Parvatibai Chowgule College of Arts and Science
(Autonomous)
Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale)
Best affiliated College-Goa University Silver Jubilee Year Award

FEEDBACK ANALYSIS AND REPORT
ACADEMICYEAR:2019-2020

INDEXPAGE

1. Alumni Feedback Analysis and Report

ParvatibaiChowgule College of Arts and Science Alumni Association started in the year and registered as an association in . The aim was to provide a platform for students who have graduated from this college to stay in touch with each other and their alma mater. Students are the heart and soul of the College. We treasure all our students – current ones as well as the alumni. Our alumni are a source of our pride. Feedback from students allows the institute to evaluate how its service provision is viewed by its one of the most important stakeholders i.e. students.

The feedback analysis process has put an increasing emphasis on the need for improvement of students in the quality assurance of higher education. Alumni involvement requires that students act as collaborators in, rather than merely passive receivers of teaching and learning. Likewise every year at the end of the semester in the month of April, feedback forms were sent to the alumni. This circulation of feedback forms and collection of filled feedback forms was done by the IQAC.

Objectives of Alumni's feedback on institute:
Alumni's feedback has three main objectives:
1. To enhance the quality of education provided by the college towards the students
2. To understand if any other facilities and infrastructure are required for the better learning of students.
3. To understand our drawbacks so that we can improvise on it with innovative ideas.

Focus on the Alumni Feedback Form:
The alumni's feedback questionnaire focused on the skills and knowledge that students obtained with their association with the College. These are;

1. Self Confidence
2. Communication Skills
3. Subject Domain Knowledge
4. Research Aptitude
5. Team Work
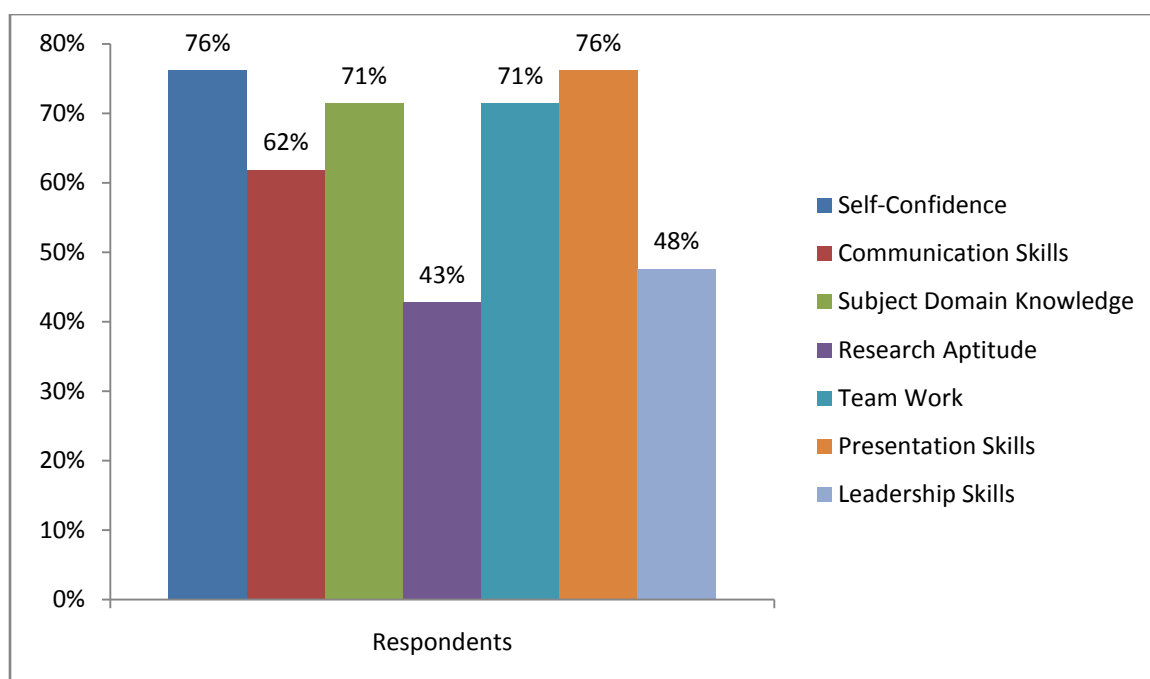6. Presentation Skills
7. Leadership Skills

Figure 1.3:Skills learned from the Program that benefited at Employment

Feedback Analysis and Outcome

1. The biggest take away for the alumni in terms of their gain was self-confidence (which has been consistent as the most important gain of the last three years but a large majority in this batch .i.e 2019-20 vouched for also Presentation Skills.
2. The Large majority of Alumni benefitted in their development of Communication Skills, Subject domain knowledge and Team Work
3. There was also a positive note on Research aptitude and Leadership skills

2. REPORT OF PARENTS FEEDBACK ANALYSIS

This institute was established with the mission of providing relevant education with equal opportunities using the best of the technology in the area of education so as to guide, promote talent, enhance potential and encourage students to follow their dreams by helping them become successful professionals. Parents have entrusted the future of their children into our hands and thus they play a very important role in the development and enhancement of the quality of this learning experience. Feedback from parents allows the institute to evaluate its service provision and thus cater to providing excellent service towards the students.

The feedback analysis process has put an increasing emphasis on the need for involvement of parents in the quality assurance of excellent education. Parent's involvement requires that they play an active role in participating for the holistic development of their children. Likewise every year at the end of the semester in the month of April, feedback forms are distributed to the parents of undergraduate students. This circulation, distribution of feedback forms and collection of filled feedback forms was done by the IQAC department.

Objectives of parent's feedback on institute:
Parent's feedback has three main objectives:
1. To provide parents the opportunity to comment on the quality of their ward's learningexperience, as required in preparation for and as part of review process.
2. To assess the success of academic provision in relation to the expectations of both the parentsand the students.
3. To provide feedback to the faculties in order to improve delivery and/or content of thecurriculum.

Focus on the Parent Feedback Form
The parent's feedback form focuses on the following aspects:
1. Simplicity and fairness of the admission procedure
2. Flexibility of the Academic Programme
3. Balance between Academic, Co-curricular and Sports activity
4. Ease of Interaction with faculty
5. Career Orientation and Guidance
6. Learning Culture inculcated among Students
7. Security Arrangements and Safety measures
8. Campus infrastructure and other facilities
9. Help provided by the support staff
10. Overall growth and personality development of your ward
11. Overall rating for the institution
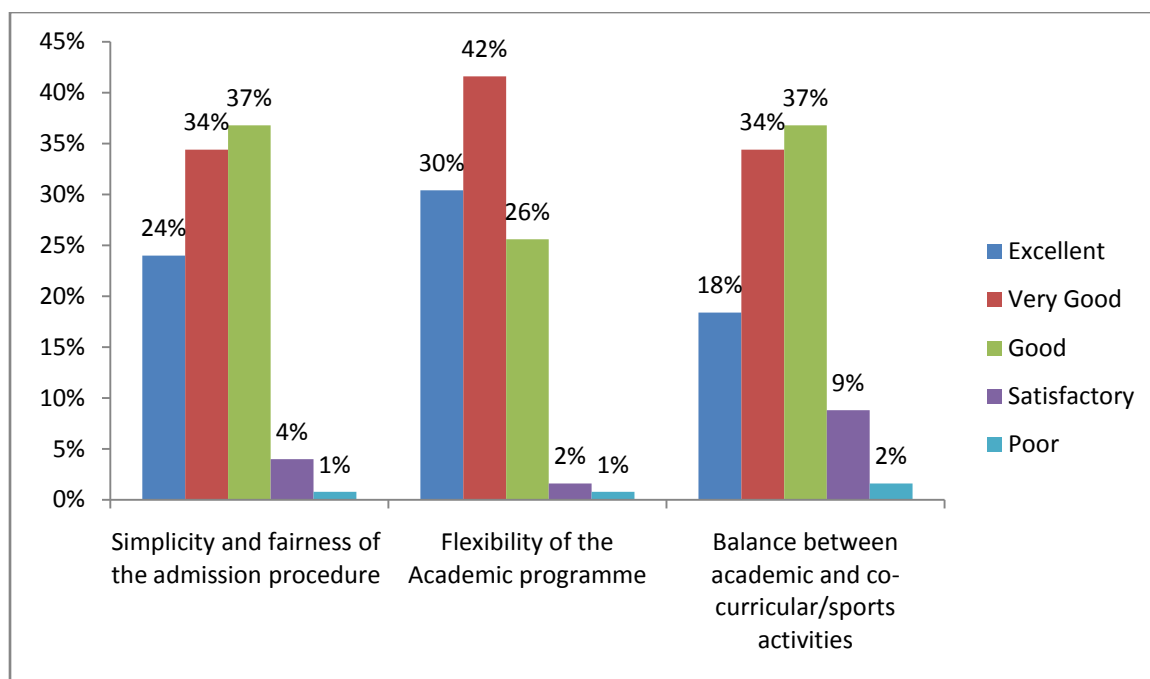
Total number of responses: 125

Figure No: 1.1:

The figure graph 1.1, presents to us that 56 percent parents felt the admission procedure was very good to excellent, this is because the entire procedure of admission is done online and there is a proper system of the whole admission process in place. The students have orientation and counselling sessions with the subjects teachers before deciding their admission. Having a choice based credit system within the autonomous structure of the college in well reflected in the parents feedback on flexibility in academic programme, where by an overwhelming 72 percent parents rated it to be very good to excellent. The flexibility in the academic programme also ensured a good balance between academic and co-curricular activities as seen in the parents feedback of 89 percent appreciating this fact.
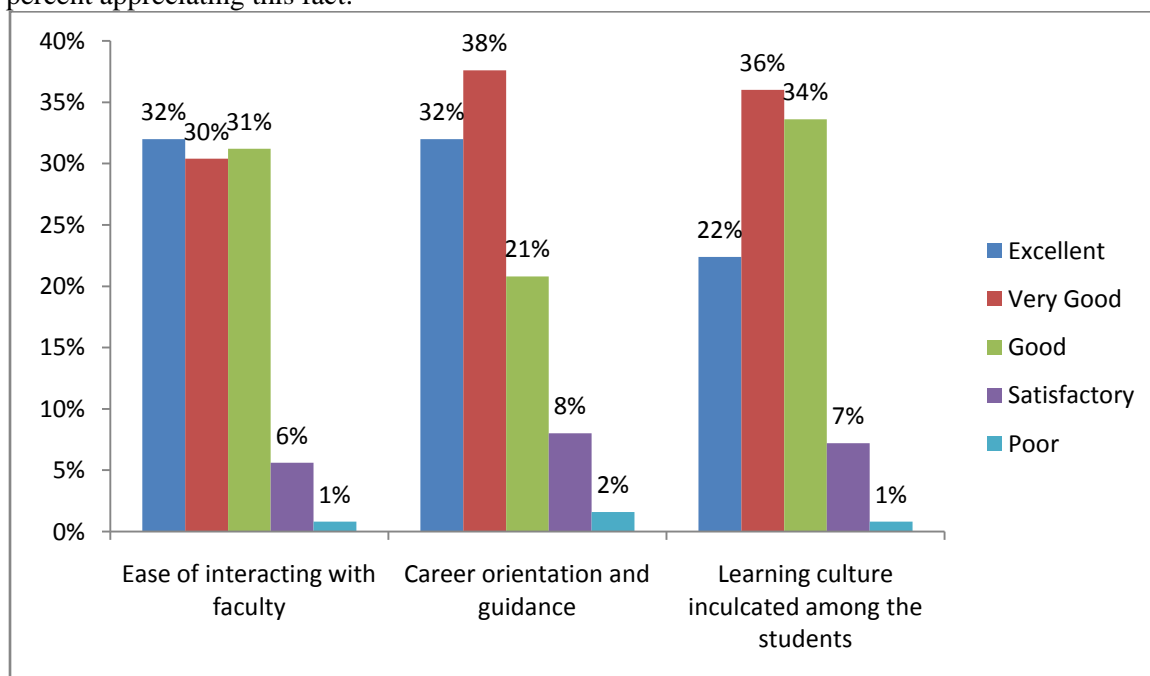

Figure No 1.2:

The Figure 1.2., reveals the greatest strength of the college and that's been the ease of interacting with the faculty whereby 93 percent parents feel its good to excellent. Further, 70 percent parents consolidate the fact that the faculty provides a lot of career orientation and guidance and they further enhance the learning culture among the students wherein 92 percent parents feel it is good to excellent.
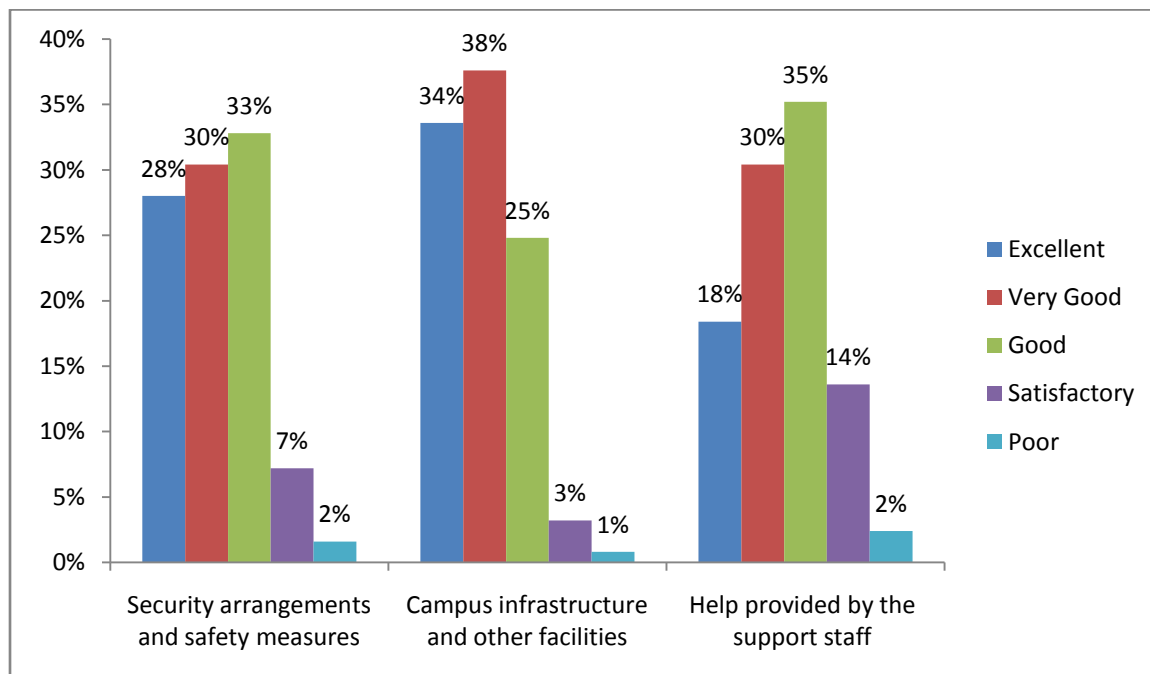

Figure No 1.3:
The parents also shared favourable feedback about the security arrangements (91 percent felt it is good to excellent), parents also gave a favourable rating to campus infrastructure and help provided by the support staff.
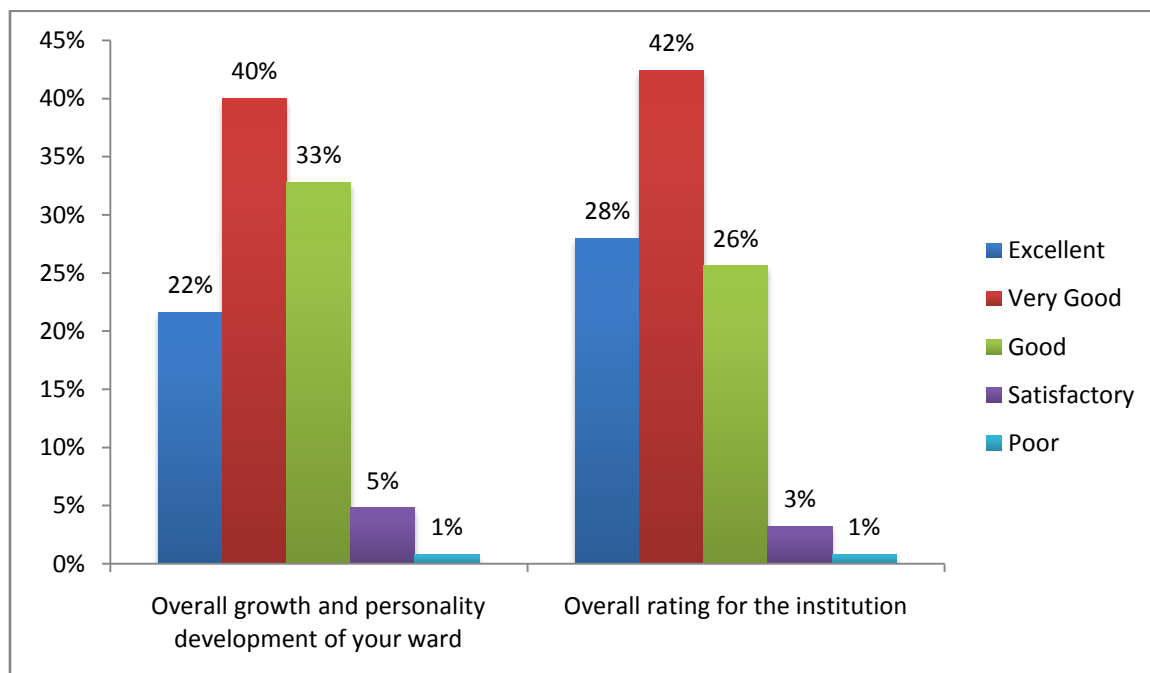
Figure No 1.4

The last two aspects were also appreciated with a majority parents i.e. 95 percent rating the college with good to excellent for overall growth and personality development of their wards and 96 percent rating the college with good to excellent.

Analysis and outcomes:

1. Parents are satisfied with the good infrastructure of the college and have foundit to be safe and secure for their children.

2. Parents also found that the children have an overall good learning experience in the college as a result of the good knowledgeable faculties teaching the children thereby also ensuring the all-round growth of the students personalities.

3. Parents are satisfied with the counsellors and the mentors provided by the college from time to time.

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ANNUAL ACADEMIC AUDIT REPORT
FACULTY OF LANGUAGES AND LITERATURE
2019-2020

Introduction:

In an autonomous Institution, it is essential to ascertain and ensure the quality of different academic processes. Academic Audit was conducted to check conformation by course faculty to the academic standards prescribed by the College. The academic audit encompasses verification of teaching-learning-evaluation processes, innovations and research done by individual teachers. It is aimed at checking if faculty members implement/incorporate the initiatives taken by IQAC/Dean/Principal to enhance the quality of Teaching-Learning-Evaluation processes.

Audit process:

☐ Course wise submission of duly filled Audit forms and documentary evidences by Course faculty to the head of the department at the end of every semester. The audit forms were submitted as soft and hard copy.

☐ Verification of the forms and evidences furnished by all Faculty members by Head of the department/ Department faculty council (DFC).

☐ Submission of 'Verification report' and Soft copies of all audit forms (course wise) by Head of the department to Dean's office.

☐ Department wise Audit meetings at the end of the semester/year by the Dean to form the consolidated report of respective Faculty discipline.

☐ Dean's consolidated report indicating observations, examples of exemplary practice, noting of areas for improvement and suggestions was submitted to the Principal/IQAC.

☐ Conveying the report to the respective Head of the Department for necessary action for improvement.

Dean and Head of the department of Faculty of Languages and Literature:

1	Dr. Hanumant Chopdekar	Dean – Faculty of Languages and Literature and Head – Department of Konkani
2	Dr. Sonia Fernandes	Head – Department of English
3	Mrs. Mitra Borkar	Head – Department of French
4	Ms. Trupti Fal Dessai	Head - Department of Marathi
5	Mr. Pradeep Jatal	Head, Department of Hindi
6	Ms. Bhavana Sawardekar	Executive Secretary to Deans

SUMMARY OF THE ACADEMIC AUDIT
(FACULTY OF LANGUAGES AND LITERATURE, 2019-2020)

The Academic audit process was conducted for all the courses of both Odd and Even Semesters of the Departments under Faculty of Languages and Literature. The process was conducted after every semester by HOD/DFC at the department and annual audit of both semesters by the Dean. The Academic Audit was conducted to check conformation by course faculty to the academic standards prescribed by the College, and included verification of the following:

1) Variance of contact hours prescribed by BOS and Contact hours actually engaged.
2) Whether all modules/units in the syllabus taught.
3) Number and types of Resources provided to the students on Moodle/Google Classroom.
4) Number and types of methods used in teaching-learning (pedagogies).
5) Number and types of modes of evaluation used.
6) Whether Marking Scheme (Rubric of Assessment) was uploaded on Moodle/Google Classroom.
7) Percentage of marks assigned in Higher-order questions in all assessment modes.
8) Date of conduct of assessments and date of declaration of results of assessments.
9) Contributions Towards Innovations and Research
10) Feedback of the Course Coordinator

OBSERVATIONS AND SUGGESTIONS:

A) **GENERAL INFORMATION:** The Faculty of Languages and Literature includes 04 departments with 14 teachers and approximately 200 students. Each department floats approximately 15 courses per semester for their respective programme. The courses are either engaged by single course teacher or shared by two or more teachers. Information about number of teachers, students and course distribution is given in Table 1.

TABLE 1: GENERAL INFORMATION ABOUT THE COURSES AT THE DEPARTMENTS						
Name of the Programme	B.A.					
Departments	1) English (Eng) 2) Hindi (Hin) 3) Marathi (Mar) 4) Konkani (Kon) 4) Academic Writing (A.W.)					
Number of Meetings Held by Dean with HoDs / faculty members.	**02** Meetings for academic Year 2019-2020. (03-07-2019, 05-09-2019)					
Odd and Even Semesters of 2019-2020	1) Audit Reports of Semester I/III/V of all courses at the 04 Departments. 2) Audit Reports of Semester II/IV/VI of all courses at the 04 Departments.					
	Department	Eng.	Hin.	Mar.	Kon.	A.W.
Teachers Strength	No of faculty members: 14	04	04	04	04	02
Course distributi	No of Courses Audited : Odd Sem- 14		12	14	12	03
	Even Sem- 14		12	14	12	03

on	No of courses shared by teachers	Odd Sem- 06	10	01		0
		Even Sem- 05	08	02		0

B) AUDIT OBSERVATIONS AND SUGGESTIONS:

The data verified and audit process done was found to be satisfactory with respect to the above mentioned parameters. The observations of major areas of teaching learning evaluation processes of Courses at the five departments is reported herewith and suggestions

PART A: COURSE ENGAGEMENT

1) **Variance of contact hours prescribed by BOS and Contact hours actually engaged:**
This parameter is a reflection of engagement of all lectures by the Faculty members as is prescribed by the Board of Studies.

Observations: The number of courses audited from each department is submitted.

TABLE 2: VARIANCE OBSERVED FOR COURSES AT THE DEPARTMENTS						
Course Completion	Semesters	English	Hindi	Marathi	Konkani	Academic Writing
Variance Of Lectures engaged	Odd: - 19	+2	-	01	-	18
	Even : -30	15	-	13	-	02

Suggestions on Class lecture engagement and variance observed:

The efforts of all teachers to keep the variance to the minimum are commendable.
- However, in view of variance of more than 06, the course faculty needs to conform to the annual lecture plan prepared at the start of the semester. Higher Variance in even semester was mainly due to the unaccounted lectures due to lockdown.
- If any lecture is cancelled on account of any eventuality, then the course faculty needs to take the responsibility of engaging <u>extra classes</u> to compensate for it.
- Completion of all lecture hours allotted is essential.
- All faculty members need to <u>cooperate in submitting the documents</u> sought from time to time either as hard copy or soft copy, for the purpose of Audit by the Head of the department or the Deans office. This will facilitate smooth functioning of audit and ensure complete data availability for the purpose of compliance and Quality check of Audit.

2) **Whether all modules/units in the syllabus taught: Yes.**

3) **Number and types of Resources provided to the students on Moodle/Google Classroom:**

This parameter is indicative of facilitation of learning of students by teachers by making course resources available on website.

Observations: Data on uploading resources and types of resources uploaded by course faculty on Google classroom or College moodle-CLAAP (Chowgules Learn Anytime Anyplace). Resources of all courses at the Languages and Literature Departments were uploaded on the CLAAP of the college or on Google classroom. Resources of 75% of the course were uploaded on Google classroom and 25% on CLAAP.

The types of resources provided by course instructors were worth appreciating. For each course, the types of resources varied from 03 to 05.

Suggestions on Course Resources:

All departments need to provide 05 and more types of resources especially considering the rate at which scientific data keeps changing due to recent discoveries and innovations. This will benefit the students remarkably.

- Some teachers had not uploaded resources for every module. It is essential to upload 100% of the resources on the CLAAP.
- Mandatory resources should include Class presentation PDFs or notes, Textbooks, E-Books, Videos, Journal articles or links to recent discoveries.
- This needs to be done for <u>every course</u> at the department.
- Enhancing quality of Presentation is suggested. There is a need to monitor CLAAP resources for conformation to the standard format of our college for presentations.

PART B: TEACHING -LEARNING PROCESSES:

Teaching methodologies adopted by the faculty-members should focus on developing skills in students besides giving information. To bring about effective learning, numerous pedagogies of teaching-learning should be adopted.

Observations:

<u>For Odd and Even Semesters:</u> Majority of the teachers mostly use traditional mode of teaching supplemented by ICT, interaction and group discussion. Innovative Teaching-Learning methods were adopted by teachers of all the departments (Role Play, e-portfolio, Summary write up and Skit/Chart paper work/poster)

PART C: EVALUATION PROCESSES:

Audit of Evaluation Processes: Languages and Literature departments followed CA + SEE mode of evaluation however one department conducts mid semester examination.

Observations:

a) Number of Assessments: Languages and Literature departments followed only CA, CA + SEE mode of evaluation.

b) Number and Types of modes of evaluation: Most departments conducted 02 CAs (continuous assessments) adopting different modes of assessment for theory component.

c) Whether Assessment dates & modes declared in advance and uploaded: Most teachers had uploaded all Assessment dates & modes on CLAAP or Google Classroom.

d) Marking Scheme/Rubric of assessment for theory Uploaded: Uploaded by teachers of departments.

e) Percentage of marks assigned in Higher-order questions in the assessment: Fair representation of higher order questions as per the guidelines of Exam committee was

e) adhered to by all teachers. All teachers conformed to the required percentage of marks for Higher-order questions in the assessments.

f) Was the feedback on the assessment shared with students: Yes.

Note: Due to the COVID 19 pandemic the academic audit report 2019-20 was delayed and it was prepared in the month of December 2020. During the new academic year such as 2020-21, the Dean is Dr. Sachin Savio Moraes. Therefore the report was prepared by the present Dean.

DR. SACHIN SAVIO MORAES
DEAN-FACULTY OF ARTS

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ANNUAL ACADEMIC AUDIT REPORT
FACULTY OF SOCIAL SCIENCES
2019-2020

Introduction:

In an autonomous Institution, it is essential to ascertain and ensure the quality of different academic processes. Academic Audit was conducted to check conformation by course faculty to the academic standards prescribed by the College. The academic audit encompasses verification of teaching-learning-evaluation processes, innovations and research done by individual teachers. It is aimed at checking if faculty members implement/incorporate the initiatives taken by IQAC/Dean/Principal to enhance the quality of Teaching-Learning-Evaluation processes.

Audit process:

- ☐ Course wise submission of duly filled Audit forms and documentary evidences by Course faculty to the head of the department at the end of every semester. The audit form were submitted as soft and hard copy.
- ☐ Verification of the forms and evidences furnished by all Faculty members by Head of the department/ Department faculty council (DFC).
- ☐ Submission of 'Verification report' and Soft copies of all audit forms (course wise) by Head of the department to Dean's office.
- ☐ Department wise Audit meetingsat the end of the semester/year by the Dean to form the consolidated report of respective Faculty discipline.
- ☐ Dean's consolidatedreport indicating observations, examples of exemplary practice, noting of areas for improvement and suggestionswas submitted to the Principal/IQAC.
- ☐ Conveying the report to the respective Head of the Department for necessary action for improvement.

Dean and Head of the department of Faculty of Social Science:

1	Dr. Sachin Savio Moraes	Dean – Faculty of Social Sciences
2	Mrs.SaritaNaikTari	Head – Department of History
3	Mrs. Rupali M Tamuly	Head - Department of Economics
4	Dr. AnaghaDicholkar	Head, Department of Geography
5	Dr. SachinMoraes	Head, Department of Sociology
6	Dr. DebasishMazumdar	Incharge of Department of Philosophy
7	Dr. SobitaKirtani	Head, Department of Psychology
8	Ms. BhavanaSawardekar	Executive Assistant to Deans

SUMMARY OF THE ACADEMIC AUDIT
(FACULTY OF SOCIAL SCIENCES, 2019-2020)

The Academic audit process was conducted for all the courses of both Odd and Even Semesters of the Departments under Faculty of Social Sciences. The process was conducted after every semester by HOD/DFC at the department and annual audit of both semesters by the Dean. The Academic Audit was conducted to check conformation by course faculty to the academic standards prescribed by the College, and included verification of the following:

1) Variance of contact hours prescribed by BOS and Contact hours actually engaged.
2) Whether all modules/units in the syllabus taught.
3) Number and types of Resources provided to the students on Moodle/Google Classroom.
4) Number and types of methods used in teaching-learning (pedagogies).
5) Number and types of modes of evaluation used.
6) Whether Marking Scheme (Rubric of Assessment) was uploaded on Moodle/Google Classroom.
7) Percentage of marks assigned in Higher-order questions in all assessment modes.
8) Date of conduct of assessments and date of declaration of results of assessments.
9) Details of the Laboratory Hours and Experiments/Lab-work conducted.
10) Whether E -Journal provided and marking scheme for assessment of practical work is maintained and disclosed to students.
11) Contributions Towards Innovations and Research
12) Feedback of the Course Coordinator

OBSERVATIONS AND SUGGESTIONS:

A) **GENERAL INFORMATION:** The Faculty of SocialSciences includes 06 departments with 26 teachers and approximately 200 students. Each department floats approximately 20courses per semester for their respective programme. The courses are either engaged by single course teacher or shared by two or more teachers. Information about number of teachers, students and course distribution is given in Table 1.

TABLE 1: GENERAL INFORMATION ABOUT THE COURSES AT THE DEPARTMENTS							
Name of the Programme	B.A.						
Departments	1) Economics (Eco)2) Geography (Geog) 3)History (Hist)4) Philosophy (Phil) 5) Psychology (Psy) 6) Sociology (Socio)						
Odd and Even Semesters of 2019-2020	1) Audit Reports of Semester I/III/V of all courses at the 05 Departments. 2) Audit Reports of Semester II/IV/VI of all courses at the 05 Departments.						
	Department	**Eco**	**Geog**	**Hist**	**Phil**	**Psy**	**Socio**
Teachers Strength	No of faculty members:22	05	04	03	03	05	02
Course distribution	No of Courses Audited Odd Sem-	17	11	08	10	05	08
	Even Sem-	17	11	11	10	10	08
	No of courses shared by teachers Odd Sem-	01	2	-	-	01	-
	Even Sem-	01	4	-	-	01	-

B) AUDIT OBSERVATIONS AND SUGGESTIONS:

The data verified and audit process done was found to be satisfactory with respect to the above mentioned parameters. The observations of major areas of teaching learning evaluation processes of Courses at the six departments is reported herewith and suggestions

PART A: COURSE ENGAGEMENT

1) <u>Variance of contact hours prescribed by BOS and Contact hours actually engaged</u>:

This parameter is a reflectionof engagement of all lectures and practicals by the Faculty members as is prescribed by the Board of Studies.

Observations: The number of courses audited from each department is submitted.

TABLE 2: VARIANCE OBSERVED FOR COURSES AT THE DEPARTMENTS							
Course Completion	Semesters	Eco	Geog	Hist	Phil	Psy	Socio
Variance of Lectures engaged	Odd: 18	2.4	2.4	05	0	3.4	08
	Even : 19	11	0.6	14	0	8.4	6.3

*These above figures in the table 2 have been arrived at by taking average of variance of each of the course conducted by teachers of the respective departments.

<u>Suggestions on Class lecture engagement and variance observed</u>:

The variance in odd semesteris reasonably large due to administrative delay in respect of appointment of teachers.Nevertheless the variance in the even semester relatively less, although it appears on the higher side it was mainly due to the unaccounted lectures due to the enforcement of lockdown during the month of March-End and April

- However, in view of variance of more than 06, the course faculty needs to conform to the annual lecture plan prepared at the start of the semester.
- If any lecture is cancelled on account of any eventuality, then the course faculty needs to take the responsibility of engaging <u>extra classes</u> to compensate for it.Completion of all lecture hours allotted is essential.
- All faculty members need to <u>cooperate in submitting the documents</u> sought from time to time either as hard copy or soft copy, for the purpose of Audit by the Head of the department or the Dean's office. This will facilitate smooth functioning of audit and ensure complete data availability for the purpose of compliance and Quality check of Audit.

2) **Whether all modules/units in the syllabus taught: Yes.**

3) **Number and types of Resources provided to the students on Moodle/Google Classroom:**

This parameter is indicative of facilitation of learning of students by teachers by making course resources available on website.

Observations: Data on uploading resources and types of resources uploaded by course faculty on Google classroom or College moodle-CLAAP (Chowgules Learn Anytime Anyplace). Resources of all courses at the Social Science Departments were uploaded on the CLAAP of the college or on Google classroom. Resources of 75% of the course were uploaded on Google classroom and 25% on CLAAP.

The types of resources provided by course instructors were worth appreciating. For each course, the types of resources varied from 03 to 05.

Suggestions on Course Resources:

All departments need to provide 05 and more types of resources especially considering the rate at which scientific data keeps changing due to recent discoveries and innovations. This will benefit the students remarkably.

- Some teachers had not uploaded resources for every module. It is essential to upload 100% of the resources on the CLAAP.
- Mandatory resources should include Class presentation PDFs or notes, Textbooks, E-Books, Videos, Journal articles or links to recent discoveries.
- This needs to be done for <u>every course</u> at the department.
- Enhancing quality of Presentation is suggested. There is a need to monitor CLAAP resources for conformation to the standard format of our college for presentations.

PART B: TEACHING -LEARNING PROCESSES:

Teaching methodologies adopted by the faculty-members should focus on developing skills in students besides giving information. To bring about effective learning, numerous pedagogies of teaching-learning should be adopted. Summary of the T-L methods used in the 06 departments is given in Table 4.

Observations:

<u>For Odd andEven Semesters:</u>Majority of the teachers mostly use traditional mode of teaching supplemented by ICT, interaction and group discussion. Innovative Teaching-Learning methods were adopted by teachers of almost all departments

PART C: EVALUATION PROCESSES:
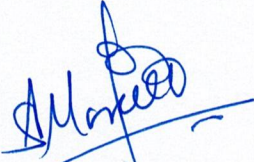
Audit of Evaluation Processes: SocialScience departments followed CA + SEE mode of evaluation however one department conducts mid semester examination.

Observations:

a) Number of Assessments: Social science departments followed only CA, CA + SEE mode of evaluation.
b) Number and Types of modes of evaluation: Most departments conducted 03 CAs (continuous assessments) adopting different modes of assessment for theory component.
c) Whether Assessment dates & modes declared in advance and uploaded: Most teachers had uploaded all Assessment dates & modes on CLAAP or Google Classroom.
d) Marking Scheme/Rubric of assessment for theory Uploaded: Uploaded by teachers of departments.
e) Percentage of marks assigned in Higher-order questions in the assessment: Fair representation of higher order questions as per the guidelines of Exam committee was adhered to by all teachers. All teachers conformed to the required percentage of marks for Higher-order questions in the assessments.
f) Was the feedback on the assessment shared with students: Yes.

Note: Due to the COVID 19 pandemic the academic audit report 2019-20 was delayed and it was prepared in the month of December 2020. During the new academic year such as 2020-21, the Dean is Dr. Sachin Savio Moraes. Therefore the report was prepared by the present Dean.

DR. SACHIN SAVIO MORAES
DEAN-FACULTY OF ARTS

ANNUAL ACADEMIC AUDIT REPORT
FACULTY OF LIFESCIENCES
2019-2020

By
DR. NANDINI VAZ FERNANDES
DEAN-FACULTY OF LIFE SCIENCES

CONTENT

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ANNUAL ACADEMIC AUDIT REPORT
FACULTY OF LIFESCIENCES
2019-2020
By
DR. NANDINI VAZ FERNANDES
DEAN-FACULTY OF LIFE SCIENCES

INTRODUCTION:

In an autonomous Institution, it is essential to ascertain and ensure the quality of different academic processes. Academic Audit was conducted to check conformation by course faculty to the academic standards prescribed by the College. The academic audit encompasses verification of teaching-learning-evaluation processes, innovations and research done by individual teachers. It is aimed at checking if faculty members implement/incorporate the initiatives taken by IQAC/Dean/Principal to enhance the quality of Teaching-Learning-Evaluation processes.

AUDIT PROCESS:

Course wise submission of duly filled Audit forms and documentary evidences by Course faculty to the head of the department at the end of every semester. The audit forms were submitted as soft and hard copy.

Verification of the forms and evidences furnished by all Faculty members by Head of the department/ Department faculty council (DFC).

Submission of 'Verification report' and Soft copies of all audit forms (course wise) by Head of the department to Dean's office.

Department wise Audit meetings at the end of the semester/year by the Dean to form the consolidated report of respective Faculty discipline.

Dean's consolidated report indicating observations, examples of exemplary practice, noting of areas for improvement and suggestions was submitted to the Principal/IQAC.

Conveying the report to the respective Head of the Department for necessary action for improvement.

Supplementary forms facilitating the process of Audit and ensuring compliance of college policy requirements of T-L-E processes were also collected periodically.

DEAN AND HEAD OF THE DEPARTMENT OF FACULTY OF LIFE SCIENCE:

	Dean – Faculty of Life Science	**Dr. Nandini Vaz Fernandes**
1	Head/ In-Charge – Department of Botany	Ms. Amisha Pednekar (Odd Semester) Dr. Uma Masur (Even Semester)
2	Head/ In-Charge Department of Biochemistry	Ms. Sarah Mesquita
3	Head/ In-Charge, Department of Biotechnology	Dr. Kanchana R
4	Head, Department of Zoology	Dr. Nandini Vaz Fernandes
	Executive Secretary to Deans	Ms. Bhavana Sawardekar

FEEDBACK OF ACADEMIC AUDIT - 2018-19 AND ACTION TAKEN

Feedback	**Action plan**
A) Suggestions on Class lecture engagement and variance observed: The efforts of all teachers to keep the variance to the minimum are commendable. 1. Faculty needs to conform to the annual lecture plan prepared at the start of the semester 2. If any lecture is cancelled on account of any eventuality, then the course faculty needs to take the responsibility of engaging extra classes to compensate for it. 3. Completion of all lecture hours allotted is essential. 4. All faculty members need to co-operate in submitting the documents sought from time to time either as hard copy or soft copy, for the purpose of Audit by the Head of the department or the Dean's office. This will facilitate smooth functioning of audit and ensure complete data availability for the purpose of compliance and Quality check of Audit.	Mechanism needs to be devised to ensure conformation of faculty to academic requirements of adhering to lecture plans and resorting to timely submission of documents. **Action Plan:** Supplementary forms were prepared to ensure the same. Review meetings to be conducted to check academic work progression.

Feedback	Action plan
B) Suggestions on Course Resources: All departments need to provide more than 05 types of resources especially considering the rate at which scientific data keeps changing due to recent discoveries and innovations. This will benefit the students remarkably. 1. Some teachers had not uploaded resources for every module. It is essential to upload 100% of the resources on the CLAAP. 2. As 85 % Resources uploaded are PowerPoint presentations of Topics and Only 15% teachers used variety of resources, measures should be taken to increase upload of resources other than Class PPTs. Mandatory resources should include Class presentation PDFs or notes, Textbooks, E-Books, Videos, Journal articles or links to recent discoveries. 3. This needs to be done for <u>every course</u> at the department. 4. Enhancing quality of Presentation is suggested. There is a need to monitor CLAAP resources for conformation to the standard format of our college for presentations.	Mechanism needs to be devised to ensure conformation of faculty to academic requirements of: 1) Uploading resources on CLAAP/GC. 2) Checking quality of resources **Action Plan:** *CLAAP Monitoring Form* was created to ensure that all faculty members upload all resources and assessment related documents as required by the college.
C) Suggestions on Teaching-Learning Processes: 1. 34% of the teachers used more than 05 modes of teaching-learning. Need to aim at 100% teachers adopting more than 06 modes of teaching, including innovative methods focusing on developing higher order skills in the students. 2. To bring about uniformity in the interpretation of the various teaching-learning methodologies, workshops need to be conducted by Centre for teaching learning.	Mechanism needs to be devised to ensure conformation of faculty to academic requirements of adopting multiple modes of T-L. **Action Plan:** Conduct the following workshops: 1) Process based Portfolio (As Assessment mode) – For faculty. 2) Preparation for 'Process based Portfolio' – For students. 3) Adopt 'Problem based Learning' and 'Cooperative learning strategies' (Workshops conducted in 2018-19).

Feedback	Action plan
D) Suggestions on Evaluation methods: 1. Need to aim at 100% teachers adopting more than 05 modes of assessment. 2. Faculty members of all departments need to adopt the rubrics of assessment given in the handbook of the IQAC. Workshop can be organized for New teachers on the same. 3. There is a need to look into the modes / methods used for assessment of Practical courses by faculty members.	Mechanism needs to be devised to ensure conformation of faculty to academic requirements of using Multiple modes of evaluation, adopt clear rubrics of assessments and ensure that the same is conveyed to the students: **Action Plan:** *Form 3 - DFC approval for Evaluation Scheme was created.* This will serve as a document of evidence that assessment modes were planned well in advance and approved, as is required by the college. *Form 4 - Course evaluation scheme and rubric was created.* This will ensure that faculty members convey the evaluation modes and rubrics to students, by uploading this form on CLAAP/GC.

Thus, for bringing about qualitative changes and for ensuring conformation by all faculty members of Life science departments, necessary initiatives were planned for execution for the academic year 2019-20.

Besides, other major works planned for the academic year 2019-20 were:

1) Enriching Curriculum
2) Adopting OBE based on LOCF guideline document given by the college.
3) Encouraging research and innovation.
4) Developing scientific temper in the students.

ACTION TAKEN ON FEEDBACK: ACADEMIC PLAN FOR 2019-2020:

Based on the feedback of AAA of 2018-19, Principal gave broad guidelines for preparing the action plan for 2019-20.

Skeletal outline of Action plan prepared for 2019-20 is as follows:

		ACTION PLAN – FACULTY OF LIFE SCIENCE Submitted by Dr. Nandini Vaz Fernandes-Dean-Faculty of LS Approved by Principal

1	**Curriculum enrichment:**	**For BOS:**
		• If need be certain courses to be relooked to be replaced by new courses to align with the department objective and mission.
		• Identify relevant courses under SWAYAM.
		 (SWAYAM courses to be approved in BOS).
		• Ensure conformation of reorganization of courses in 03 module formats as was given in 2018-19.
		• Ensure to incorporate Bloom's taxonomy (elementary to higher order) from First to Third year in a systematic manner (as per action plan of 2018-19, given on the Meeting dated 10/08/2018).
		• Ensure to float Short term certificate courses if possible. Elective courses that are not offered but are in demand may be provided as short term courses/certificate courses. (Mandated in 2018-19, vide Meeting 10/08/2018).
		• Obtaining Feedbacks
		• <u>Revision of curriculum based on:</u>
		  ▪ Industrial/employment sector visit to check job requirements.
		  ▪ Feedback from employers
		  ▪ Feedback from alumni
		  ▪ Outcome of Audit
		
		Outcome based Education:
		• Recheck the COs and PSOs.
		• Align assessments and activities to attainment of COs and PSOs.

2	**Course Resources:**	**CLAAP: Check/monitor:** • Complete Home pages as per college format. • Assessment rubrics and dates. • Resources: Docs, PPTs, Web links, Videos • Declaration of marks. • Ask HODs to Submit 'CLAAP monitoring forms' at the start of each semester.

3	**T-L-E processes:**	**Workshops**
		• E – Portfolio (Faculty members)
		• E – Portfolio (Student)
		• Adoption of more than 5 evaluation modes as per handbook.
		• Conforming to Guidelines of teaching – evaluation handbook by college.
		• Conforming to rubrics of Assessment as per college guidelines (Courses and Projects)
		• Monitoring Implementation of:
		  - Problem based learning
		  - Flipped classroom (CLS)
		• Monitoring Implementation of:
		  - Pedagogies of Practical's
		  - New Journal Format
		• Molecular techniques
		• Microscopy

4	**Adopting LOCF**	• Help the departments to prepare LOCF document.
5	**Periodic review meetings**	• Conduct periodic review meetings to ensure smooth implementation of processes.

MEETINGS CONDUCTED FOR 2019-2020:

<table>
<tr>
<td colspan="4">SUMMARY OF ALL MEETINGS
FOR ACADEMIC YEAR 2019-2020
CONDUCTED BY DR. NANDINI VAZ FERNANDES- DEAN OF FACULTY OF LIFE SCIENCES</td>
</tr>
<tr>
<td>Meeting no</td>
<td>Date</td>
<td>Target group</td>
<td>Agenda</td>
</tr>
<tr>
<td>1</td>
<td>02.08.2019</td>
<td>HODs</td>
<td>Academic Plan 2019-2020</td>
</tr>
<tr>
<td>2</td>
<td>02.08.2019</td>
<td>All faculty of Life Sciences</td>
<td>Feedback of 18-19 and Academic Plan 2019-2020(Based on the Audit feedback and new academic year plan)</td>
</tr>
<tr>
<td>3</td>
<td>16.08.2019</td>
<td>HODs</td>
<td>1. Academic Audit Review
2. BOS</td>
</tr>
<tr>
<td>4</td>
<td>18.10.2019</td>
<td>HODs</td>
<td>1. Academic Audit Report 2018-19
2. Board of Studies agenda
3. Progress of Academic Work 2019-20
4. Others, if any</td>
</tr>
<tr>
<td>5</td>
<td>15.01.2020</td>
<td>HODs</td>
<td>1) Academic matters of the semester II (Progress/ Works to be executed)
2) AOB</td>
</tr>
<tr>
<td>6</td>
<td>25.06.2020</td>
<td>HODs and DFC members</td>
<td>1) Course teaching completion review
2) Assessments completed
3) Inputs on Modes of assessments</td>
</tr>
<tr>
<td></td>
<td colspan="3">E-Correspondences & Communications</td>
</tr>
<tr>
<td>1</td>
<td>10/07/2019</td>
<td>HODs+ Selected faculty</td>
<td>Third Year B.Sc Research Project Orientation Workshop</td>
</tr>
<tr>
<td>2</td>
<td>31/07/2019</td>
<td>All life science faculty members</td>
<td><u>Feedback of 2018-19 and General Academic Plan 2019-20</u></td>
</tr>
<tr>
<td>3</td>
<td>14/08/2019</td>
<td>HODs</td>
<td>Review meeting:
1. Academic Audit Reports (Soft copies) 2018-19
2. BOS</td>
</tr>
<tr>
<td>4</td>
<td>11/09/2019</td>
<td>HODs</td>
<td>E-Portfolio resources to be circulated to students</td>
</tr>
<tr>
<td>5</td>
<td>14.10.2019</td>
<td>HODs</td>
<td>Review meeting:
1. Academic Audit Report 2018-19
2. Board of Studies agenda
3. Progress of Academic Work 2019-20</td>
</tr>
</table>

6	23/10/2019	HODs	Regarding BOS agenda 2019-20 and conformation of agenda 2018-19
7	08/01/2020	HODs	Academic matters – Term II
8	15/01/2020	HODs	Meeting of HODs of Faculty of LS
9	19/03/2020	HODs	Review meeting (Cancelled due to lockdown)
10	26/03/2020	All Life Science faculty members	Detailed email on Conduct of T-L-E during lockdown: 1) Suggestive methods of ensuring learning by students. 2) 05 Suggestive methods of online teaching 3) 06 suggestive methods of online assessments
11	Lockdown period	HODs	Academic progression of works during lockdown. - Guidance emails sent to all faculty members of Life science departments. - Works monitored - Report submitted to principal for further action and planning.
12	24/06/2020	HODs	Review meeting: 1) Review of Assessments conducted for all courses 2) Completion of teaching of Courses whith inadequate classroom engagement before lockdown. 3) Inputs on mode of assessments in lieu of SEE for semester 2 and 4.
13	05/07/2020	HODs	Academic audit preparation – 2019-20
14	08/07/2020	HODs	Training of Faculty members – OBS workshop
15	16/07/2020	HODs	Academic audit report submissions– 2019-20

Note: Refer Annexure for minutes of meetings and e-correspondences

SUMMARY OF THE WORKS DONE BY DEAN-FACULTY OF LIFE SCIENCES

For the academic year 2019-20, I have worked towards enabling the Faculty of Life-Sciences to be aligned with the 'Vision' of the College in imparting relevant education of highest standards and to streamline the courses and teaching-learning pedagogies.

My academic plan for the year 2019-2020 focused on achieving the vision by:

i) Enhancing the 'Teaching-Learning-Evaluation' processes at the Life Science departments.

ii) Encouraging faculty to adopt student centric modes of teaching and evaluation based on Blooms taxonomy.

Besides looking into the General Academic works of the life science departments, various activities/workshops/orientations were conducted for faculty and students, to improve the Teaching-Learning- Evaluation processes in life science departments and promote research.

Summary of the Initiatives taken and activities conducted are listed as follows:

i) Initiatives for enriching Curriculum

ii) Streamlining Academic Processes – Monitoring Academic works by faculty members

iii) Quality checks and Quality assurance measures – Through review meetings and monitoring through proformas.

iv) AAA – Played an active role in conducting 'Academic and Administrative Audit' of the College.

v) LOCF – Prepared 'LOCF guideline document' for enabling all departments of the college to prepare LOCF document of their department and matrices for mapping CLOs and PLOs.

vi) Monitored 'Academic Progression' during lockdown/COVID pandemic, facilitated teaching learning and evaluation by all LS faculty members and submitted compliance report on the academic progression during lockdown, to the Principal as we asked in the college format.

vii) Contributed in preparation of the 'skeletal framework' for academic works during pandemic, for College, and presented the same at the academic council meet.

SUMMARY OF THE WORKS DONE - FACULTY OF LIFE SCIENCE
Dr. Nandini Vaz Fernandes
Dean- faculty of life Science
2019-2020

		PLANNED	EXECUTED
1	**Curriculum enrichment:**	• If need be certain courses to be relooked to be replaced by new courses to align with the department objective and mission. • Identify relevant courses under SWAYAM. (SWAYAM courses to be approved in BOS). • Ensure conformation of reorganization of courses in 03 module format as was given in 2018-19. • Ensure to incorporate Bloom's taxonomy (elementary to higher order) from First to Third year in a systematic manner (as per action plan of 2018-19, given on the Meeting dated 10/08/2018). • Ensure to float Short term certificate courses if possible. Elective courses that are not offered but are in demand may be provided as short term courses/certificate courses. (Mandated in 2018-19, vide Meeting 10/08/2018). • Obtaining Feedbacks • <u>Revision of curriculum based on:</u> ▪ Industrial/employment sector visit to check job requirements. ▪ Feedback from employers ▪ Feedback from alumni ▪ Outcome of Audit	• Meetings and emails were corresponded to HODs to ensure conformation to the agenda of Curriculum enrichment (Refer document of online correspondences/ minutes). • All BOS agenda and documents of Life Science departments were monitored for conformation to the agenda given to the HODs by Dean-LS. ***Outcome:*** *All HODs of departments of Life Sciences have carried out all curriculum revision initiatives*

		Outcome based Education: • Recheck the COs and PSOs. • Align assessments and activities to attainment of COs and PSOs.	
2	**Course Resources:**	**CLAAP: Check/monitor:** • Complete Home pages as per college format. • Assessment rubrics and dates. • Resources: Docs, PPTs, Web links, Videos • Declaration of marks. • Ask HODs to Submit 'CLAAP monitoring forms' at the start of each semester	Supplementary forms were prepared to ensure the same. Review meetings were conducted to check academic work progression. **Outcome:** *HODs submitted the supplementary forms mid-semester, which enables to ensure that teachers uploaded on the CLAAP/GC, the document on modes of assessments and rubrics, duly approved by DFC. (Non-Compliance: Some Supplementary form submission by Botany department).*
3	**T-L-E processes:**	**Workshops/Works** • E – Portfolio (Faculty members) • E – Portfolio (Student) • Adoption of more than 5 evaluation modes as per handbook. • Conforming to Guidelines of teaching – evaluation handbook by college. • Conforming to rubrics of Assessment as per college guidelines (Courses and Projects)	Conducted the following workshops: 1. Research Orientation (Students) 2. Process based Portfolio (As Assessment mode) – For faculty. 3. Preparation of process based Portfolio – For students 4. OBS workshop – For E

		• Monitoring Implementation of:
		  - Problem based learning
		  - Flipped classroom (CLS)
		• Monitoring Implementation of:
		  - Pedagogies of Practical's
		  - New Journal Format
		• Molecular techniques
		• Microscopy
			Content Creation (Videos)
			5. Research Poster Presentation (Students)
			
			Note: Detailed reports submitted as annexure.

	Summary of Other works Done for the College:		
4	Prepared Academic and Administrative Audit Report 2018-2019.		AAA on website
5	Contributed in preparation of Audit related supplementary Forms: 05 supplementary forms were prepared for quality 'assessment' as well as quality 'Assurance': 1) Form 2 - Department information(For obtaining information from the Department required for writing the annual college audit report) - *Revised* 2) Form 3 - DFC approval for Evaluation Scheme (Serves as a document of evidence that assessment modes are planned well in advance and approved , as asked in the Audit form) – *Created for quality assurance.* 3) Form 4 - Course evaluation scheme and rubric (Document ensures that the evaluation modes and rubrics are conveyed to students) -– *Created for quality assurance.* 4) Form 5 - CLAAP Monitoring Form (Document ensures that all faculty members upload all resources and assessment related documents as required by the college) – *Created for quality assurance.* 5) Form 6- HOD Report Format of Audit		All forms attached
6	Suggestions given for "academic works" in covid pandemic crisis		Input report attached as annexure.
7	Inputs on completion of examinations for BA/B.Sc programme as task force member		Input report attached as annexure.
8	Monitoring the Academic works <u>during Lockdown</u> – Facilitating and Periodically monitoring academic works and submitting "Academic Progression Report' – Faculty of Life sciences to Principal.		***Outcome:*** All Life science departments carried out the T-L-E processes as per the requirements and suggestions given. Report attached as annexure.

9	Prepared skeletal framework for academic works 2020-2021 (PCCAS-SFAW) in view of COVID-19 pandemic (Approved in Academic Council on 05/06/2020)	PCCAS-SFAW Report attached as annexure.
10	Contribution for Learning Outcome based Education at the College: 1) Inputs to conform to UGC guidelines vide email (26.04-2020). 2) Prepared and submitted LOCF guideline document for College to prepared departmental LOCF document- passed in Academic council on 5/6/2020. 3) Prepared Matrix templates for Mapping of Learning outcomes with Assessments and Teaching-learning and evaluation pedagogies.	Report attached as annexure.
11	Contributed to preparation of Teaching-Learning-Evaluation Handbook showcasing the best practices of T-L-E.	Was submitted to GU Autonomy Evaluation committee

SUMMARY OF THE ACADEMIC AUDIT REPORT

(FACULTY OF LIFE SCIENCES: 2019-2020)
BY
DR. NANDINI VAZ FERNANDES

The academic calendar of 2019-20, was extended due to the lockdown declared due to the pandemic of Covid 19. The process of Academic audit was therefore modified to assess the work done by the faculty members in virtual mode for some months on the term II. The courses of odd semester were conducted as per the regular academic plan. However, the academic works from March 2020 onwards were conducted in online mode, which included 25% of the teaching and 30- 50% of the evaluation works. The entire process of conduct on online teaching from March 2020, was monitored through 'Academic Progression' check carried out by me as a Dean, for courses conducted and assessments conducted in online mode for faculty of Life sciences.

The Academic audit process was conducted for all the courses of both odd and even Semesters of the Departments under Faculty of Life Sciences. The Audit process was conducted on **20th August 2020**. The main focus of the Academic Audit was to check for conformation by course faculty members, to the academic standards prescribed by the College, and included verification of the following:

1) Variance of contact hours prescribed by BOS and Contact hours actually engaged.
2) Whether all modules/units in the syllabus taught.
3) Number and types of Resources provided to the students on Moodle/Google Classroom.
4) Number and types of methods used in teaching-learning (pedagogies).
5) Number and types of modes of evaluation used.
6) Whether Marking Scheme (Rubric of Assessment) was uploaded on Moodle/Google Classroom.
7) Percentage of marks assigned in Higher-order questions in all assessment modes.
8) Date of conduct of assessments and date of declaration of results of assessments.
9) Details of the Laboratory Hours and Experiments/Lab-work conducted.
10) Whether E -Journal provided and marking scheme for assessment of practical work is maintained and disclosed to students.
11) Contributions Towards Innovations and Research
12) Feedback of the Course Coordinator
13) Checking of Academic works in virtual mode from March 2020 onwards.

OBSERVATIONS AND SUGGESTIONS:

A) GENERAL INFORMATION:

The Faculty of Life sciences includes 04 departments with 22 teachers and 331 students for 2019-20. Each department floats 10-11 courses per semester for their respective programme. The courses are either engaged by single course teacher or shared by two or more teachers. Information about number of teachers, students and course distribution is given in Table 1.

TABLE 1: GENERAL INFORMATION ABOUT THE COURSES AT THE DEPARTMENTS					
Name of the Programme	B.Sc				
Departments	1) Botany 2) Biotechnology 3) Biochemistry 4)Zoology				
Number of Meetings Held by Dean with HoDs / faculty members.	06 Meetings and 15 e-communications were corresponded between the Dean and HODs/Faculty members for academic Year 2019-2020.				
Odd and Even Semesters of 2019-2020	1) Audit Reports of Semester I/III/V of all courses at the 04 Departments. 2) Audit Reports of Semester II/IV/VI of all courses at the 04 Departments.				
	Department	**Botany**	**Biochemistry**	**Biotechnology**	**Zoology**
Teachers and student Strength	No of faculty members: 22	06	04	04	08
	No of students: 331	65	54	83	129
Course distribution	No of Courses Audited : 82	Odd Sem- 10 Even Sem- 10	Odd Sem- 10 Even Sem- 10	Odd Sem- 11 Even Sem- 11	Odd Sem- 10 Even Sem- 10
	No of courses shared by teachers	Odd Sem- 03 Even Sem- 04	Odd Sem- 02 Even Sem- 02	Odd Sem- Nil Even Sem- 02	Odd Sem- 10 Even Sem- 10

B) AUDIT OBSERVATIONS AND SUGGESTIONS:

The data verified and audit process done was found to be satisfactory with respect to the above mentioned parameters. The observations of major areas of teaching learning evaluation processes, of courses at the four departments, are reported herewith along with the suggestions.

PART A: COURSE ENGAGEMENT

1) **Variance of contact hours prescribed by BOS and Contact hours actually engaged**: This parameter is a reflection of engagement of all lectures and practicals by the Faculty members as is prescribed by the Board of Studies.

Observations: The number of courses audited from each department is given in Table 2. Variance of 1-3 lectures was seen in 13 courses of the total courses audited. Two courses of department of Botany had deficit of 17 and 13 lectures engaged by one faculty member as against the lectures allotted. Reason: Lack of substitute teacher for extended CCL of course faculty. Action Taken: The course faculty was assigned the task of engaging online classes to overcome the deficit of class engagement for both the courses. Thus, necessary action was taken to ensure completion of class engagement in online mode for these two courses.

As regards the practicals, variance of 1-2 practical was seen in department of Biotechnology, Botany and Zoology. Marginal variance was observed for even semester on account of lockdown. However conscious efforts were made by all faculty members of all departments to provide necessary resources and videos for understanding of the practicals.

TABLE 2: VARIANCE OBSERVED FOR COURSES AT THE DEPARTMENTS				
Course Completion	Botany	Biochemistry	Biotechnology	Zoology
Variance of Lectures engaged	**Odd Semester: 10** courses 2 courses with variance of 4 2 course with variance of 2 2 course with variance of 1 **Even semester: 10** courses 1courses variance of -7 lectures 02 course with variance of 17* and 13* respectively.	**Odd Semester:10** courses 1 courses with variances of 1. **Even semester:10** courses 5 courses – Variance of 2 Lectures	**Odd Semester:11** courses 1 course with variance of 2 **Even semester: 11** courses Variance Nil	**Odd Semester:10** courses Variance Nil **Even semester:10** courses 1 courses with variances of 1

Varianc e of Practica ls engaged	**Odd Semester:** Variance of 02 practical for 2 course **Even semester**: Variance of 03 practical for 1 course	**Odd Semester:** Variance Nil **Even semester**: 2 practical courses with variance of 02	**Odd Semester:** Variance of 02 practical for 2 course **Even semester**: Variance 01 course = 3 pracs 01 course = 2 pracs 1 course – 1 prac	**Odd Semester:** Variance of 02 practical for 2 course **Even semester**: Variance Nil

> **Suggestions on Class lecture engagement and variance observed:**
>
> The efforts of all teachers to keep the variance to the minimum are commendable.
> - Regular monitoring and reviews by Dean/Principal enabled to keep a check on class engagement by faculty members, especially during the lockdown.
> - Monitoring was done through 'Academic progression form' submission to the Dean periodically, indicating Lecture and practical engagement. 05 suggestive modes of online teaching and 05 suggestive methods of assessments were recommended to all the faculty members by the Dean-Faculty of Life sciences.
> - Monthly Checking of Online engagement of Lectures and Practicals by the Dean is recommended to ensure that faculty members have least variance with respect to the lectures/practicals allocated and actually engaged.

2) **Whether all modules/units in the syllabus taught: Yes.**

3) **Number and types of Resources provided to the students on Moodle/Google Classroom**:

This parameter is indicative of facilitation of learning of the students by the teachers by making multiple course resources available on the moodle platform (CLAAP) or Google Classroom.

Observations: 100% of the faculty members of Life Science departments had uploaded resources on CLAAP/GC. Administration of 'CLAAP Monitoring Form' to the faculty members ensured that all necessary resources were uploaded by all teachers.

Data on uploading resources and types of resources uploaded by course faculty on Google classroom or College moodle-CLAAP (Chowgule's Learn Anytime Anyplace) is represented in Table 3. Resources of all courses at the Life Science Departments were uploaded on the CLAAP of the college or on Google classroom. Resources of 75% of the courses were uploaded on Google classroom (Botany, Biotechnology, Biochemistry) and 25% on CLAAP (Zoology).

The types of resources provided by course instructors were worth appreciating. For each course, the types of resources varied from 04 to 08. Percentage of types of resources provided for courses at the departments is represented in the Table 3. Also each department has tried to enrich its resources as compared to 2018-19.

TABLE 3: TYPES OF RESOURCES PROVIDED FOR THE COURSES AT THE DEPARTMENTS		
Resources provided by Course coordinator/faculty		PERCENTAGE OF DIFFERENT TYPES OF RESOURCES PROVIDED BY FACULTY AT THE DEPARTMENT
Department	Resources uploaded	
Botany	Google classroom: 100%	
Biochemistry: 04 Types	Google classroom: 100%	
Biotechnology 05 types	Google classroom: 100%	
Zoology 08 types	CLAAP: 100%	

Suggestions on Course Resources:

All departments need to provide more than 05 types of resources especially considering the rate at which scientific data keeps changing due to recent discoveries and innovations. This will benefit the students remarkably.

- Biochemistry department needs to ensure that more types of resources are provided by the course faculty.
- Mandatory resources should include Class presentation PDFs or notes, Textbooks, E-Books, Videos, Journal articles or links to recent discoveries. This needs to be done for every course at all the life science departments.
- Enhancing quality of Presentation is suggested. There is a need to monitor CLAAP resources for conformation to the standard format of college for lecture presentations.

PART B: TEACHING -LEARNING PROCESSES:

Teaching methodologies adopted by the faculty-members should focus on developing skills in students besides giving information. To bring about effective learning, numerous pedagogies of teaching-learning should be adopted. Summary of the T-L methods used in the 04 departments is given in Table 4.

Observations:

All the departments adopt at least 09 teaching-Learning modes. Majority of the teachers mostly use traditional mode of teaching supplemented by ICT, interaction and group discussion. As a result of the workshops conducted for the faculty on Problem based learning and flipped classroom in 2018-19, there was remarkable increase in the number of teachers adopting these student centric interactive Teaching-Learning methods for 2019-20. Cooperative learning strategies and Problem based learning were adopted by all the 04 departments.

Flipped classroom: was adopted by teachers of Department of Biotechnology (50%); Zoology (80%); Biochemistry (30%); Botany (50%).
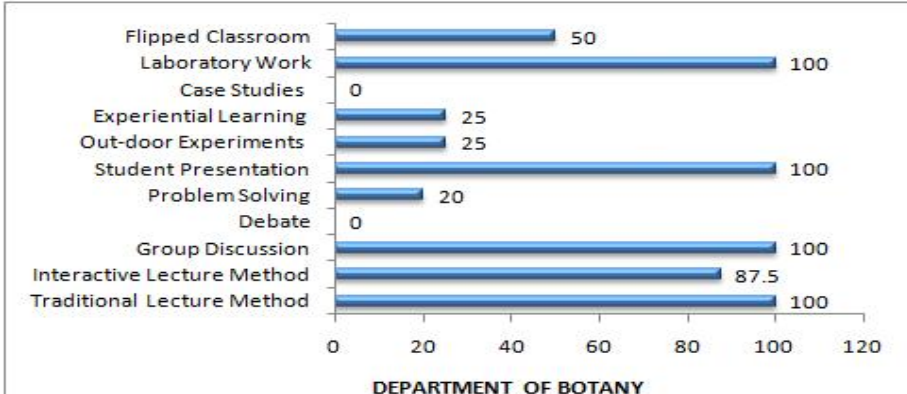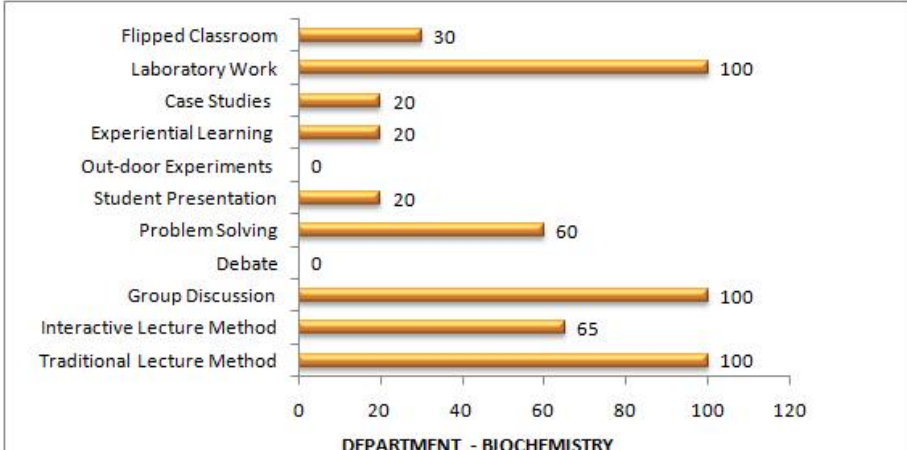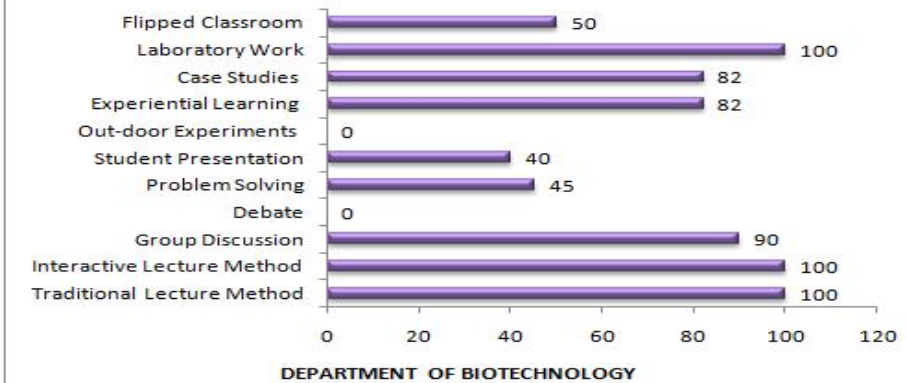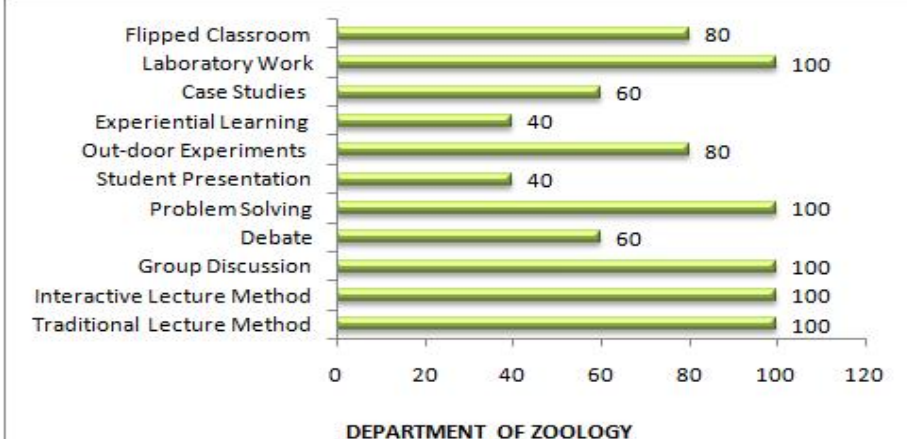
Problem Based Learning – was adopted by teachers of Department of Biotechnology (45%); Zoology (100%); Biochemistry(60%); Botany(20%).

To empower the faculty members to adopt more innovative teaching-learning-evaluation methods, 02 workshops were conducted by Dean of Life Sciences.

1. Process based Portfolio (As Assessment mode) – For faculty.
2. Preparation of process based Portfolio – For students
3. OBS workshop – For E Content Creation (Videos)

With these interventions, the evaluation methods increased from average of 7 modes to 9 modes, and teachers were guided for Online course engagement.

TABLE 4: TEACHING-LEARNING PEDAGOGIES FOR THE COURSES AT THE DEPARTMENTS

DEPARTMENT	PERCENTAGE OF TEACHERS ADOPTING DIFFERENT MODES OF TEACHING
BOTANY Teaching Modes Adopted: 9 Types	DEPARTMENT OF BOTANY
BIOCHEMISTRY: Teaching Modes Adopted: 9 Types	DEPARTMENT - BIOCHEMISTRY
BIOTECHNOLOGY Teaching Modes Adopted: 9 Types	DEPARTMENT OF BIOTECHNOLOGY
ZOOLOGY Teaching Modes Adopted: 11 Types	DEPARTMENT OF ZOOLOGY

Suggestions on Teaching-Learning Processes:
1. 90% of the teachers used more than 05 modes of teaching-learning. Need to aim at 100% teachers adopting more than 06 modes of teaching, including innovative methods focusing on developing higher order skills in the students.
2. To enable teachers to adopt more effective methods of online teaching, more hands-on workshops need to be conducted by the Centre for teaching-learning of the college.
3. IQAC needs to prepare a revised academic work progression form to indicate online and offline engagement of the students in virtual mode for the next academic year if the pandemic restrictions continue.

PART C: EVALUATION PROCESSES

Audit of Evaluation Processes:

All Life science departments followed CA + SEE mode of evaluation of the college. Faculty of Life sciences followed standard rubrics of assessment as given by IQAC of the college.

For the even semester, on account of the pandemic the semester end examination (SEE) was conducted in online mode for Semester II and IV, whereas semester VI examination was conducted on the campus, as per the guidelines given by the examination cell. All departments conducted the required number of Continuous assessments, Practical assessments and so also Semester End examinations.

Observations:
a) <u>Number of Assessments:</u> All Life science departments followed CA + SEE mode of evaluation. All faculty conformed to the examination guidelines given by the examination committee.
b) <u>Number and Types of modes of evaluation:</u> Most departments conducted 02 CAs (continuous assessments) adopting 4 or more modes of assessment for theory component. 92% of the teachers used more than 04 modes of assessments. 42% teachers used 09 modes of assessments, Viz. Gobbet, Open Book exam, Student presentation, Assignment, Problem based learning, Case studies, MCQ, Short answer question(SAQ) and Project based learning.
   Continuous mode of assessment for practical courses was conducted. For even semester, some of the PAs were conducted in online mode. Online modes used were online SAQ, MCQ, Process based portfolio, Gobbet and problem based learning.
c) <u>Whether Assessment dates & modes declared in advance and uploaded</u>: 100% teachers had uploaded all Assessment dates & modes on CLAAP or Google Classroom. Administration of 'DFC Form- Approved modes of Assessment' to the faculty members ensured that Assessment modes approved by DFC were uploaded by all teachers as is required by the college.

d) <u>Marking Scheme/Rubric of assessment for theory Uploaded</u>: 100% teachers had uploaded the rubrics of assessment for each course.

e) <u>Percentage of marks assigned in Higher-order questions in the assessment:</u> Fair representation of higher order questions as per the guidelines of Exam committee was adhered to by all teachers. All teachers conformed to the required percentage of marks for Higher-order questions in the assessments.

f) Was the feedback on the assessment shared with students: Yes.

g) Whether E -Journal provided: Yes. Provided by all.

Suggestions on Evaluation methods:
- Need to aim at 100% teachers adopting more than 05 modes of assessment.
- Need to continue the practice of seeking submission of 'DFC Form- Approved modes of Assessment' from the departments at the start of the semester to ensure that the CAs and PAs are well planned by the course faculty and conveyed to students in advance.

PART D: INNOVATIONS AND RESEARCH

Contributions towards Innovations and Research at Life Science departments are summarized in Table 5.

Sr. No.	Areas	Describe Innovations/Research
**TABLE 5: INNOVATIONS AND RESEARCH AT THE DEPARTMENTS**	
1.	Teaching-Learning Processes	• Problem Based Learning, Cooperative learning strategies adopted by teachers of all Life science departments. • Research on 'Research Based Pedagogical Tools(RBPT), carried out at the Zoology Department. • New Journal Format given by the dean was implemented by 30% of the Teachers in Botany and 100% of the Teachers in Zoology. • 01 Research Papers related to T-L-E processes was published in WoS journal.
2.	Evaluation Processes	• Adoption of Standardized Modes of assessment given by IQAC with defined rubrics by 100% of the faculty. • More than 09 modes of evaluation by 42% teachers. • Teachers innovated in online assessment

		methods for practicals, administering online tests, and online Semester end examination paper with higher order or application based questions.
3.	Outreach Programme/ Processes	• 11 Outreach Programmes carried out at the department of Zoology (SC/ST schemes, awareness on effect of pollution on marine life, plastic pollution, physical fitness and mind, sanitary hygiene, Malaria, Dengue, Blood donation, Road safety awareness, malnutrition, Vitamin D deficiency etc). • Faculty of Zoology, participated in National Deworming programme along with doctors of urban health centre, organized by Directorate of health sciences, Govt. of Goa.

4.	Research Programme	• <u>Research publications</u>:
		 - **Zoology**:
		    - 03 research papers in WoS and UGC listed journals.
		 - **Biotechnology**:
		    - 02 publications in UGC listed journal.
		
		 • <u>Research grants/Projects</u>:
		 - **Zoology: 05**
		    - 01 ongoing Minor research project - DHE-DST fund for project on Pedagogies of Practical teaching for Biological Science.
		    - 01 DHE grant for organizing Certificate course.
		    - 01: Fund for organizing workshop by ISSER Pune.
		    - 02 projects – Funded by Forest Dept., Govt. of Goa.
		 - **Botany**:01
		    - 01 project funded by DHE-Govt. of Goa.
		 - **Biotechnology**:
		    - 01 DHE grant for organizing Workshop.
		 - **Biochemistry:**
		    - 01 DHE grant for organizing Certificate course.
		
		 • <u>Fellowship</u>:
		 - **Botany**- 01 INSA summer fellowship.

5.	Certificate courses	03 certificate courses were conducted by the life science departments: • Botany – 'Herbal Cosmetology' • Zoology- 'Wildlife Monitoring techniques' • Biochemistry – 'Entrepreneurial Opportunities in Fermentation Food Technology'.

SUMMARY OF SUGGESTION OFFERED:

1) **Suggestions on Class lecture engagement and variance observed:**

   The efforts of all teachers to keep the variance to the minimum are commendable.

   - Regular monitoring and reviews by Dean/Principal enabled to keep a check on class engagement by faculty members, especially during the lockdown.
   - Monitoring was done through 'Academic progression form' submission to the Dean periodically, indicating Lecture and practical engagement. 05 suggestive modes of online teaching and 05 suggestive methods of assessments were recommended to all the faculty members by the Dean-Faculty of Life sciences.
   - Monthly Checking of Online engagement of Lectures and Practicals by the Dean is recommended to ensure that faculty members have least variance with respect to the lectures/practicals allocated and actually engaged.

2) **Suggestions on Course Resources:**

   All departments need to provide more than 05 types of resources especially considering the rate at which scientific data keeps changing due to recent discoveries and innovations. This will benefit the students remarkably.

   - Biochemistry department needs to ensure that more types of resources are provided by the course faculty.
   - Mandatory resources should include Class presentation PDFs or notes, Textbooks, E-Books, Videos, Journal articles or links to recent discoveries. This needs to be done for <u>every course</u> at the all the life science department.
   - Enhancing quality of Presentation is suggested. There is a need to monitor CLAAP resources for conformation to the standard format of our college for presentations.

3) **Suggestions on Teaching-Learning Processes:**

   - 90% of the teachers used more than 05 modes of teaching-learning. Need to aim at 100% teachers adopting more than 06 modes of teaching, including innovative methods focusing on developing higher order skills in the students.
   - To enable teachers to adopt more effective methods of online teaching, more hands-on workshops need to be conducted by the Centre for teaching-learning of the college.
   - IQAC needs to prepare a revised academic work progression form to indicate online and offline engagement of the students in virtual mode for the next academic year if the pandemic restrictions continue.

4) **Suggestions on Evaluation methods:**

   - Need to aim at 100% teachers adopting more than 05 modes of assessment.
   - Need to continue the practice of seeking submission of 'DFC Form- Approved modes of Assessment' from the departments at the start of the semester to ensure that the CAs and PAs are well planned by the course faculty and conveyed to students in advance.

DR. NANDINI VAZ FERNANDES
DEAN-FACULTY OF LIFESCIENCES

ACADEMIC AUDIT REPORT FOR ACADEMIC YEAR 2019-2020

EVEN AND ODD SEMESTER

FACULTY OF PHYSICAL & EARTH SCIENCES

Prepared By:

Dr. (Ms). Sameena Falleiro

Dean-Physical & Earth Sciences,

Parvatibai Chowgule College of Arts & Science, Autonomous, Margao, GOA

15TH FEBRUARY, 2021

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EXECUTIVE SUMMARY

INTRODUCTION

The Academic Audit Report for the Academic Year2019-2020 for the Physical and Earth Science Departments (PES) is attached here in two parts. For the Odd semester and then the Even semester. Inspite of the COVID-19 pandemic during the second half of the academic year (even semester), the Faculty did a commendable job in syllabus completion, teaching-learning and assessment during the semester. There were some attempts made at online innovations in teaching, learning and evaluation too.

For the Odd Semester a total of fifty seven courses from Physics, Chemistry, Computer Science, Geology, M.Sc. Information Technology and Postgraduate in Computer application departments were audited.

For the Even Semester a total of fifty five courses from Physics, Chemistry, Computer Science, Geology, M.Sc. Information Technology and Postgraduate in Computer application departments were audited.

OBSERVATIONS AND CONCLUDING REMARKS

TEACHING -LEARNING

The Faculty have uploaded resources for the courses as per Form 5 Format (CLAAP Monitoring Form) . Google Classroom was the Learning Management System (LMS) that was more widely used. The resources and content involved PowerPoint presentations, e-books and reference material. The variance in the lectures was not more than 5% overall. The teaching methods involved using of Traditional Lecture Methods via Blackboard, ICT enabled blended learning using presentations in Power Points, demonstrations in class and also during practical sessions. Some of the methods common across the PES faculty are listed below:

-Problem Solving

-Case Study

-Interactive Teaching

-Group Discussion

-Debate

-GMeet (during the COVID-19 pandemic)

There were no suggestions for Course Syllabus revision from any Faculty/Department.
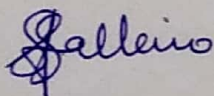
EVALUATION OF COURSE

The dates of every assessment were announced at least 10 days before the conduct of the examination. The instructions/guidelines and rubrics were uploaded well in advance before the date of examination. All the examination was conducted as per the guidelines followed by the Examination cell. The continuous Assessments, Semester End Examination as well as the practical Assessments were conducted following the guidelines of the Examination cell of the college.

INNOVATION

Faculty from some departments used NPTEL courses and OCW as additional reading / learning resources to help students strengthen their foundation on different topics.In view of the pandemic COVID-19,some faculty conducted assessments/evaluations using Google Forms, Viva voce via GMeet and used Portfolio based assessment techniques. The teaching-learning was online using GMeet and communication/interactions were also done by forming class official groups on platforms/groups like WhatsApp. By doing this the faculty ensured that all material and official communication was being communicated to students on a regular basis and no one was felt left out in view of offline classes.

The Department of Mathematics and Department of Geography have not submitted the Academic Audit Report for the entire Academic Year 2019-2020 in spite of repeated reminders. The same has been brought to the notice of the Principal.

The Dean-PES wishes to place on record sincere thanks to College Authorities, Faculty, Students and Support Staff for their cooperation in this Audit Process.

Dr. (Ms). Sameena Falleiro
Dean, Facutly of Physical & Earth Sciences

15th February 2021

4. Report of Student Feedback Analysis

The Students' Feedback on curriculum and teaching learning process at ParvatibaiChowgule College of Arts and Science-Autonomous is designed to get formative feedback from students that can be used towards the improvements in the quality of course design and delivery, as well as student learning experiences. The feedback has been generated through a comprehensive perspective of including several parameters of the Teaching-Learning-Evaluation and the Overall Academic experience of the students. These parameters are Academic Support, Course Content, Internal Continuous Assessment and Teaching of the Course. The Parameters had a number of statements each and had to be graded on a 5 point scale. A total of 2078 students (1010 Arts, 1068 Science) provided feedback for a total of courses (Arts, Science) and evaluated a total of Teachers (Arts, Science). The feedback was graded on a 5 point scale (Strongly Agree-5, Agree-4, Neutral-3, Disagree-2 and Strongly Disagree-1) and is presented below.

The following illustrations denote average ratings across departments.
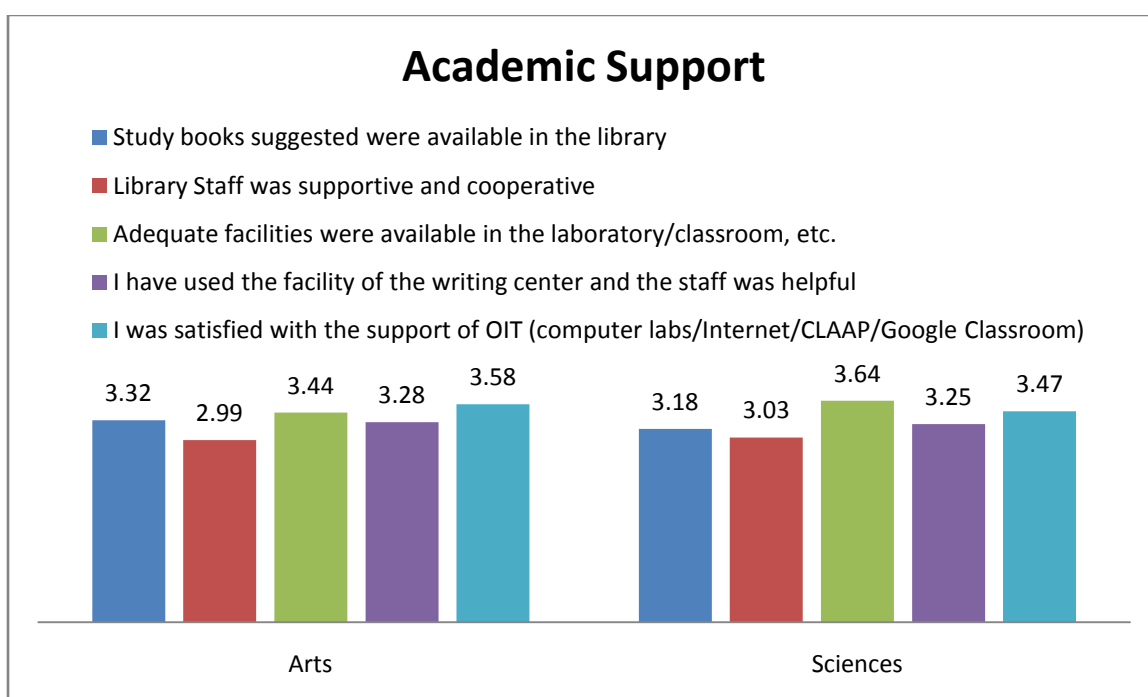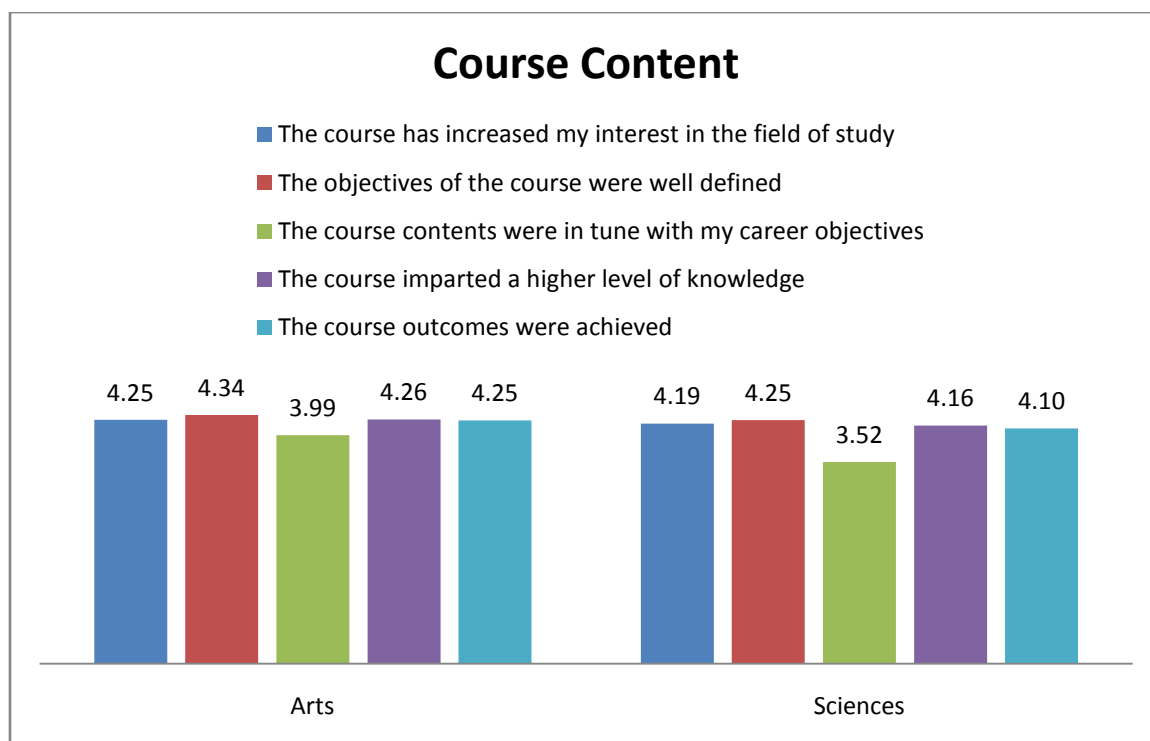

Figure 1.1: Academic Support

Course Content

- The course has increased my interest in the field of study
- The objectives of the course were well defined
- The course contents were in tune with my career objectives
- The course imparted a higher level of knowledge
- The course outcomes were achieved

	Arts	Sciences
The course has increased my interest in the field of study	4.25	4.19
The objectives of the course were well defined	4.34	4.25
The course contents were in tune with my career objectives	3.99	3.52
The course imparted a higher level of knowledge	4.26	4.16
The course outcomes were achieved	4.25	4.10

Figure 1.2: Course Content

Internal Assessments / Evaluations

- Schedule of conduct of assignments and tests was communicated 15 days in advance?
- The criteria used in assessments was communicated in advance
- The assessment in exams/tests has been rational
- The questions frame for assessment were clear
- The feedback on continuous assessments was sufficient for the improvement

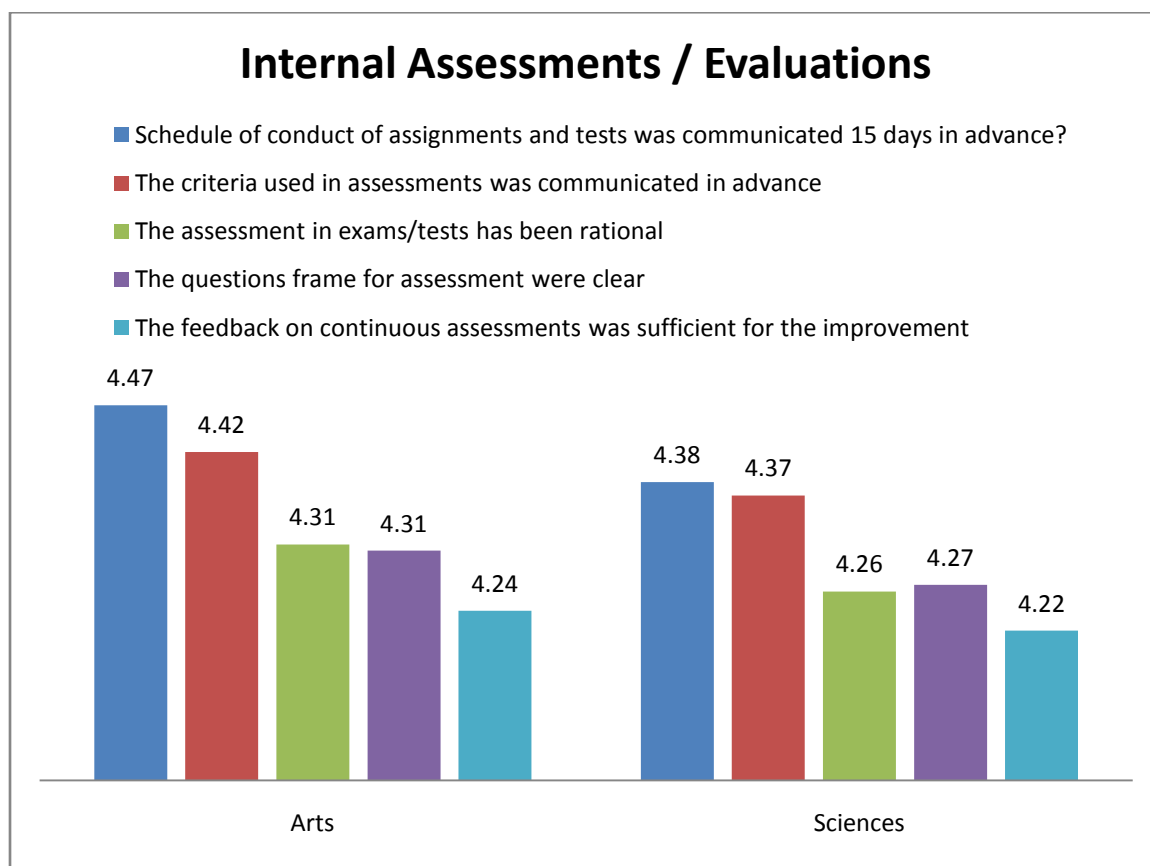|	Arts	Sciences
Schedule of conduct of assignments and tests was communicated 15 days in advance?	4.47	4.38
The criteria used in assessments was communicated in advance	4.42	4.37
The assessment in exams/tests has been rational	4.31	4.26
The questions frame for assessment were clear	4.31	4.27
The feedback on continuous assessments was sufficient for the improvement	4.24	4.22

Figure 1.3: Internal Assessments/Evaluations

Teaching of the Course - Arts

- The teacher was good at explaining the concepts
- The teacher was punctual & regular
- The teaching method was interactive and purposive
- The completion of the syllabus was systematic and within the stipulated time
- Used teaching aids like LCD, CLAAP, Google Classroom, etc.
- Received sufficient advice and academic support during the course
- The teacher was self-confident and an effective communicator
- The teacher focussed on enhancing skills
- The teacher provided sufficient study/reference material
- Used innovative teaching methods like discussion, games, peer teaching, assignment writing, videos, etc.
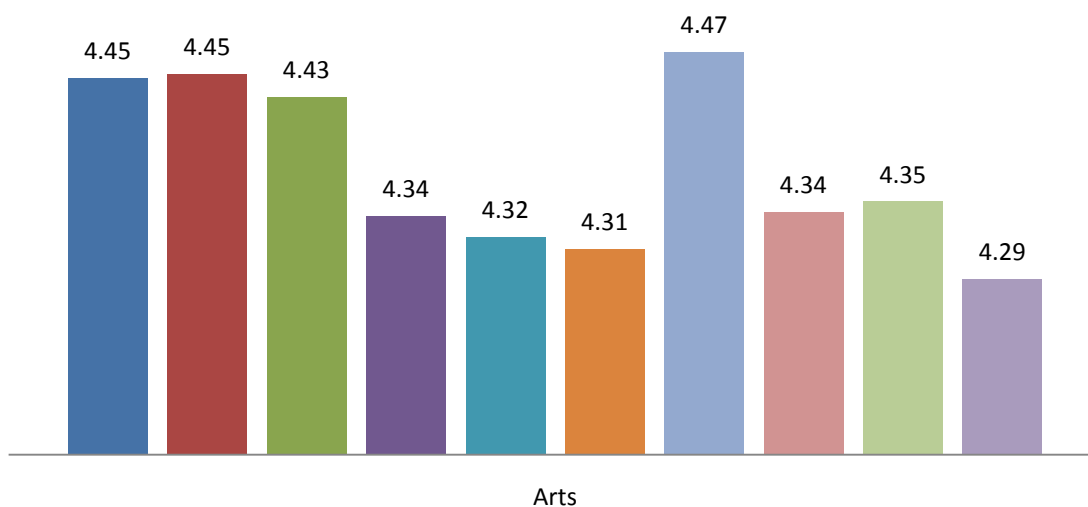
4.45 4.45 4.43 4.34 4.32 4.31 4.47 4.34 4.35 4.29

Arts

Figure 1.4: Teaching of the Course-Arts

Teaching of the Course - Sciences

- ■ The teacher was good at explaining the concepts
- ■ The teacher was punctual & regular
- ■ The teaching method was interactive and purposive
- ■ The completion of the syllabus was systematic and within the stipulated time
- ■ Used teaching aids like LCD, CLAAP, Google Classroom, etc.
- ■ Received sufficient advice and academic support during the course
- ■ The teacher was self-confident and an effective communicator
- ■ The teacher focussed on enhancing skills
- ■ The teacher provided sufficient study/reference material
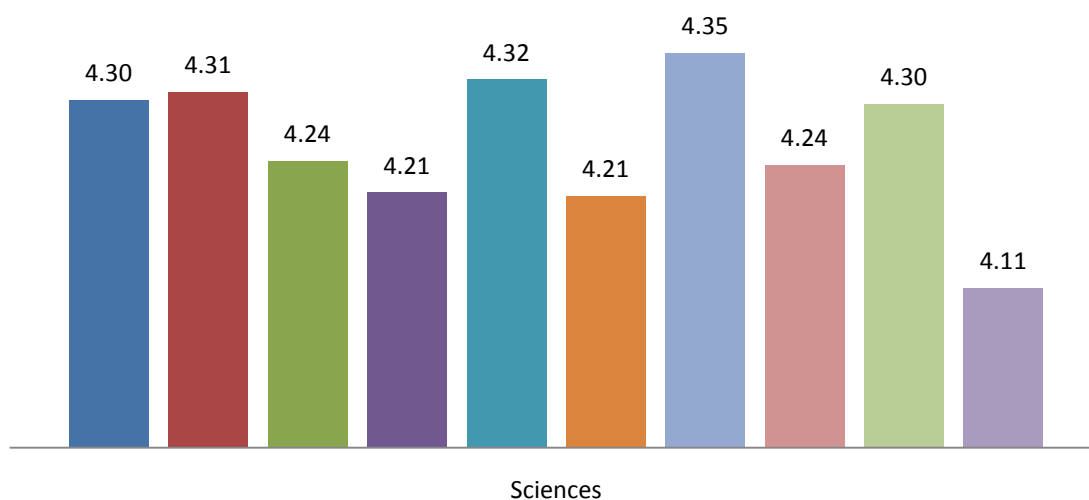- ■ Used innovative teaching methods like discussion, games, peer teaching, assignment writing, videos, etc.

4.30 4.31 4.24 4.21 4.32 4.21 4.35 4.24 4.30 4.11

Sciences

Figure 1.5: Teaching of the Course-Sciences

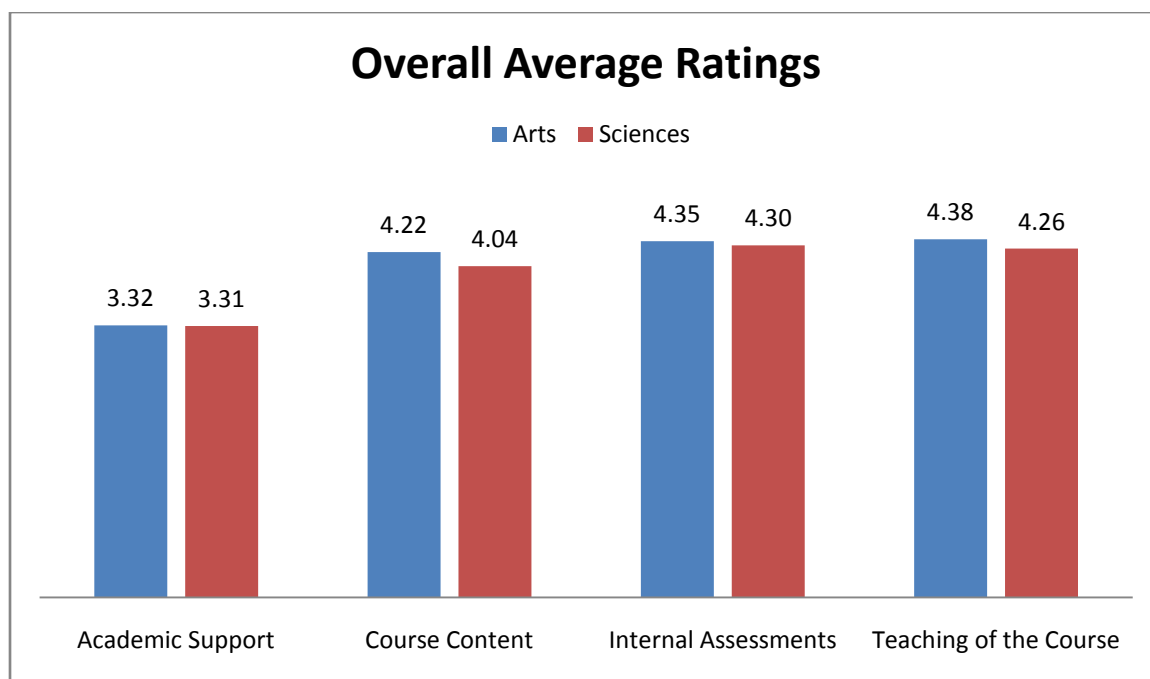## Overall Average Ratings

■ Arts ■ Sciences

Figure 1.6: Overall Average Ratings

Major Observation

1. All the students agreed to all the parameters and the statements relating to the same and which in turn presents a very favourable feedback, although there is a scope of improvement.

2. The feedback presented that the strongest aspect relating to the teachers and the curriculum was Teaching of the course. Which had a total of 10 statements to which all the students gave the highest rating compared to any other parameter. i.e. 4.38 for Arts and 4.26 for Science. The feedback showed an improvement in the teaching of the course compared to the previous year, where the rating was 3.79 for Arts and 3.88 for Science in 2018-19. The main reason for this could be the efforts taken in 2018-19 relating to Pedagogies was the conduct of several workshops for the teachers.

3. The feedback of the students also depicted that along with Teaching of the course the Assessment of the course was also encouraging, Which had a total of 5 statements to which all the students gave the second highest rating compared to any other parameteri.e 4.35 for Arts and 4.30 for Science again this is an improvement as compared to 2018-19 which was 3.79 for Arts and 3.88 for Science. The Main reason for this could be attributed to workshops organized for the teachers in relation to modes of assessments and evaluations in the academic year 2018-19 and 2019-20.

The point number 2 and 3 reveal that the students do acknowledge the efforts of the teachers and showed through the feedback that Teaching-Learning and Evaluation was done as per the requirements of the students.
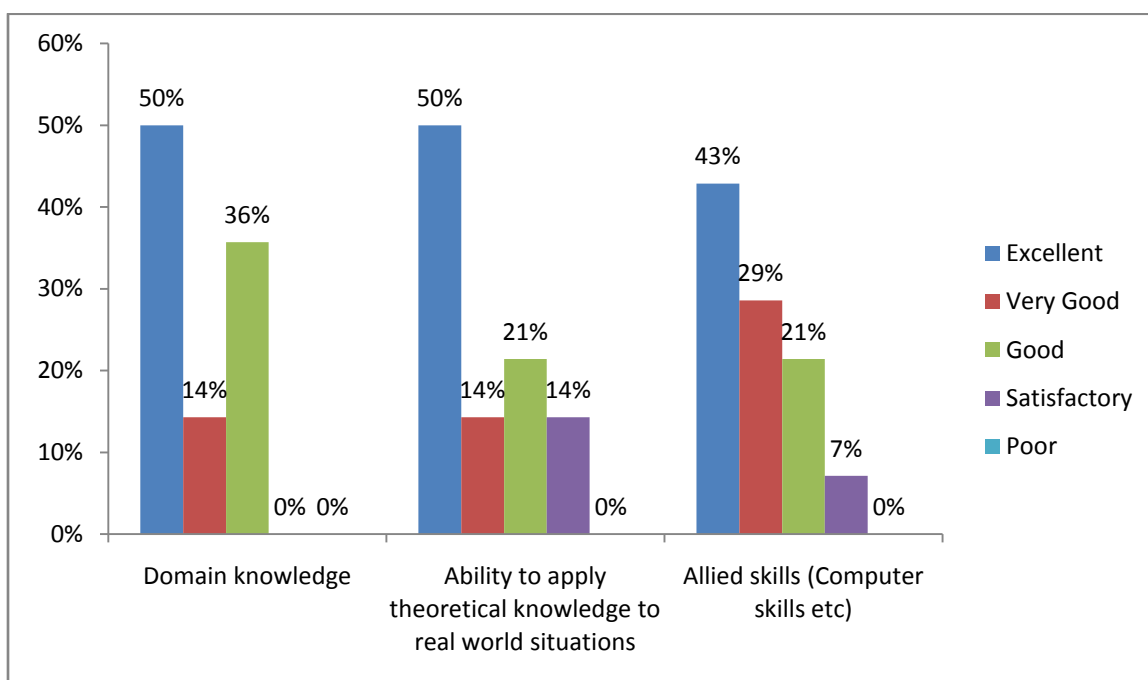
4. The feedback from the students also favoured the course content with a rating point of 4.22 for Arts and 4.04 for Science here again one sees an increase in the rating points compared to 2018-19 i.e. 3.78 for Arts and 3.84 for Science. The reason for this is efforts and action taken by the IQAC in 2018-19 to prepare the content of the course in relation to the outcomes of the course.

5. The feed pertaining to Academic Support showed a drop in the rating points as compared to the other parameter with the scores of 3.32 for Arts and 3.31 for Science this was not very encouraging as compared to 2018-19 which was 3.60 for Arts and 3.70 for Science.
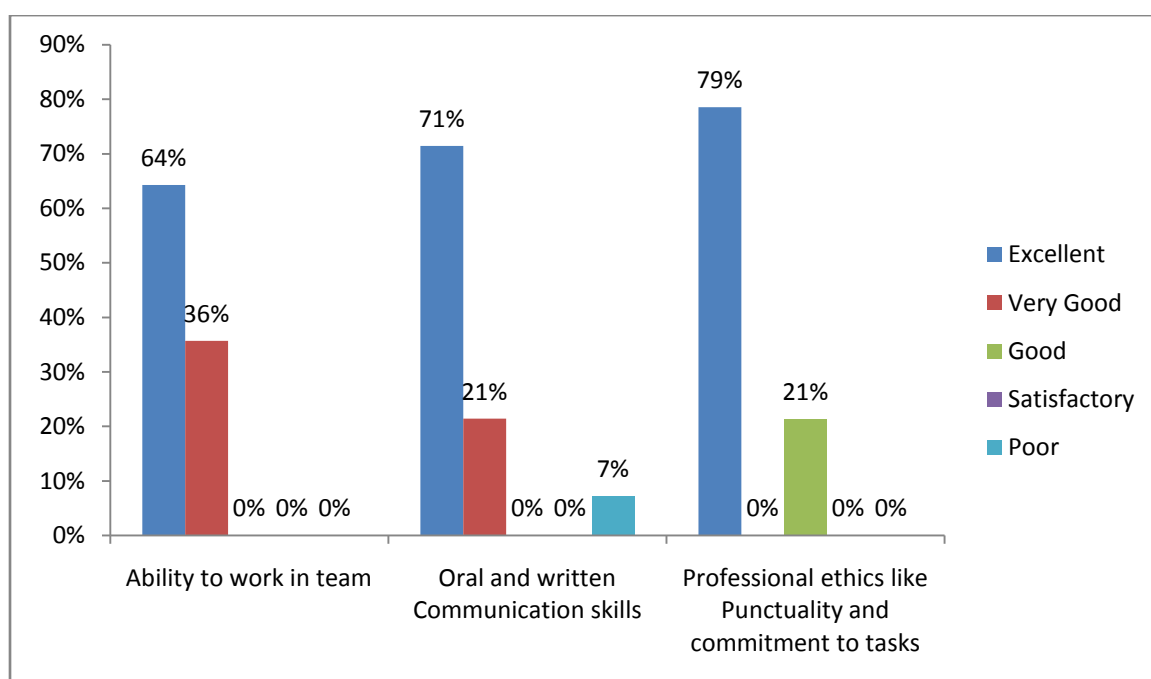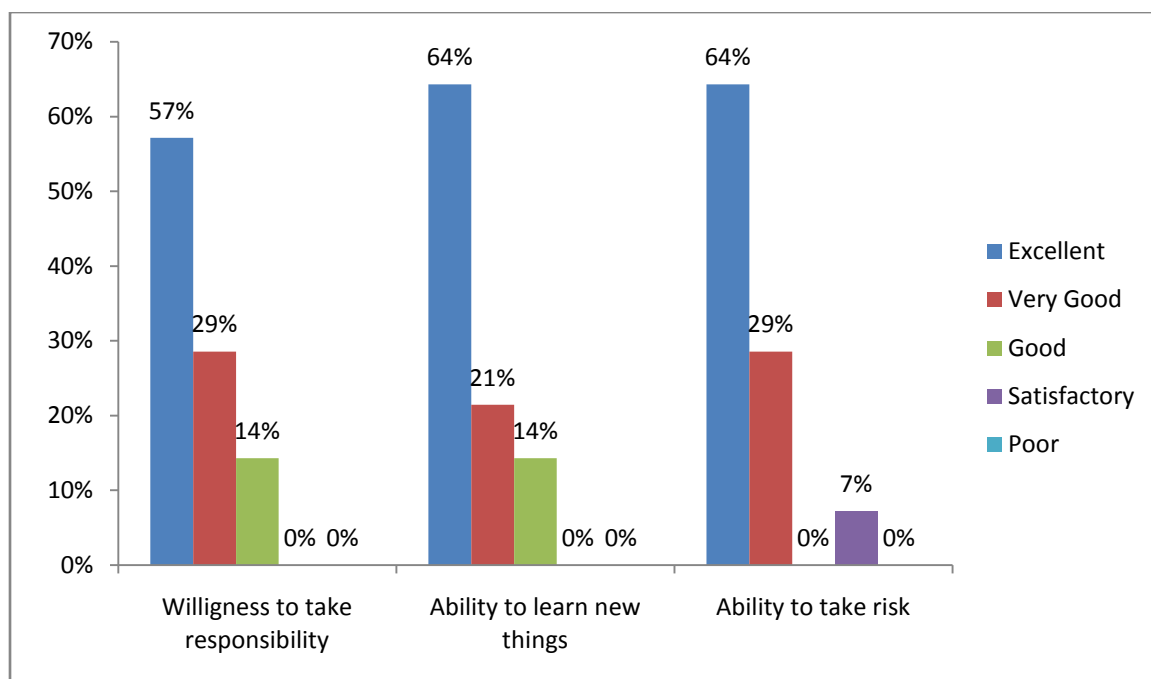
Recommendations

1. The feedback although favourable in all four parameters shows that there is scope for improvement in each of the parameter but more especially where Academic Support is concerned that saw a dip. There is a need for a serious introspection on the need to improve academic support to the students in the quest of making the curriculum more enhancing and enriching.
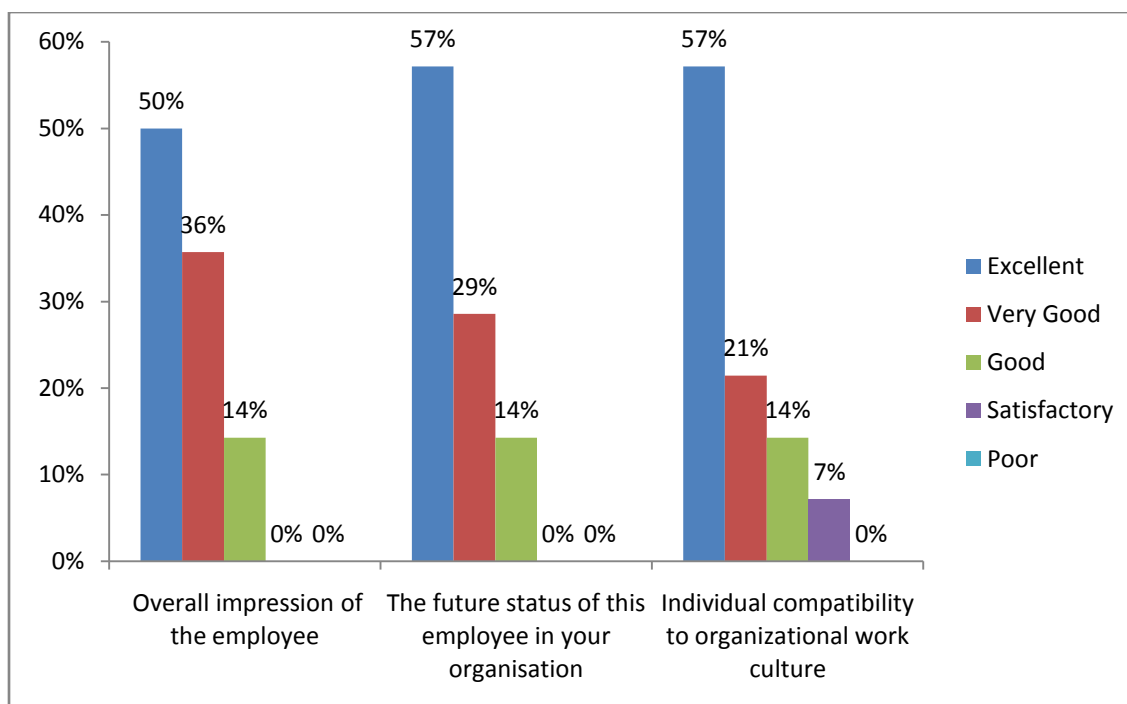
5. Report of Feedback Analysis of Employers

The Employers feedback is obtained through the students who have been gainfully employed. The feedback is obtained through an online Google Form, whereby the link is shared with the employers. The form is designed by the IQAC of the College. Their feedback is sought on the following areas; Level of Domain Knowledge, Willingness to take responsibility, Ability to learn new thing, Ability to take risk, Overall Impression of the Employee, Future status of this employee in this organisation, Individual Compatibility to Organisational Work Culture, Ability to Work in a team, Oral and Written Communication Skills, Professional Ethics like Punctuality and Commitment to Task, Ability to translate knowledge in to real life situation, Allied Knowledge (Computer Knowledge etc.). Ever since the College implemented the Curriculum as an Autonomous College in 2015. The College has taken slow and gradual strides to design curriculum with the help of all stake holders so as to meet the needs of all stake holders. The feedback from the employers is an important reflection of the output of the curriculum. The feedback from the employers has been positive and this has encouraged us as a testimony of the holistic curriculum at the ParvatibaiChowgule College of Arts and Science- Autonomous (PCCAS).
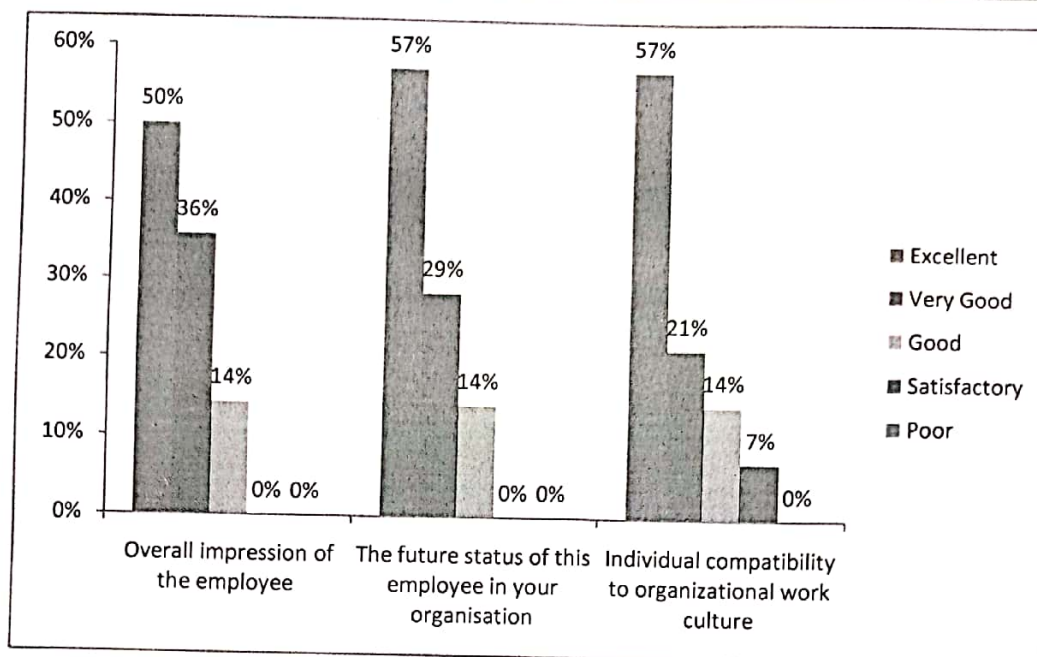
Feedback Analysis

- Students from the College have shown exceptional domain knowledge and are willing to learn new things by taking risk and being responsible for their acts.
- Students from the College have a favourable impression in the organisation and employers are willing to continue with their services.
- Students from the College are in sync with the organisational work culture by working in a team and communicating freely.
- Students from the College have demonstrated professional ethics with their commitment and have proved themselves by applying their knowledge to the demanding situation in their organisation.

Co-Ordinator –(IQAC)   **Dr. N.N. SAWANT**
                                          Principal

Dated:

Feedback Analysis

- Students from the College have shown exceptional domain knowledge and are willing to learn new things by taking risk and being responsible for their acts.
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Co-Ordinator (IQAC)

Dr. N.N. SAWANT

PRINCIPAL
PARVATIBAI CHOWGULE COLLEGE
OF ARTS & SCIENCE (AUTONOMOUS)
MARGAO-GOA

Dated: 10ᵗʰ July 2020

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