

Best Practice 1:

BEST PERFORMING DEPARTMENT OF THE YEAR

Promoting Excellence through Motivation

Objectives of the Practice:

Honouring the high performing department with the “Best Performing department of the year award” will help the administration in regularly monitoring the performance of all the departments on predetermined parameters, as awarding the best performance department will necessitate performance appraisal of all the departments of the institution.

This practice will motivate the recipient department to continuously strive for excellence in their academic endeavours and retain their position and it will also encourage other departments to uplift their performance level to match up with the Institutional quality standards for academic activities.

The Context

Performance of any educational institution as a whole depends upon the performance of all the departments of the institution, considering this to enhance and sustain quality in all academic activities of the institution the internal quality assurance cell of the college has specified quality standards through a comprehensive manual for the departments and it is imperative that all the departments of the institution maintain and follow the quality standards. There are 20 departments in the College offering 34 UG, PG & Ph.D. Programs. All the departments take sincere efforts in fulfilling academic needs of the students, but still there is a greater need to understand the performance & compliance level of each department to enhance and sustain quality at the institution level.

The Practice

Since 2020-21 the IQAC has come up with the practice of honouring the high performing department with the Award of “Best performing department of the year”

Award is given on the basis of performance of the department throughout the year. To evaluate the performance of the departments, IQAC has designed a structured

mechanism, which is 100% objective in nature and does not provide the scope for favouritism. It comes in a checklist format covering all important academic parameters, with benchmark & predetermined weightage of marks to every academic parameter.

IQAC in order to assess the performance of all the departments as per the parameters appoints faculty wise assessors and chief assessors. Assessors are given complete understanding regarding the assessment process and the declaration of results for the same.

Detailed schedule of the assessment, specifying date & time of visit to departments is notified to all the departments well in advance. Through notification only departments are instructed to keep all the relevant documents ready for verification.

Post assessment, all the appointed assessors in a common meeting submit the duly filled and signed assessment sheet of all the departments to the IQAC Coordinator, in the same meeting on the basis of marks obtained by the departments Ranking of the departments is decided, which is later on declared through official notice.

Recognizing sincere efforts and awarding the same is the crucial practice in the field of human resource management, followed explicitly in most of the corporate organizations and it is a sign of professionalism. Such kind of professionalism is very much needed in managing Higher education institutions, where Departments taking genuine interest and efforts in executing all the academic and administrative activities are needed to be honoured. Honouring the high performing department with the title “Best Performing Department of the Year” not only encourages the recipient department to continue with the same level of commitment but it also motivates other departments to uplift their performance to match with the institutional standards and secure higher ranking.

Evidence of Success: For the year 2019-20 the assessment of the department was carried out between 09th November to 11th November, 2020 Faculty wise total 06 assessors and chief assessors were appointed to assess the departments. Performance of the departments was evaluated on 23 parameters for 100 marks. Based on the marks obtained by the departments ranks were assigned to departments. Following is the result of the exercise

Rank	Name of Department	Score
1	Bio-technology	80.5
2	Accounting & Finance	70
3	Commerce	64.5
4	Psychology	62
5	Geography	60
6	Banking & Insurance	55
7	English	53
8	BMS	51
9	Physics	49.5
10	Accountancy	49
11	Chemistry	48.5
12	Computer Science	44.5

13	Information Technology	38
13	Zoology	38
14	Botany	37.5
15	History	35
16	Economics	35
17	Marathi	27

Above result depicts that 05 out 18 departments have more than 60% compliance to the quality standards. It also helps in identifying departments struggling to achieve higher compliance. Administration after understanding the reasons for their low compliance can plan appropriate strategies to improve their performance level.

Problems Encountered and Resources Required

Designing structured & uniform mechanisms to assess the performance of a department was a bit challenging, considering the curriculum structure of self- finance programs is different from the structure of aided programs, for example internal evaluation is mandatory for self-finance program but it is not for aided program. Sanctioned students' strength of a class of self – financed program is 50% to that of aided program class.

To carry out the assessment of all the departments 06 assessors from all three streams i.e. arts, science and commerce were appointed. Assessors from the science section were allotted departments from arts and commerce section and vice versa. Following table shows the assessment team:

	For Departments under Arts Faculty	For Departments under Commerce Faculty	For Departments under Science Faculty
Chief Assessor	<u>Dr. B.T.Mukherjee</u>	<u>Sr.Vice- Principal K.P. Phalak</u>	<u>Vice- Principal B.T.Shirsath</u>
Assessor	<u>Dr. Seema Agashe</u>	<u>Mr. D.T. Pagare</u>	<u>Mr.S.J. Abhyankar</u>

Best Practice 2

Employability Enhancement through Interdisciplinary Education

1. **Objectives of the Practice** - To raise the employability of the students by providing them with opportunities to acquire specialized knowledge and skills in other discipline apart from their regular degree. To achieve objective following four interdisciplinary courses were offered to students:

a) Sewage Treatment Plant –To teach the function of the process units involved in sewage water treatment technologies. It outlines the various bioremediation techniques of sewage treatment. To train students as a technician/supervisor for STP plant.

b) Apiculture – To orient students to understand overall behaviour of honeybees. Students would be trained in skill full handling of honey bees.

c) Retail marketing – To make Students learn day to day operations in retail business, case studies in addition to relevant marketing strategies. To train students to use technology and recent trends in retail business. Supply chain management in retailing.

d) ISRO outreach programme (Geospatial Technology) - To provide an opportunity for individuals to learn remote sensing and geo information science. To develop learners research analytical and problem solving skills.

2. The Context

In ever increasing competition of job market, providing students with additional knowledge and skills has become necessary for the higher education institutions, considering this college offered four interdisciplinary courses to the students in 2020-21.

3. The Practice

The outcome of the practice

1. STP – Through Certificate course in Sewage Treatment Plant Students understand the significance of setting up a Sewage Treatment Plant and making sewage water acceptable for reuse or for returning to the environment, usually a standard set by the Environmental Agency and Find solution to create green and clean environment.
2. Apiculture – Students understand how to extract wax, honey and propolis from honey comb without affecting their life in modern hive. They are capable to handle manually operated honey extractor and other devices.
3. Retail Marketing – This course provided knowledge regarding retail operations, project work assisted students to fast track career in retail management.

d) Geospatial information - Provided considerable flexibility allowing students to quickly gain the RS and GIS knowledge and qualification.

4. Evidence of Success –

40 students successfully completed skill development and job oriented certificate courses offered by the College.

At the end of the course to check the attainment of learning outcomes of all interdisciplinary courses evaluation of students was carried out through power point presentation, projects, assignment & case study. The students were judged on the basis of their understanding of concept, learning ability and the presentation skills.

1. **Biotechnology: Certificate Course in Sewage Treatment Plant Process (30 hrs)**
Number of students enrolled: 11

2. Commerce: Retail Management (1 year) Number of students enrolled: 06

3. Geography: IIRS/ISRO Outreach Program (16 hrs 30 min) Number of students enrolled: 6+6

4. Zoology: Certificate course in Apiculture (6 months) Number of students enrolled: 11

Total Number of students enrolled: 40

5. Problems Encountered and Resources required - Being interdisciplinary nature of courses managing the time and students' enrolment was bit difficult.

Resources:

For certificate course of STP offered by the Bio-technology department Sewage treatment plant set up in the College Campus was used to demonstrate the actual process.

For certificate course in Apiculture: Honey Extractor, Smokers, Knife, Bee Veil, Bee tool