



Prof. Dr. Avinash S. Jagtap
M.Sc. Ph.D.
PRINCIPAL

E-mail : principal.tccollege@gmail.com

॥ सिद्धिरनेकान्तात् ॥

Anekant Education Society's

TULJARAM CHATURCHAND COLLEGE

of Arts, Science and Commerce, Baramati - 413102.

Dist. Pune. Maharashtra, India.

Empowered Autonomous Status

Religious Minority Institute

NAAC Reaccredited 'A+' Grade, CGPA 3.55

NAAC-SSR







Cycle IV

2019 - 2024

Criterion VI-Governance, Leadership and Management

- 6.5.1 QM Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals
- Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –
- Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)
- Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Efforts Taken by IQAC to Review the Teaching Learning Process

Sr. No.	Particulars	Link of Evidence
1.	Bridge Courses	
2.	Remedial Courses	
3.	Outcome of Special Programmes	
4.	Mentor-Mentee Scheme: List of Academic and Psychological Issues Addressed by Counselling Cell	
5.	ICT-enabled Facilities	
6.	Subscriptions to e-resources and Journals	

The institution adopts a multi-faceted approach to reviewing the teaching-learning process, ensuring continuous improvement and addressing the diverse needs of students. The efforts taken include:

1. Programmes to address diverse need of students at various stages:

- Initial programme: Initiated through a Student Induction Programme (SIP) and one-week bridge courses, which aim to familiarize newly admitted students with the institution's policies and address gaps in foundational knowledge.
- Middle programme: A Mentor-Mentee Scheme supports both slow and advanced learners. Slow learners benefit from remedial courses, flipped classrooms, experiential learning, and bilingual teaching. Advanced learners are encouraged to participate in research projects, seminars, workshops, and competitive exam preparation.
- Subsequent programme: Activities such as Business Fairs and Youth Festivals are organized through the Incubation Cell and IQAC to provide students with real-world exposure, creativity, and career opportunities.

2. Bridge Courses and Remedial Lectures:

- The institution conducts bridge courses for newly admitted students to help them transition smoothly into their academic programs.
- For students struggling with their coursework, remedial lectures are organized to assist them in overcoming difficulties, particularly those who fail or score low in examinations.

3. Mentor-Mentee Scheme:

- Regular mentoring sessions ensure that both slow and advanced learners receive personalized guidance. This helps monitor students' academic progress and provides tailored support to meet individual needs.

4. Student Feedback:

- Feedback from students regarding the teaching-learning process is collected systematically. The institution reviews this feedback to make improvements in pedagogy, curriculum delivery, and academic resources.

5. ICT Integration:

- Efforts are made to integrate ICT (Information and Communication Technology) tools into the teaching-learning process. The institution promotes the use of smart boards and software.

6. Workshops and Faculty Development:

- Faculties are encouraged to participate in workshops and training sessions on modern teaching methodologies and the use of technology in classrooms. This helps ensure that educators are equipped with the latest pedagogical strategies to improve the learning experience.

7. Department wise Academic Audit:

- A department-wise academic audit is conducted by the management to review the effectiveness of the teaching-learning process. This audit evaluates curriculum delivery, faculty performance, student outcomes, and the utilization of smart classrooms, online resources, and continuous internal

evaluations. The findings help ensure quality education and promote continuous improvement. By employing these strategies, the institution strives to create a dynamic and inclusive learning environment that caters to the diverse academic needs of its students while fostering continuous improvement in the teaching-learning process.




Principal
Tuljaram Chaturchand College
Baramati