFERENCE TO SANJAY GHODAWAT INSTITUTE, KOLHAPUR.

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Abstract
Technical and Management Education is gaining momentum in the age of Knowledge and Information. As such preparing quality technical experts and managers who can lead the 21st era with an enduring vision and able leadership is the need of the time. In a short span of time, the integrated campus of the Sou. Sushila Danchand Ghodawat Charitable Trust's Ghodawat Group of Institutions is becoming a preferred destination for quality education for students from all over Maharashtra & Sanjay Ghodawat Institutes accreditated A Grade by NAAC with CGPA of 3.12 in 2015. This paper takes in-depth overview on why Accreditation important with its Benefits, which are the Criteria for NAAC Assessment 2.3, & finally it focus on Teaching-Learning Practices at Sanjay Ghodawat Institute.

Keywords: - Accreditation, Benefits, Criteria for Assessment 2.3, & Teaching-Learning Process At Sanjay Ghodawat Institute.

Introduction
Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education. The NAAC has been set up to facilitate the volunteering institutions to assess their performance vis-a-vis set parameters through introspection and a process that provides space for participation of the institution.

Benefits of Accreditation
Accreditation facilitates

- Institution to know its strengths, weaknesses, and opportunities through an informed review process.
- Identification of internal areas of planning and resource allocation
- Collegiality on the campus.
- Funding agencies look for objective data for performance funding.
- Institutions to initiate innovative and modern methods of pedagogy.
- New sense of direction and identity for institutions.
- The society look for reliable information on quality education offered.
- Employers look for reliable information on the quality of education offered to the prospective recruits.
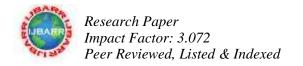- Intra and inter-institutional interactions.

Criteria for Assessment
2.3 Teaching-Learning Process
Diversity of Learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies facilitates effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge.

NAAC has identified the following seven criteria to serve as the basis of its assessment procedures:
- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Innovations and Best Practices

Key Aspects
The Seven Criteria is further divided into "Key Aspects". Certain important Assessment Indicators are identified under the Key Aspects and the Seven Criteria which encompasses them, as probes or leads for the Peer Team members to capture the micro-level quality parameters. These indicators facilitate the computing of the Key Aspect-wise Grade Points (KA-GPS) and the Criterion-wise Grade Point Averages (CR-GPAs) in order to arrive at the quality status of the institution.

Weightages
The NAAC has categorized the Higher Educational Institutions into three major types (University, Autonomous College, and Affiliated/Constituent College) and assigned different weightages to these criteria under different key aspects based on the functioning and organizational focus of the three types of HEIs. Whereas II. Teaching-Learning and Evaluation criteria carries (200 for University, 300 for Autonomous College, and 350 for Affiliated/Constituent College).

Following are the details of practices of 2.3 Teaching-Learning Process take place in Sanjay Ghodawat Institute.
2.3.1 How does the Institute plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)
The institution follows the academic calendar which is released before commencement of the semesters. The same calendar is published in the prospectus and website of Institute before the beginning of every academic programme. This calendar will help the students, parents and teachers to plan for their academic year. The academic calendar & Institute Website Consists of the following information.

1. Vision and Mission, 2. Institute Rules & Regulations of the institute, 3. Information about the Departments, 4. Functional Committees, 5. Contact Information of Functional Committee Members, 6. Academic Events, 7. Assessment Schedules, 8. Sports Schedules, 9. List of Holidays and 10. Schedule of co curricular and extracurricular activities.

The lesson plan for teaching is prepared at the beginning of every semester and it starts from the department level. The concerned Head of the Department conducts meeting with all the faculty members and allots subjects based on their interest and expertise. Subsequently the time table is prepared, displayed at the departmental notice board, and circulated to the students. the faculty members are provided with attendance book, continuous evaluation diary which contains the teaching plan to be filled by the faculty member.

Course-coverage is monitored by HOD and reports the same to the Director. Wherever, a deviation is observed, the HOD seeks clarification from the faculty member concerned. Special remedial class work is planned.
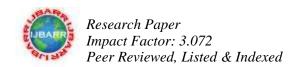
2.3.2 How does IQAC contribute to improve the teaching –learning process?
The Primary aim of the IQAC (Internal Quality Assurance Cell) is to develop a system or an
action to improve the academic and administrative performance of the institution. The mechanism and procedure of IQAC involves:
   a. Ensuring timely, efficient and progressive performance of academic activities according to the calendar.
   b. Ensuring relevance and quality of academic and research programmes.
   c. Equitable accessibility to and affordability of academic programmes for various sections of society.
   d. Optimization and integration of modern methods of teaching learning.
   e. The credibility of evaluation procedures.
   f. Ensuring the adequacy, maintenance and functioning of the support structure and services
   g. Collaborative Research and Development and networking with other institutions in India and abroad.

2.3.3 How is learning made more student-centric? details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?
Students are trained and encouraged to participate in paper presentation/seminars and prepare project proposals and thus carry out the extension of their learning. Students are encouraged to contribute technical articles to develop written skills. Conduct seminars. Guest lectures /conferences so that the students refer many journals and reference books for seeking additional information Attention is given to individual student through mentors both in academics and extracurricular activities. Students are motivated to apply their acquired knowledge by designing and fabricating working models and developing software etc. Availability of learning resources through CDs and DVDs Add on courses to help in developing special skill like presentation, communication, interpersonal program etc. Taking students for industrial visits and training programs developing communication & presentation skills Assigning mini projects and guiding them in accomplishment of the same.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life- long learners and innovators?

1. Application of Modern Analytical Techniques, which are not covered in the course curriculum are also carried out in the 4th year project work in order to develop research bend of mind of the student and to generate instinct in depth interest among the students to go for higher studies.
2. Students who are interested in Research and Development work are continuously motivated and encouraged to present their Project/Research work in different National/International Seminar/Conference/Workshop and Publish their work in National/International Journal and Seminar /Conference Proceedings.
3. Students are rewarded for their outstanding performance in project, experiment, research and other relevant fields.
4. Faculty members are engaged with their research work in association with potential students and they always try to share their innovative ideas with the students.
5. The faculty members always try to engage themselves to train the students in different areas of Multidisciplinary Engineering & Technological fields.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching?
Eg: Virtual laboratories, e-learning -resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

The teacher encourages students to use online resources and helps build online research skills, resulting in quality information obtained. The teacher asks students to use technology to complete assignments that ask for problem solving and creativity on a regular basis. Technologies and facilities available and used by the faculty: Computers with internet facility in all departments & wi-fi connectivity.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills
(blended learning, expert lectures, seminars, workshops etc.)?
Mandatory Vocational Training for the students studying in 6th semester is conducted in association with industries to get acquainted with industry work culture. Short term courses are imparted in winter and summer vacation by the relevant industries. Industry personnel are often invited to share their knowledge with students. Regular industry visits are organized by the training and placement cell of the Institute.

Faculty members and students are encouraged to participate in various National, International Seminars, Refresher courses, Workshop, Industrial exhibition, Job fairs. Institute organizes National, International Seminars, Conferences, and Workshops to motivate the faculty members.

2.3.7 Detail (process and the number of students/benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advice) provided to students?
Academic: Slow learners are identified and are given special attention, Counseling /academic advice. Advanced learners are directed to seminars, advanced courses, and innovative projects.
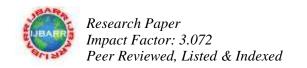
Personal: Some of the rural students lacking confidence, having inferiority complex are dealt with and confidence is infused They are made to walk along with the rest of the students to build up the zeal.

Psycho-social: Students with weak communication skill are advised to work in the Language Lab after Institute hours. Needy students are given financial assistance.

Guidance: Professional counseling-Counseling is done by qualified professional counselor appointed by the Institute. In addition senior faculty members and administrators in the Institute also help students to accomplish mental health, wellness, human growth and development, education, and career goals, social culture, give away abnormal human behavior, appraisal , research, making good lifestyle, and professional orientation for a rewarding career path.

Mentoring –For individual faculty 10-15 students have been allotted, who are responsible for all activities carried out by the student. Three meetings are conducted by the Director every semester to evaluate the outcome.

Academic advice- If students face any academic problems while studying, academic advice is provided to help students to find solutions by the member of academic advisory committee referred by respective mentor. The academic advice service is

an independent, free and confidential service that is accessible to all students.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years?
What are the efforts made by the institution to encourage the faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?Innovative teaching approaches/methods adopted by the faculty: Faculty members continuouslyConduct research to evolve innovative teaching methodologies.

Some of the innovative teaching methodologies adopted are: Development of smart class rooms with web-based teaching. The teachers utilize these facilities to illustrate the concept clearly through audio/video mode. The teachers circulate tutorial problems, assignments, lecture notes and other relevant materials to the students. Formation of different groups among the students and encouraging peer learning, which help the students who are academically less performing.

2.3.9 How are library resources used to augment the teaching-learning process?
Library is enabled with LAN, and Internet facilities. Libsys software is used to easy access to required books/journals. An e - Library is equipped with 50 mbps leased line connectivity.

Open Access System is being followed in the Central Library and all the documents are bar coded. In addition to the well stocked-Library, each department of has its own departmental Library to facilitate easy access to the faculty, students and research scholars. Digital library provides access to more than 4141 international journals.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar?
If yes,,, elaborate on the challenges encountered and the institutional approaches to overcome these. The stipulated time frame for completing the syllabus sometimes offer challenges –loss of classes due to unexpected holidays. Teaching plans are made accordingly, in order to complete the curriculum within the schedule time frame. Any short fall due to lack of time is made up through special classes after the classroom and weekends.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?
Monitoring: It is monitored through feedback from the students every semester and the feedback is also noted for the faculty appraisal and for corrective actions. The Director and HOD go on rounds and randomly choose a class to monitor the quality of teaching. Corrective and preventive actions are taken through discussions in department meetings.

Evaluation: After the result analysis at the end of each semester, the student performance in each subject is analyzed and whenever the performance is to be improved, the teacher-in-charge is mentor by the Director. Evaluation is done by comparing the teaching process with the laid down methods documented.

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