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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**

**6.5.2** The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

**Q<sub>i</sub>M**

**Guidelines**

to

**Review Teaching Learning Process,  
Structures and Methodologies**

of

**Operations and Learning Outcomes**



# **Guidelines to Review the Teaching-Learning Process, Structures, and Methodologies**

## **1. Design of Curriculum**

When designing the curriculum, ensure it aligns with the institution's mission and vision while incorporating industry trends and emerging technologies. The curriculum should cater to the needs of both advanced and slow learners, include CO-PO mapping for clear learning outcomes, and maintain a balance between theoretical knowledge and practical application to equip students for real-world challenges.

## **2. Student-Centric Learning Approaches**

Assessment of Student Learning Levels: The institution must assess students' learning levels through methods such as entrance exams, academic aptitude evaluations (Pre, Mid, and Post-program), and feedback from mentors and faculty. Special programs, including bridge courses and remedial lectures, should be designed for students with varying learning abilities.

Experiential Learning: Students should engage in practical learning through research projects, hands-on training sessions (e.g., solar charging, Python), and youth festivals. This real-world exposure bridges theory and practice.

Participative Learning: Emphasis on skill development programs, national/international celebrations, workshops, and competitions, fostering active student involvement and collaboration.

Problem-Solving Methodologies: Focus on developing critical thinking skills via research projects and hands-on training in problem-solving tools and techniques (e.g., data visualization, mobile app development).

## **3. Integration of ICT in Teaching and Learning**

ICT-Enabled Tools: Use of ICT tools such as Google Classroom, Zoom, and smart boards is encouraged. Lectures, e-content, and documentaries enhance engagement and understanding. Online platforms must be utilized to deliver content efficiently and track student progress.

E-Resources: The preparation of e-content (e.g., PowerPoints, YouTube videos, e-books) must be promoted to enhance learning and accessibility.

Digital Examination Management: The use of online forms, e-hall tickets, continuous internal assessments via Google Forms, and electronic mark entry ensures transparency and efficiency.

## **4. Structured Mentorship Program**

Mentor-Mentee System: A well-structured mentor-mentee system should be followed to provide continuous academic and psychological support. Mentors must keep detailed records of interactions, address students' needs (economic, academic, personal), and encourage participation in extracurricular activities.



Tracking and Reporting: Mentors should monitor academic performance, attendance, and psychological well-being, providing referrals to counselling services when needed.

## **5. Preparation and Adherence to the Academic Calendar**

Timely Planning: The academic calendar must be prepared in advance, incorporating inputs from key stakeholders and aligning with university guidelines. It should cover semester schedules, exams, results, and co-curricular events.

Flexibility: While adhering to the calendar, there should be provisions for adjustments in unforeseen circumstances, with prompt notifications through official channels (notice boards, websites).

Teaching Plans: Each faculty member must develop a comprehensive teaching plan for every course, including weekly topics, teaching methodologies, and timetables. These plans ensure syllabus completion and allow time for addressing student queries and fostering discussion.

## **6. Evaluation and Continuous Improvement**

Learning Outcomes: The institution must define clear Program Outcomes (POs) and Course Outcomes (COs) for each program, integrating them into the assessment process. The attainment of these outcomes should be evaluated regularly to measure the effectiveness of the teaching-learning process by using direct method (70%) and indirect method (30%).

Outcome-Based Learning (OBL): Programs should follow an OBL approach, ensuring alignment with national standards, local needs, and UGC graduate attributes. The review process must assess the relevance and achievement of these outcomes and make necessary revisions.

## **7. Examination Processes**

IT-Enabled Examination Management: To ensure efficiency, transparency, and environmental sustainability, IT tools should be fully integrated into the examination process. This includes online exam registration, question paper setting, mark entry, and result publication.

Result Publication: Results must be published within a set timeframe and made accessible online to students. There should be clear procedures for re-evaluation and supplementary exams.

*These guidelines aim to enhance the teaching-learning process at the institution, ensuring a student-centric approach that incorporates modern tools, structured mentorship, and continuous evaluation of outcomes. Through experiential learning, ICT integration, and comprehensive academic planning, the institution will offer a dynamic and effective educational environment.*

