



## **ST. XAVIER'S COLLEGE**

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### **6.5.2: CASE 1: Teaching, Learning, Evaluation – Review and Reforms**

- ❖ **Overview of Review and Reforms**
- ❖ **Cross Faculty Course Review (For Institution)**
  - Feasibility Report and Student Survey feedback analysis
- ❖ **Teaching Review (For Faculty)**
  - Minutes of TAQ meetings – 2016-17 and 2017-28
  - TAQ report 2019-2020
  - TAQ comparison – 2017-2020
  - TAQ form with syllabus coverage and Paper discussion marked
  - BOS minutes showing question papers shared in BOS
- ❖ **Performance at examination Review (For Student and Department)**
  - College Calendar – Dates for display of Answer papers
  - Performance audit 2017- internal report
  - Schedule for performance audit
  - Feedback on performance in exam-bar graphs
  - Department report on performance graphs – (History and Statistics)



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# **OVERVIEW OF REVIEWS AND REFORMS**





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## **STRUCTURED FEEDBACK FOR THE INSTITUTION, TEACHERS AND LEARNERS**

In the third cycle of NAAC, it was recommended that we strengthen formal feedback from students for quality improvement in teaching-learning. In keeping with our Vision and Mission and with a view to creating a curriculum that truly addresses holistic growth, SXC conducted several reviews on Teaching-Learning-Evaluation and on various curricular aspects that the students explore during their undergraduate years on campus.

### Investigation of the feasibility of Changing the modality of the Cross Faculty Program (CFC)

In November 2016 the Principal constituted an interdisciplinary committee to look into the possibility of revamping the Cross Faculty Course. The committee undertook a detailed study of the existing system and made a report. Thereafter they administered a questionnaire to the third year students who had completed the CFC in their second year. The survey was conducted with the help of the heads of departments / representatives from the CFC committee. The students accessed the Google forms link to respond to the survey.

<https://goo.gl/forms/ZHCBkLkcfGRDCE2A3>

The detailed report submitted by the committee is attached.

### Feedback on Teaching:

The Teaching Assessment Questionnaire (TAQ), is a tool used in SXC to assess the teaching of all courses in the curriculum. In its current format, it is administered online as against a manual administration till 2019. The TAQ committee decided to shift from the Optical Mark Reader based collection of TAQ data (instituted in 2012-13) to the online format for the academic year 2016-17 (a trial run with the Science students using a programme generated in-house). Primarily, it was believed that the online mode would enable the committee to conduct TAQs for all staff in about 650 courses every year instead of every alternate year for science and arts. However, less than 50% students filled out the questionnaire in most courses making the entire exercise futile. In 2017-18 the committee chose to revert to the manual mode and in 2018 decided to approach a professional agency to design the software for the conduction of the entire process online and to link the completion of the exercise with the release of the Hall ticket to the student for the end semester examination. This strategy worked extremely well, with most courses showing responses over 90%. The few courses that did not get recorded and those with lower percentages were more due to technical glitches in the new programme, rather than student inertia.



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### *Outcome*

- Accountability of faculty increased.
- From the student feedback it was apparent that some faculty were rushing through the syllabus at the tail end of the semester. Recognizing that this was probably a consequence of poor planning on the part of the teacher, the faculty were asked to prepare teaching plans in 2019 for the entire semester for all courses. This has helped the new teachers who were able to keep track of the actual time they have for each topic and make the adjustment in their teaching well before the end of the semester, thus completing the portion in a more efficient way.
- To get an unbiased opinion on the quality of question papers and coverage of syllabus, departments were asked to share their question papers with their BoS members.

### Feedback on performance:

- Answers to questions are discussed in the classroom and students are shown their answer papers before the results are declared. This resulted in giving direct feedback to the students on their performance, and provided them the opportunity to clarify matters with the teacher immediately. The process also ensured that errors in marking/mark entry were brought to the attention of the faculty and the correction could be made. The corrected marksheet had to be submitted to the Controller of Examination who was expected to report the matter to the principal, thus bringing in accountability, accuracy and transparency which are quality measures, to the system. It also resulted in decreased requests for re-evaluation of answer papers.
- Departments are provided with the statistical data of **class performance in each course** and trends are discussed with the department by the Principal and VP academics/IQAC coordinator. As class dynamics vary from batch to batch, this is a helpful indicator of the difficulty level that the class can handle and also helps the faculty customize the teaching-learning-evaluation approach for the batch in the following semesters.



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# **CROSS FACULTY COURSES**

*(Review, Feedback, Reforms)*





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## CROSS FACULTY COURSES (CFC)

Cross Faculty Courses were introduced in St. Xavier's College in 2011-2012, when the first batch of students under autonomy reached the second year of the under graduate programme. All students of the Arts and Science sections of college are expected to enroll for one course in another faculty. i.e. Arts students enrolled for a science course and vice versa.

Recognizing the changing face of pedagogy globally, the programme aimed at providing students an opportunity to learn about completely new disciplines and encouraged them to carve out new fields of study/link up these new disciplines with their core subjects, thus encouraging them to see the interconnectivity of various disciplines.

After three batches of students had graduated under autonomy, these interdisciplinary courses were reviewed both by the faculty and by the students themselves. The reports that follow provide an insight into their findings. The review was conducted by a team of faculty representing Arts and Science, in two phases. The first phase examined the possibility of a revamp of the entire cross faculty programme and the second phase involved the student feedback on the CFCs and an analysis of the feedback.

## PHASE I: REPORT ON FEASIBILITY OF REVAMPING THE CROSS FACULTY COURSE FROM 2017-18

### INTRODUCTION

The Principal constituted the following interdisciplinary committee in November 2016, to look into the possibility of revamping the Cross Faculty Course -


- **Science (including BSc-IT and BVoc-SD):** Convenor: Binoj Kutty  
Members: Rohan Jadhav, Maya Murdeshwar, Saima Khan
- **Arts (including BMM, BMS, BVoc-T):** Convenor: Ruby Pavri  
Members: Rashmi Lee George, Radhika Rani, Rahul Menon, Kaizeen Jehangir

These **two sub-committees:**

- engaged with each other through brainstorming meetings.
- (held on 19<sup>th</sup> Nov. and 3<sup>rd</sup> Dec. 2016, and 16<sup>th</sup> Jan. 2017).
- connected with students (to ascertain their expectations and feedback on CFC).
- obtained feedback from faculty members, especially those teaching CFC courses.
- referred to syllabi of other institutes that conduct such courses.
- collaborated to compile the report.



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## OBJECTIVES

We were asked to deliberate on the following issues and were given freedom to 'think radically':

- Nomenclature per CFC created; the content of each CFC;
  - the number of modules per CFC; the number of credits to be offered per CFC.
- **Teaching** modalities with respect to the department responsible for coordinating each CFC; which lecturers would teach the course; should the teaching be shared across faculty members from the sub- discipline?
- **Evaluation** modalities for the CIA's and the ESE.
- **Impact** of introduction of such a course on the practical workload of the teaching and non-teaching staff.
- Impact on overall **workload** of the faculty.

## EVALUATION OF THE CURRENT SYSTEM

- **Current course**
  - The current CFC runs as 3 lectures a week held at the same time slot for all departments of Arts and similarly for Science
  - The list of current courses and brief descriptions are given in **Annexure A** (p.7)
  - There are **10** courses offered by the Arts departments and **9** offered by the Science departments.
  - In many of the Science departments **the 3 CFC lectures are over and above the required workload.**
- **Strengths**
  - Feeling of excitement and novelty amongst the students.
  - Different and challenging experience with diverse students.
  - Innovative courses with flexibility in design and evaluation for the instructor.
  - Exposure to courses from multiple disciplines adds weight to a student's résumé (especially if applying abroad).
- **Limitations**
  - **From Students' Perspectives**
    - Misconceptions regarding what the course will cover and evaluation modalities.
    - Many do not get their preferred choice of department.
    - Lack of clarity regarding how CFCs are allocated.
    - Too theoretical, not enough done through practicals/field visits.
    - Teaching-Learning: Some courses taught at a higher level of understanding, without providing sufficient background (especially with respect to Science courses for Arts students - students find it difficult to cope with this).



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- Evaluation: Arts students tend to score higher as Question/Answers for CFC conducted by science departments are more objective. In contrast Science students tend to write to-the-point answers and score lesser, as they are not used to writing long essay-type answers as required for the questions in the CFC conducted by Arts department.
- **From Teachers' Perspectives**
  - Extra workload for many departments (has to be shared by some, which has its own set of administrative problems and contributes to a lack of cohesiveness).
  - One semester is too short to establish rapport with students.
  - Especially difficult to reach out to students who are apathetic because they didn't get their choice or they do not perceive this as relevant to their cumulative learning curve.
  - Shortage of time and logistical problems with setting up of practicals/organizing a field visit.
  - Coverage of basic concepts in a subject needs to be tackled before getting to the relevant content of the specific CFC (level of teaching for the target group is difficult to ascertain especially with a diverse class).
  - Course content ends up being diluted to match the level of students with no previous background in the subject.
  - Science students particularly find reference work difficult due to time constraints.
  - Level of motivation in some teachers is lower for CFC (where it is an extra workload) because of the demands of the Career Advancement Scheme activities (eg. API points, Category III - Research), which are perceived as more important for promotions .
  - Teachers are engaged in their respective break time and end up missing staff events held in the department during those time.

### POSSIBILITIES FOR A SINGLE CFC

- **LOGISTICS (who teaches, modalities for learning and evaluation etc.)**
  - The course will have to be **modular** (with a compulsory module on Financial Management) with a single teacher completing the teaching and evaluation (with flexibility of evaluation formats) for a particular module to maintain uniformity.
  - **Modular Approach (3 Modules)**
    - **1 compulsory module** (Financial Management) to be completed in the first 3 weeks and evaluated through CIA-1 (9 lectures, Weightage: 20M).
    - Students can choose **any 2 from the other modules** on offer - one in January



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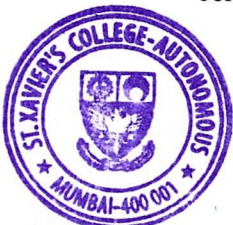
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and one in February (Each to be completed within 15 lectures, **with flexible evaluation formats, each worth 40M**).

- A specific module to be offered by the department in January and **repeated** in February for another batch (not necessarily by the same teacher - extra workload can thus be shared). This will facilitate smaller batch size per class, while reaching out to more students.
- Lectures could be held in a single session (3 lecture periods) or in a (2+1) lecture format during the week.
- Individual modules can be evaluated and scores assigned at the end of each module during the course. (Class participation, Assignment OR Field trip and Reports) worth 40M for each module.
- No CIA or separate ESE required.
- **Non-Modular Approach (Current approach)**
  - Unit-1 on Financial Management to be handled by experts from BMS/Accounts/Economics.
    - CIA-1 is entirely FM
  - Unit-2 and -3 within a specified subject, with course content adapted to fit the reduced time slots.
    - CIA-2 if conducted, to be held from either of these two units.
  - ESE has all three units OR covers only Units-2 and -3 which are within a specified subject.
  - Can continue with the current format of 3 spaced lectures per week.
- **COURSE CONTENT (for the proposed CFC)**
  - **CFC conducted by ARTS departments for the SYBSc, BSc-IT and BVoc-SD students**
    - The Philosophy behind Liberal Arts.
    - The Evolution of Social Sciences.
    - Media Literacy (multidisciplinary).
    - Entrepreneurship (by the Department of Management Studies).
    - Pick a major focal/world event/theme (eg. 'Conflict') and critically analyze it from various perspectives through the modules offered (Sociology, Economics, History, Literature, Politics, Psychology)
    - Modules offered could also be unconventional, covering an aspect of Fine Arts or Performing Arts (music, drama), Sports or Inter-religious Studies.
  - **CFC conducted by SCIENCE departments for the SYBA, BMM, BMS, BVoc-T students**
    - Innovations in Science (highlighting the progress of science through the century covering major breakthroughs in Physical and Biological Sciences).







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- Evolution of Scientific Thought (look forward from past to present, or, look progressively backward to trace the roots of an idea).
- **IMPACT of such a change (on workload, students)**
  - More choice for students with the modular approach.
  - Students get different perspectives on a common theme. This will facilitate critical thinking and rational analysis.
  - Workload can be protected/shared.
  - However, readymade texts/content might not be easily accessible.
  - If there is a single comprehensive course, teachers will need to be trained (or outsourced) with respect to maintaining uniformity in teaching and evaluation.
- **OUR INSIGHTS (from the feedback)**
  - An overwhelming majority of students do not want a single CFC to replace subject-related department-specific CFCs.
  - Many are excited about exposure to a different kind of perspective.
  - Do not force students to take courses they are not interested in.
  - Teachers' and students' outlook towards the course needs to be improved.
  - (The impression is that a larger population just wants to get done with it. In which case there is no major benefit or learning from the experience for either the teacher or learner).

## RECOMMENDATIONS

- Continue with department-specific courses **but change the marginalized treatment given to them** by the departments.
- The course **descriptions** on the website need to be made more concise and content-specific (CFC Syllabus is not available on our website)
- SYs would benefit from an orientation regarding the CFC choices available to them.
- Transparency to be maintained in the **process of allotment** of CFC choices to the students. (The selection process criteria and details should be made available on the College website).
- The three lectures could be **scheduled** as a double and single during the week. This allows for conducting a short practical, workshop or structured exercise or screening a film/documentary with time for discussion.
- Have **just one CIA but keep the modality flexible** for departments.
- **Each department needs to rethink/review the kind of course and modules being offered.** Must be perceived as relevant by the student group.
- **Survey/Questionnaire** to be generated and circulated among students who have completed the CFC course (for systematic feedback).



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### Annexure A

**List of the Cross Faculty Courses currently offered at St. Xavier's College, (Autonomous), Mumbai.**

- **Offered by the ARTS departments for Science students including BSc-IT and BVoc-SD**
  1. Indian Culture - The Philosophy Within [Department of Ancient Indian Culture]
  2. International Economics [Department of Economics]
  3. Literature and Resistance [Department of English]
  4. An Introduction to Gandhian Studies [Department of History]
  5. Fundamentals of the Indian Constitution [Department of Political Science]
  6. Science of Culture [Department of Sociology & Anthropology]
  7. Science, Technology and Social Change: Some Issues and Challenges [Department of Sociology & Anthropology]
  8. Representing the Nation through the News Media [BMM Department]
  9. Management Accounting and Investment Portfolio Management [BMS Department]
  10. The Psychology of Relationships [Department of Psychology]
  
- **Offered by the SCIENCE departments for Arts students including BMM, BMS and BVoc-T**
  1. Descriptive Statistics [Department of Statistics]
  2. The Art of Mathematics [Department of Mathematics]
  3. Garden Art [Department of Botany]
  4. Chemistry in Context: Applying Chemistry to Society [Department of Chemistry]
  5. Nutrition & Reproductive Health [Department of Life Science & Biochemistry]
  6. Infectious Diseases: Staying Ahead [Department of Microbiology]
  7. Physics behind Astronomy, Photography and Technology [Department of Physics]
  8. Web Designing [IT Department]
  9. Secret Lives of Animals [Department of Zoology]

ARTS COMMITTEE  
**Ruby Pavri**  
Convenor

SCIENCE COMMITTEE  
**Binoj Kutty**  
Convenor

Date: 17<sup>th</sup> Jan. 2017



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## **PHASE II: REPORT ON STUDENT SURVEY RESPONSES (FEEDBACK) ON THE CROSS FACULTY COURSE**

### **INTRODUCTION**

The Principal constituted the following interdisciplinary committee in November 2016, to look into the possibility of revamping the Cross Faculty Course -

- **Science (including BSc-IT and BVoc-SD):** Convenor: Binoj Kutty  
Members: Rohan Jadhav, Maya Murdeshwar, Saima Khan
- **Arts (including BMM, BMS, BVoc-T):** Convenor: Ruby Pavri  
Members: Rashmi Lee George, Radhika Rani, Rahul Menon, Kaizeen Jehangir

These **two sub-committees:**

- Submitted their 1<sup>st</sup> report on 17<sup>th</sup> Jan. 2017
- Met on 6<sup>th</sup> & 16<sup>th</sup> Jan., 13<sup>th</sup> Feb., 14<sup>th</sup> & 15<sup>th</sup> Mar. 2017.
- Constructed a survey to assess student feedback and suggestions regarding revamping the CFC.
- This was circulated (20<sup>th</sup> Jan. 2017) through the heads of departments/representatives from the CFC committee to reach out to the current TY students who then accessed the Google forms link to respond to the survey  
<https://goo.gl/forms/ZHCBkLkcfGRDCE2A3>
- The responsibility was allotted as follows:  
Professor: (Departments to be sent to) Binoj: (Geo, BMS, BMM)  
Saima: (Chemistry)  
Rohan: (Physics, Maths, Stats)  
Maya: (Life Science, Microbiology, Botany, Zoology) Rahul: (All Economics)  
Ruby: (Psychology, IT) Radhika: (Soc/Anthro & BVoc.)  
Kaizeen: (History & Political Science) Rashmi: (English & AIC)
- Initial deadline for the survey was 30<sup>th</sup> Jan., but only 157 students had responded, so it was extended to 3<sup>rd</sup> Feb. 2017.
- 239 out of approximately 600 students responded.
- The feedback forms have been duly collated and analysed to create the final report.
- **Refer to the Appendix for the tabulated data and statistics.**

### **RESPONSES OBTAINED FROM STUDENTS**

- **Most of the responses recorded (around 70%) were from Arts students who had attended science CFCs.**
- 77% of students were **allotted their choice** of CFCs.
- Over 60% of students felt that **course objectives** were clear at the start of the course, while 84% felt that the course objectives as stated in the syllabus were met.
- Around 60% have rated the quality of the **teaching-learning experience** as being effective. Only around 15% felt that the experience was not satisfactory.



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- Over 50% felt that the subject offered in the CFC **generated** a lot of **interest** in them.
- 58% of students felt that the **evaluation formats** in the CIA were effective, while 60% felt that the **ESE** format was effective. Around 13% and 14% felt that the CIA and ESE evaluation formats were below average respectively.
- 49.4% of students responded that marks obtained in **CFC increased their SGPA**, while 21.8% felt it **lowered their SGPA**. 28.9% claimed it had **no impact**. (Please note that this may simply reflect the fact that more Arts students than Science students have responded to the survey).
- Around 70% of students felt that the CFC had contributed to their **personal development** in some measure. Around 80% felt that their **intellectual development** was aided by the CFC in some measure.
- Only 7% of respondents would **support** the move to a **single CFC** in Arts and Sciences. 57.3% believe that the structure should be **retained with revisions**. About 36% feel that it should be **retained as it is**.
- **An overwhelming 90% of respondents have stated that a single common CFC would not be preferable.**

## SUGGESTIONS FROM STUDENTS REGARDING RE-STRUCTURING

- Students have indicated that changes should focus on the following areas:
  - Course Content (66.2%)
  - Instructor expertise (31.5%)
  - Teaching methodology (47.2%)
  - Evaluation format (27.8%)


What follows is a **summary of the qualitative suggestions** given by respondents.

- Several students felt that the CFC **should not be re-vamped** into one common course **because**:
  - It inhibits the diversity and choice
  - It would make the learning experience superficial (content would become generalised)
  - It would increase the number of compulsory subjects having a standardised format
  - Interests and aptitudes of students are different
  - The current system increases interaction with students from different fields
  - Considered to be a stress-buster and breaks monotony from regular courses
  - Different courses give scope for intellectual creativity
  - *"Our degree is very inflexible as it is. CFC in its current form gives students some degree of respite and freedom to choose what they study"*.
- Many students have **requested for an orientation/preview** of the courses conducted by the respective faculty (before CFC forms have to be submitted) so as to enable a more informed choice.

A majority of students have mentioned the importance of being **allotted their CFC**



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**choices and increasing the range of options to choose from**

- Seats for more popular courses should be increased
- Students should be allowed to choose CFC courses from either streams as long as it is from a department which they are not part of (specifically relevant to the restriction of choices for BMM, BMS and BSc IT)
- Choice based on the “merit system” could be reworked to accommodate everybody’s interests
- According to one respondent,  
*“Students with higher GPAs choose easier subjects and students with lower GPAs who need easier subjects, suffer as they are forced to take tougher subjects”*
- Many respondents believe that the CFCs should be **conducted over two semesters** to make it more comprehensive, meaningful and less rushed.
- Students feel that they should be having access to relevant, **application-based content** rather than merely theoretical content. Arts students have expressed a desire for more lab visits, field studies etc.
- The content needs to **focus on the level of students’ comprehension**, considering the background they come from (for eg: Arts students coming from a non-science background). Technical terms should be expressed in a more simplified manner, for those who have no background in that subject. Initial classes should focus on the basics and build up towards higher concepts more gradually.
- In CFCs where modules are shared across professors, there needs to be **better co-ordination** regarding lecture allotment within the week so as to minimise confusion and ensure that topics do not overlap. (In some departments, the diverse perspectives from different teachers, kept students engaged).
- The following response underscores the importance of **instructor expertise**,  
*“please provide the strongest teachers from the department, and not the freest teachers, to take the cross faculty classes as it reflects on the entire department and shapes opinions. Don't mean to derogate the teachers that do take the effort to take cross faculty, but whenever the course is handled by someone who truly revels in the subject is the interest in amateurs generated!”*
- The teaching method should be **interactive, interesting and creative** rather than a passive delivery of content. Apart from lectures, experiments, lab-work, model projects and field visits (beyond-the-classroom activities) should be included.
- Some teachers need to have **better class management**.
- To make **comprehensive, consolidated study material** accessible earlier in the course than towards exams.
- Efforts could be made to create a CIA (Assignments, Presentations) that allows the students to **link the CFC to their own core subjects**, to stimulate inter-disciplinary thinking. For example, a Psychology student in a Chemistry CFC could study the chemical basis of depression.



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- It was challenging for some Arts students to **rote-learn** and answer science questions as they perceived them as requiring a different approach.
- **Evaluation** without considering the background of the students from a different stream was considered to be **strict**.
- CIA guidelines for certain departments, "*were incredibly vague and seemed enormously incoherent.*"

### RECOMMENDATIONS

- Continue with department-specific courses but **change the marginalized treatment given to them by the departments.**
- The **course descriptions** on the website need to be made more concise and content-specific.
- **CFC Syllabi** should be uploaded on to the College website.
- SYs would benefit from an **orientation** (around end August) regarding the CFC choices available to them.
- Students need to be made aware of the **system of allotment** of choices based on the software which has been designed by the college so as to prevent the perception of bias or arbitrariness. Emphasis should be placed on the **correct method to fill the online form**. Forms with erroneous or incomplete details are automatically screened out and given least priority despite their over-all percentage.
- It had been suggested that **priority for CFC allotment** could be based on the first and second semester SPC percentages rather than over-all percentages. However, the committee felt that this would be inappropriate as SPC marks were already being considered within the over-all percentages. Moreover, over-all grades reflect consistency and student effort more than that of a single compulsory course.
- Increase the **range of choices** offered to the students in each stream.
- The three **lectures could be scheduled as a double and single** during the week. This allows for conducting a short lab practical, workshop or structured exercise or screening a film/documentary with time for discussion.
- Have **just one CIA but keep the modality flexible** for departments.
- **Each department needs to rethink/review the kind of course and modules being offered.** Must be perceived as relevant by the student group.
- Circulate the **CFC feedback survey** to the current SY batch at the beginning of the next academic year.





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As a final comment, we would like to thank our Principal for giving us the opportunity to engage with each other in this committee as well as with staff and students, on this theme. Although some of the team members were only able to attend a couple of meetings, most of the others contributed in some form or the other. It was a pleasure to brainstorm and work with such a diverse group.

ARTS COMMITTEE

**Ruby Pavri**

Convenor

SCIENCE COMMITTEE


**Binoj Kutty**

Convenor

Date: 15<sup>th</sup> Mar. 2017



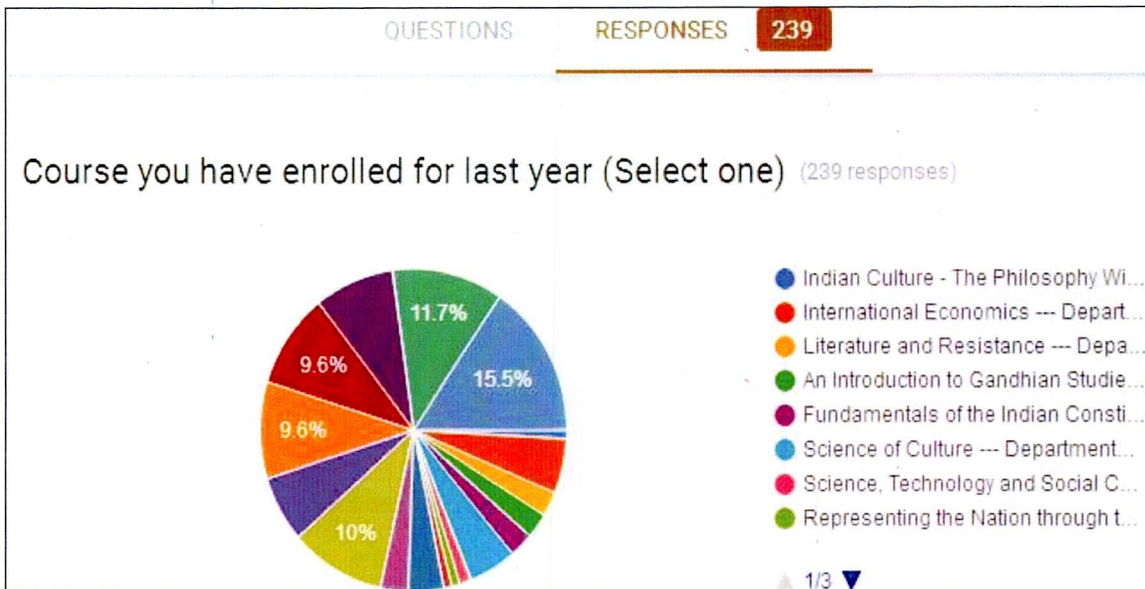
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**CFC SURVEY STATISTICS – MAR 2017**



- Management Accounting and Inves...
  - The Psychology of Relationships ---...
  - Descriptive Statistics --- Departme...
  - The Art of Mathematics -- Departm...
  - Garden Art --- Department of Botany
  - Chemistry in Context: Applying Che...
  - Nutrition & Reproductive Health ---...
  - Infectious Diseases: Staying Ahea...
- ▲ 2/3 ▼

- Physics behind Astronomy, Photography and Technology- Department of Physics
  - Web Designing --- Department of Information Technology
  - Secret Lives of Animals--- Department of Zoology
- ▲ 3/3 ▼

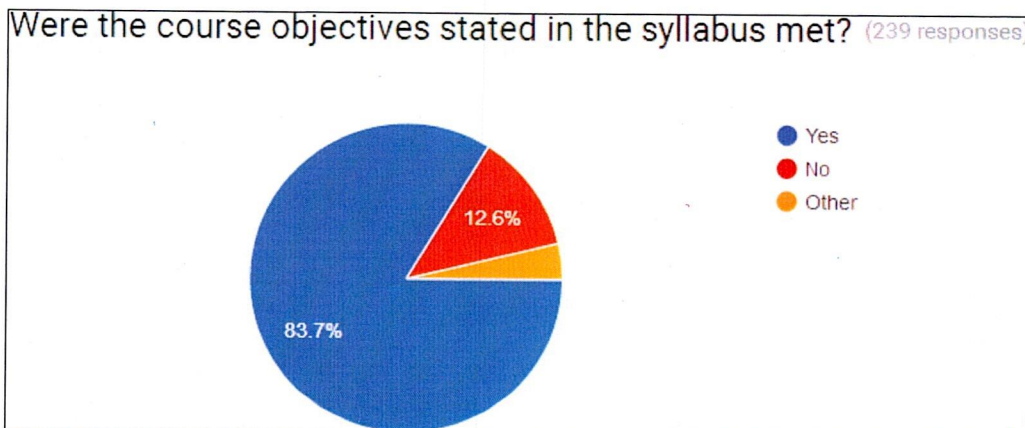
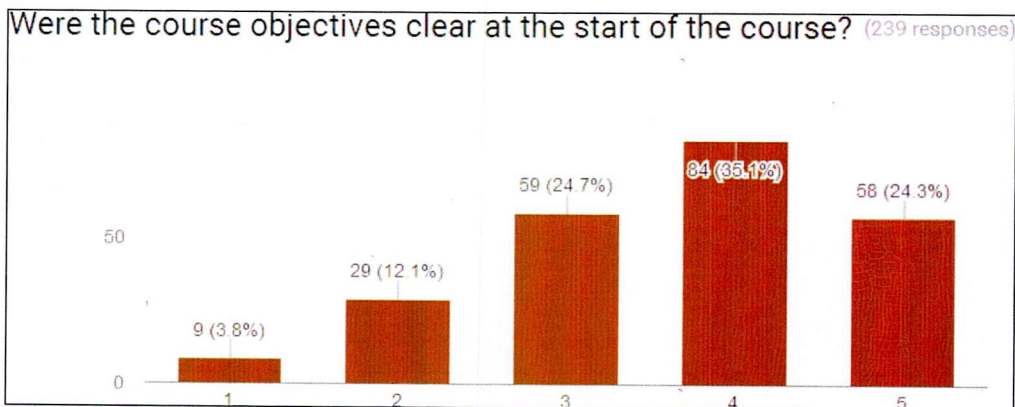
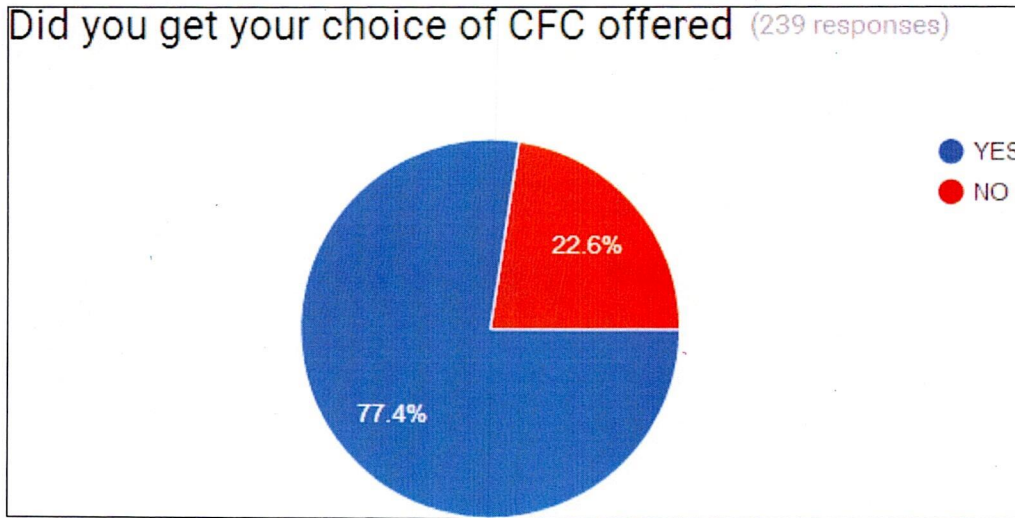


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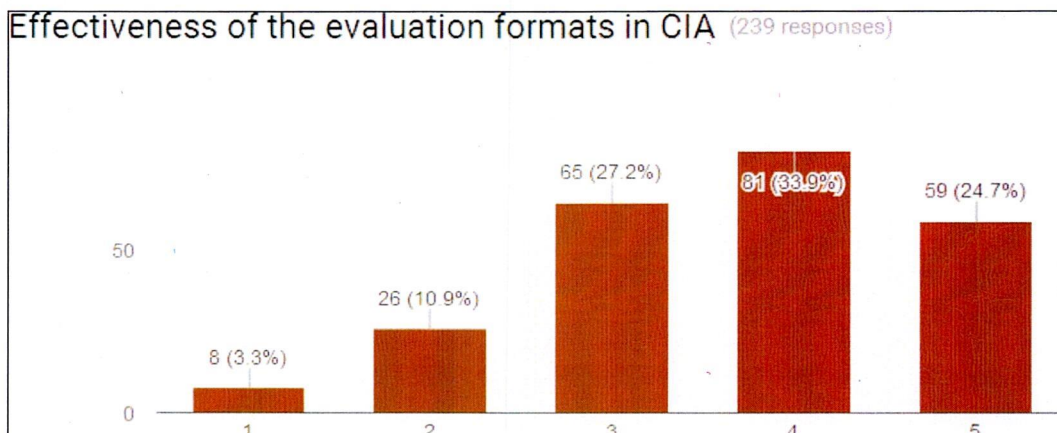
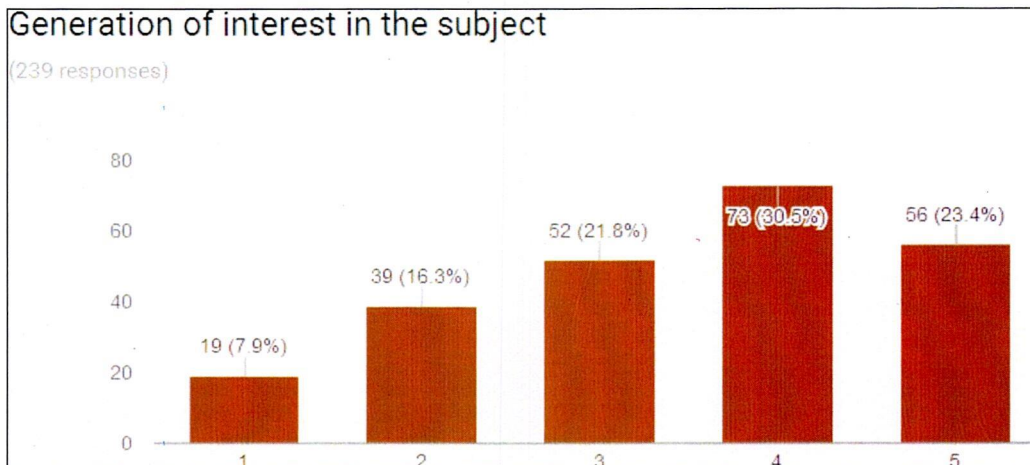
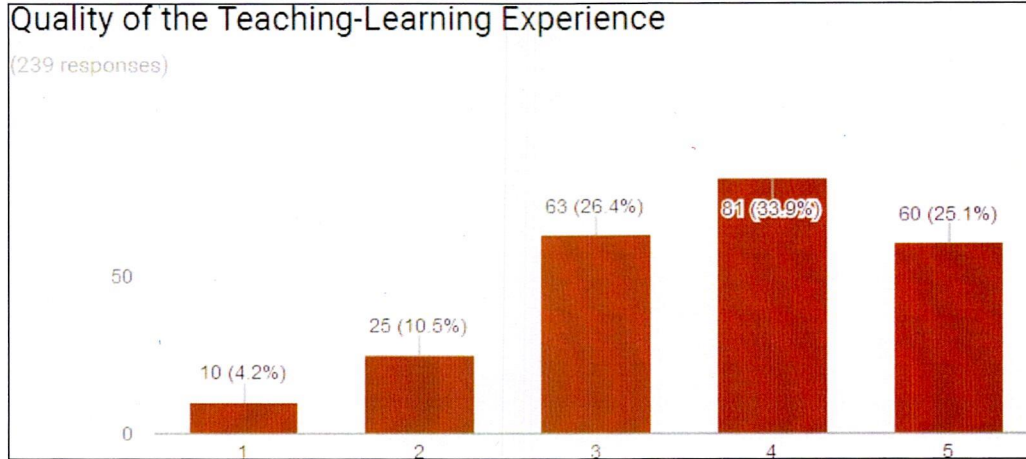


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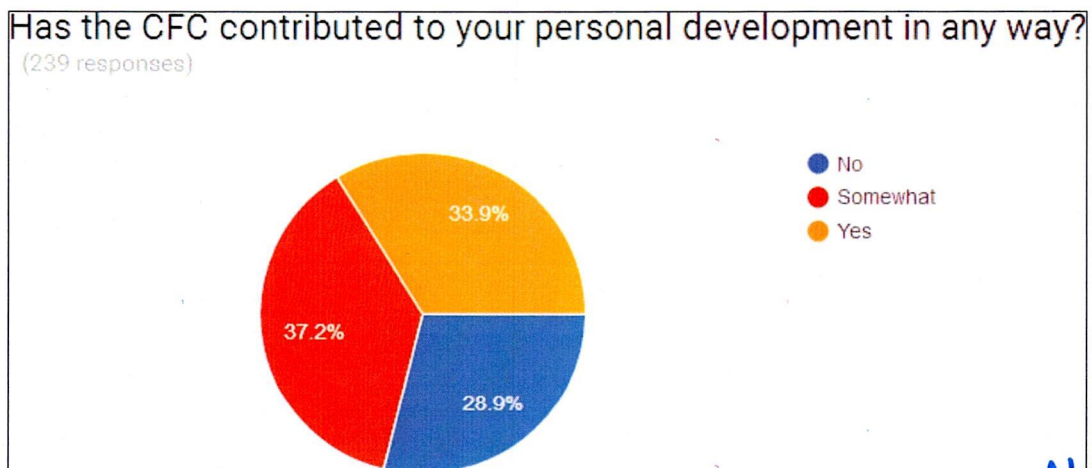
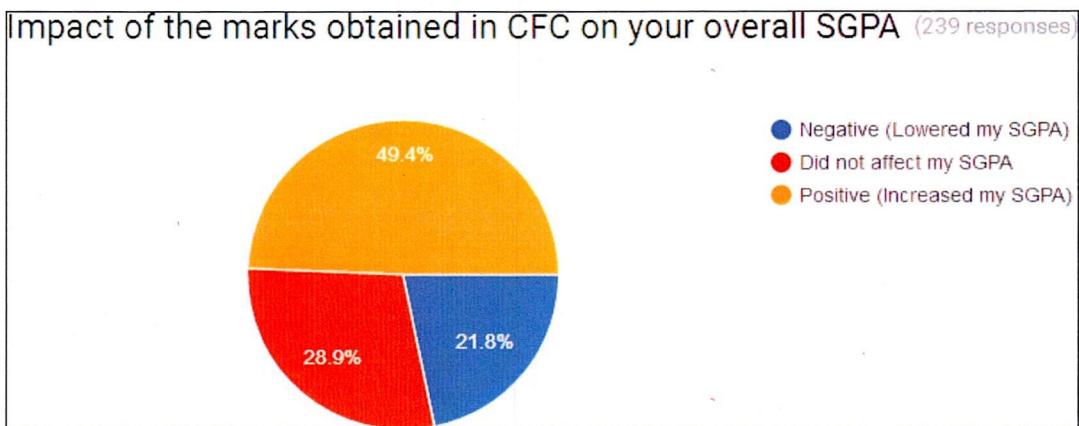
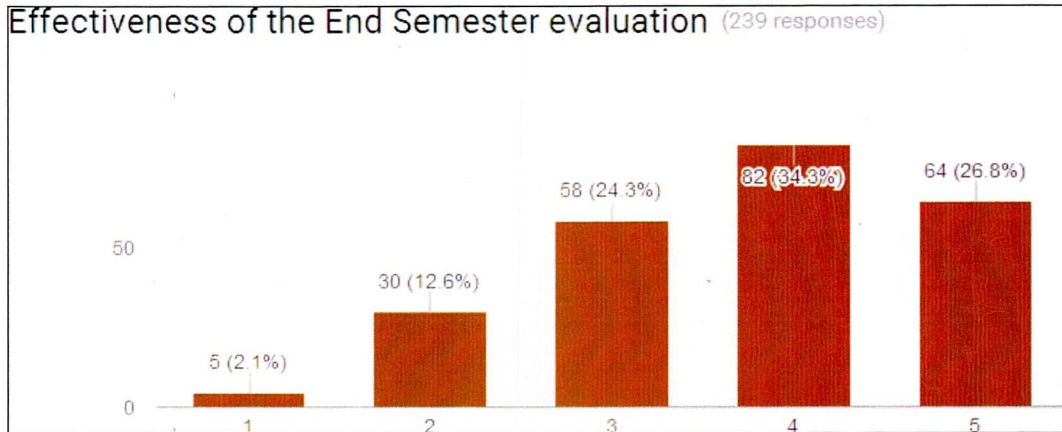
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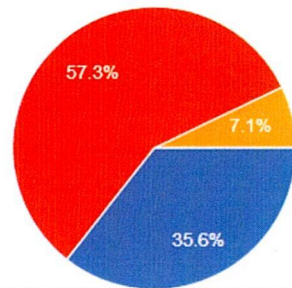
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Should the current structure of diverse CFC linked to specific departments be retained

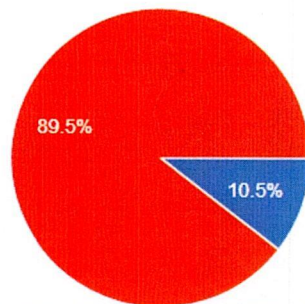
(239 responses)



- Yes (as it is)
- Yes (with revision)
- No (Change to a single CFC in Arts or single CFC in science)

Would a single common CFC in Science for all Arts students, and a single common CFC in Arts for all Science students, be better according to you?

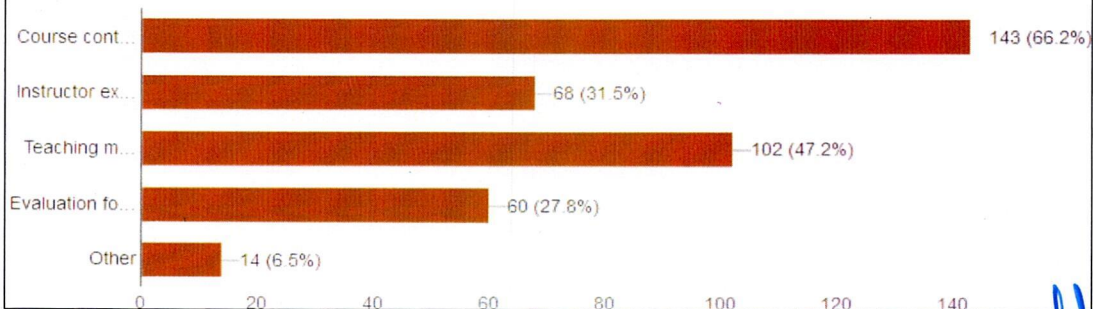
(239 responses)



- Yes
- No

Restructuring of diverse CFC should focus on changes in (You may choose more than one option. For 'Others', please specify the aspect for change)

(216 responses)



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**TEACHING**  
*(Feedback, Reforms)*





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### CASE 1: STRUCTURED FEEDBACK ON TEACHING – LEARNING - EVALUATION

#### Feedback on Teaching:

The Teaching Assessment Questionnaire (TAQ), is a tool used in SXC to assess the teaching of all courses in the curriculum. In its current format, it is administered online as against a manual administration till 2019. The TAQ committee decided to shift from the Optical Mark Reader based collection of TAQ data (instituted in 2012-13) to the online format for the academic year 2016-17 (a trial run with the Science students using a programme generated in-house). Primarily, it was believed that the online mode would enable the committee to conduct TAQs for all staff in about 650 courses every year instead of every alternate year for science and arts. However, less than 50% students filled out the questionnaire in most courses making the entire exercise futile. In 2017-18 the committee chose to revert to the manual mode and in 2018 decided to approach a professional agency to design the software for the conduction of the entire process online and to link the completion of the exercise with the release of the Hall ticket to the student for the end semester examination. This strategy worked extremely well, with most courses showing responses over 90%. The few courses that did not get recorded and those with lower percentages were more due to technical glitches in the new programme, rather than student inertia.

#### *Outcome*

- Accountability of faculty increased.
- From the student feedback it was apparent that some faculty were rushing through the syllabus at the tail end of the semester. Recognizing that this was probably a consequence of poor planning on the part of the teacher, the faculty were asked to prepare **Teaching Plans (2019)** for the entire semester for all courses. This has helped the new teachers who were able to keep track of the actual time they have for each topic and make the adjustment in their teaching well before the end of the semester, thus completing the portion in a more efficient way.
- To get an unbiased opinion on the quality of question papers and coverage of syllabus, departments were asked to share their question papers with their BoS members.



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## TEACHING ASSESSMENT

- Shift from Manual to Online mode of assessment of Teaching
- Creation of Teaching Plans

**Minutes of the Teaching Assessment Questionnaire (TAQ) Committee meeting held on**

**Friday, 23<sup>rd</sup> June, 2016 at 11.20 am** Venue: Board Room

**Committee Members:** Dr. Dionysia Coutinho, Dr. Jyoti Singh, Prof. Saju George, Prof. Lydia Fernandes and Dr. Pearl Pastakia, Prof. Pushpa Sinkar (Convenor)

### **Points discussed:**

Dr. Pushpa welcomed the committee members for the academic year 2016-17.

- As it was the first meeting of the academic year, Dr. Pushpa began briefing the members about the TAQ administration process.
- At the end of the briefing, it was suggested by some of the members, that instead of going through the tedious manual administration process, Online TAQs should be done.
- There were some objections from some of the members regarding the Online TAQs about the authenticity and seriousness from the student point of view about answering the Online TAQ.
- After a long discussion and in consultation with the Principal, the committee agreed upon going in for Online TAQs as there were two IT teachers in the committee who could help us in running the Online process.
- Since it was the year for administering TAQs for science faculty, it was decided that Online TAQs should be administered for all confirmed and unconfirmed Science faculty in both the semesters..
- It was further decided that TAQs for unconfirmed Arts faculty would be done manually using TAQ sheets in both the semesters.
- For administering manual TAQs for unconfirmed Arts teachers, each member of the committee was given the responsibility of allotting the TAQ administration schedule of the unconfirmed teachers, to all the committee members.
- The TAQ administration duration was decided and accordingly a date was finalized for distributing the schedules and the TAQ papers to the committee members.
- The Online process was to be coordinated with the knowledge center.
- The meeting ended by thanking all the members and wishing them good luck for the Online TAQ process as it was happening for the first time.

Members present for the meeting: Dr. Dionysia Coutinho  
Dr. Jyoti Singh Prof. Saju George  
Prof. Lydia Fernandes Dr. Pearl Pastakia  
Prof. Pushpa Sinkar (Convenor)



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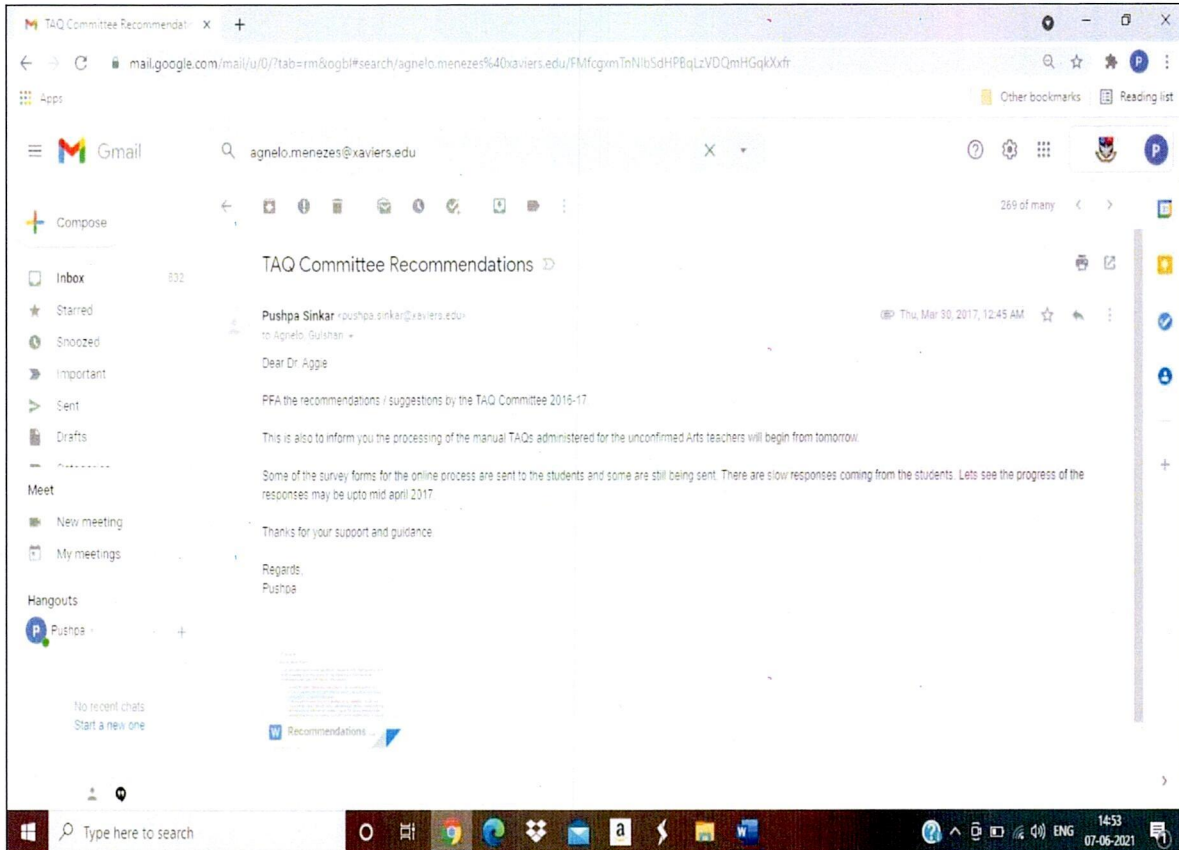
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### Communication of Committee discussion to Principal



### The attachment in the email

29<sup>th</sup> March 2017

Dear Dr. Agnelo Menezes

As per your request and discussion, regarding the requirements of the TAQ committee, for its smooth functioning of the online process of TAQ administration, following are the recommendations and suggestions from the TAQ committee:

1. To make the **online TAQ process more effective**, the committee requests you to provide a separate TAQ room with a computer, printer, scanner along with a proper internet facility having good connectivity.
2. It also recommends **more tech savvy members on the committee**, who are well versed with the various softwares and its implementations, and also capable of sorting out technical issues and errors that suddenly crop up. The present committee is not competent to deal with such problems except Prof. Kevin and Prof. Lydia. As part of their expertise they managed to work out things along with their regular busy schedules of lectures, practicals and exams and brought about the functioning of the online TAQ process, this academic year.
3. There is also a request to **appoint a clerical person** who can help out in sending



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(via emails) the survey forms to the students as sometimes it becomes a time consuming process either due to slowing down of the internet or inability of the software to send many mails at a time. The same person can follow-up the process by sending reminders to the students who have not responded, after a given stipulated time.

4. The **updated student and confirmed and unconfirmed staff data** should be available in a more efficient manner. The general office staff has always been co-operative in providing the required data, but still the organisation of the data (specially student data) can be made more structured.
5. There has to be some **effective way in making the students more friendly with their @xaviers.edu.in email id** and making sure that the **students answer the TAQs online** and give their relevant feedback. For the efficiency of the online TAQ process, maximum students have to answer the surveys sent to them else it defeats the purpose of this innovative process.
6. The **TAQ** needs to be **reformed/restructured/ revamped**, as per our earlier discussion. Hence a **separate committee** to look into the same needs to be appointed.
7. If the TAQ is designed with **"COURSE" as the focus**, and if there are **inputs from the staff and students** it will certainly help and make a big difference **in the reforming of the new TAQ**. A small session/workshop of half a day before the term ends, on inputs/suggestions in reforming the TAQ may be a helpful process.

The committee will not be able to function smoothly with the online process with the present facilities. This year we could somehow manage with the process with the help of Prof. Kevin and Prof. Lydia who went out of their way and took time out of their busy schedule to implement this process. The same cannot continue further and needs more streamlining.

Hence the committee requests you to look into all the above mentioned points prior to the appointment of the TAQ committee for the next academic year 2017-18.

Hoping and awaiting a favorable response from you.

Thanking you for all the support and guidance rendered by you in the functioning of the committee during the present academic year 2016-17.

Warm Regards, TAQ Committee 2016-17

Dr. Dionysia Coutinho Dr. Pearl Pastakia

Dr. Jyoti Singh Mr. Saju George

Ms. Lydia Fernandes

Dr. Pushpa Sinkar (Convener)



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### Minutes of the TAQ Committee meeting held on Thursday, 13<sup>th</sup> July, 2017 at 11.20 am

**Venue:** Board room

**Committee Members:** The committee members were Prof. Sangita Chavan, Prof. Kevin D'Cruz, Dr. Pearl Pastakia and Dr Pushpa Sinkar (Convenor).

### Points discussed:

All the members were welcomed by the convener for the academic year 2017-18.

- The meeting began by informing the members, that the committee had to go back to the original manual method of TAQ administration, as the Online process had not worked so well due to a low response from the students in answering the TAQs.
- As it was the first meeting of the academic year, all the members were briefed about the functioning of the TAQ committee. The manual process of TAQ administration was explained to all the members.
- Since TAQs were conducted in the alternate years for arts and science faculty, members were informed that this academic year TAQs would be administered for all confirmed and unconfirmed Arts faculty (BA and MA), BMM and BMS courses as well as for all unconfirmed Science faculty members and the visiting faculty of BMM and BMS.
- Members were also told about the way in which TAQs had to be administered and the announcements to be made to the students at the time of administration process. The convener also informed the committee members that the teacher for whom the TAQ has to be administered should be requested to leave the class.
- Further the members were informed that during this academic year, in the "odd semester", TAQs had to be conducted for confirmed teachers and visiting faculty (for BMM and BMS) who would not be teaching the same class in the even semester and in the "even semester", for teachers teaching a class only in the even semester and for those teaching the same class in the odd and even semesters. TAQs for all unconfirmed teachers needed to be conducted in both the semesters.
- Each member of the committee was then given the responsibility of allotting the TAQ administration schedule of the various departments, to all the committee members and to the teachers who were going to assist the core committee in the administration process.
- The TAQ administration duration was decided and accordingly a date was finalized for distributing the schedules and the TAQ papers to the committee members and to the assisting committee usually comprising of the Heads of various Departments for commencing the administration process.
- The meeting ended with the convener thanking all the members of the committee present.


Members present for the meeting : Prof. Sangeetha Chavan

Prof. Kevin D'Cruz Dr. Pearl Pastakia

Dr. Pushpa Sinkar (Convenor)



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## TAO REPORT 2019 - 20

In the academic year 2019-20, Teaching Assessment Questionnaires were conducted for all Science and Arts faculty (confirmed and unconfirmed) and for all the self-financing courses in an Online mode in both the semesters.

The first meeting of the members of the TAO committee was held at the beginning of the academic year. A unanimous decision was taken to conduct the TAQs for all the faculties in an Online manner. This decision was supported by the management. With the help of the Controller of Examinations and Mr. Lennox (the software consultant), this activity was successfully carried out. Students could give their feedback at their convenience during a predetermined period. Since it was the first time Mr. Lennox's software was introduced, some teething problems were faced at the beginning, which were solved by the technical team.

The students had to go to the link provided for answering the TAQs on the website and after logging in, they received an OTP on their mobile number registered with college. They received separate OTPs for all the TAQs they were required to answer. For every student, on answering the TAQs for all the teachers, teaching the different courses; hall ticket was generated for that student. Thus, this year the committee had linked the generation of the hall ticket only on completion of answering the TAQs.

Once the Online TAQ data was obtained, it was processed and reports were generated. With the help of the technical staff of the Knowledge Center and the TAO committee members, the reports were printed. The reports were then handed over to the Principal for signing. The signed TAQ reports were photocopied and filed subject-wise while the original copies were packed in envelopes teacher-wise. The bunch of envelopes and the file containing the photocopies were given to the Principal, who, with the help of the Vice-Principal (Academic Improvement), handed over and discussed the results with the individual teachers.


Online TAQs for all courses of FYBA, FYBSc, SYBA, SYBSc, TYBA and few self-financing courses were conducted for both the semesters.

TAQ data for third year BSc, BMM, BMS and BSc(IT) is not available. (The software that was used for TAQ was integrated with the ERP data of the 10-point CGPA scale which was evolved as a new system and not for the 4-point CGPA which was to be discarded the following year. Since the TYs of the 2019-20 batch were from the 4-point system, there were some technical problems in collecting the TAQs from students in some programmes of the final year). Hence the TAQ could not be linked with hall ticket because of the old system. Data is available for TYBA for both the semesters as the students answered the TAQs irrespective of the hall ticket.

This academic year 2019-20, TAQs could not be processed for TYBSc, TYBSc-IT, TYBMM and TYBMS due to the lockdown imposed in Mumbai to tackle the COVID19 pandemic post March 2020.



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The no. of TAQs answered Online in the academic year 2019-20 are as follows:


ODD SEMESTER	No. of TAQs
Arts (FY ,SY and TYBA)	111
Science (FY and SYBSc)	49
Self-financing courses – [FY and SYBMM, BMS and BSc(IT)]	40
<b>TOTAL</b>	<b>200</b>

EVEN SEMESTER	No. of TAQs
Arts (FY, SY, and TYBA)	119
Science (FY and SYBSc)	58
Self-financing courses – [FY and SYBMM, BMS and BSc(IT)]	61
<b>TOTAL</b>	<b>238</b>

The committee members were Prof. Ayesha Dias, Prof. Sangeeta Chavan, Prof. Saju George, Prof. Alpana Palkhiwala, Dr. Pushpa Sinkar (Convenor)



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## Student Percentage tally – 2019-20

Class	TAQ Answered (Student percentage %) – 2019-20			
	ODD Semester		EVEN Semester	
	Minimum %	Maximum %	Minimum %	Maximum %
FYBA	89.11	<b>100.00</b>	87.72	95.37
FYBMM	97.06	97.06	94.12	94.12
FYBMS	77.46	81.69	74.65	76.06
FYBSc	86.21	94.90	80.46	91.30
FYBSc (IT)	96.77	98.39	93.55	98.39
SYBA	94.00	<b>100.00</b>	95.76	97.62
SYBMM	<b>68.18</b>	77.27	54.55	56.06
SYBMS	70.15	71.64	50.00	61.19
SYBSc	92.50	97.73	86.05	<b>100.00</b>
SYBSc (IT)	81.36	83.05	<b>42.37*</b>	50.85*
TYBA	72.41	100	<b>65.38</b>	91.67
TYBSc/TYBSc-IT /TYBMM/TYBMS	*Not available			

\* Data incomplete/not available due to technical problems



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### COMPARATIVE DATA for TAQs


Percentage of students submitting TAQ for teachers in the offline  
(2017-2019) and online (2019-2020) format

Class	TAQ (Percentage of Students who responded)					
	2017-18 EVEN Semester offline		2018-19 EVEN Semester Offline		2019-20 EVEN Semester Online	
	Minimum%	Maximum%	Minimum%	Maximum%	Minimum%	Maximum%
FYBA	52.00	96.67	NA*	NA*	87.72	95.37
FYBSc	NA*	NA*	60.61	91.03	80.46	91.30
SYBA	65.93	93.75	NA*	NA*	95.76	97.62
SYBSc	NA*	NA*	55.56	100	86.05	100
TYBA	47.37	100	NA*	NA*	65.38	91.67
TYBSc	NA*	NA*	41.67	100	NA**	NA

There is a significant increase in the minimum percentage of students who responded to the TAQ when comparing the even semesters of the year 2017-18 and 2019-20. This was statistically tested and the p-value = 0.016954 at 5% level of significance. The comparison between 2018-19 and 2019-20 (with only 2 pairs of data) did not show significant differences.



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**TAQ form: Syllabus coverage and Discussion of answers marked out**

**Instructions:**

- A. DO NOT disclose your identity or identity of the teacher.
- B. Answer as many questions as possible with sincerity, seriousness and responsibility.
- C. Assess the concerned teacher (NOT the department), ONLY for the subject for which the TAQ is taken, and for the entire course.
- D. Please shade in blue or black the choice that best describes your opinion.
- \* DO NOT answer these questions if you have not appeared for an exam given by this professor.

1. The professor's ability to control the class is: A. very effective    B. effective    C. somewhat effective D. rather ineffective    E. very ineffective	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. While lecturing, the professor's voice (loudness, clarity, speed of delivery) is: A. very easy to follow    B. easy to follow    C. satisfactory D. possible to follow with effort    E. impossible to follow	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. The professor's ability to express himself / herself in English is: A. very poor    B. poor    C. fair    D. good    E. excellent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. In my opinion, the professor's knowledge of the course seems to be: A. excellent    B. good    C. fair    D. poor    E. very poor	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. The professor treats the students with: A. disrespect    B. indifference    C. tolerance    D. acceptance    E. respect	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. The professor's organisation and presentation of this course is: A. very confusing    B. confusing    C. partially clear    D. clear    E. very clear	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. The professor's coverage of the syllabus is: A. very good    B. good    C. average    D. poor    E. very poor	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. The professor's method of teaching consists mainly of: A. use of blackboard / AV / dictation of notes / handouts without any explanation B. repetition of text book material with limited use of blackboard / AV C. use of blackboard / AV / ppt with limited explanation D. useful explanation of the text / material, with appropriate use of blackboard / AV E. very enlightening explanations including good use of blackboard/AV	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. Wherever applicable, the professor uses different teaching methods like audio-visual aids, demonstrations, models: A. in a balanced way    B. frequently    C. sometimes    D. rarely    E. not at all	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10. The professor's explanation of difficult points in the course is: A. very confusing    B. confusing    C. partially clear    D. clear    E. very clear	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11. Regarding student's questions in class, the professor: A. encourages them    B. is ready to answer them if asked    C. answers them superficially D. avoids them    E. does not allow them	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12. Due to the way in which the professor teaches, my interest in the course has: A. vanished    B. decreased    C. remained the same    D. increased    E. greatly increased	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
13. The professor's method of teaching has made me: A. avoid attending class    B. look for mischief in class    C. sit passively in class without any interest D. pay attention in class    E. very keen to attend	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
14. With regard to guidance outside class, the professor is: A. very approachable    B. approachable    C. occasionally approachable D. difficult to approach    E. unwilling to be approached	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
*15. With regard to exam paper setting (Marks /Time distribution /syllabus) the paper has been: A. well balanced    B. balanced    C. somewhat balanced D. not balanced    E. very unbalanced	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
*16. The professor's correction of answer papers in this course has been: A. very unfair    B. unfair    C. fair enough D. objective / thorough    E. very objective / very thorough	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
*17. After the examination results, the professor discusses the question paper: A. thoroughly    B. quite well    C. partially    D. a little    E. not at all	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
18. With reference to current events, recent discoveries and views of others related to topics in the syllabus, the professor: A. discusses them whenever possible    B. discusses them if asked C. discusses them occasionally    D. discusses them rarely    E. does not discuss at all	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
19. My rating of this professor as a teacher of this course is: A. very poor    B. poor    C. fair    D. good    E. excellent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
20. My rating of this professor as a person is: A. very poor    B. poor    C. fair    D. good    E. excellent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



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**ST. XAVIER'S COLLEGE**  
**DEPARTMENT OF ZOOLOGY**

**MINUTES OF THE BOARD OF STUDIES MEETING**

**Date: 8<sup>th</sup> March 2018 Venue: Board Room**

**Members Present:**

Dr. Smita Krishnan, Dr. Madhuri Hambarde, Dr. Pushpa Sinkar, Dr. Roshan D'Souza, Dr. Vinod Narayane, Dr. Aldon Fernandes, Mr. Pradyut Rao, Mr. Amartya Mitra

The meeting began at 2.00 pm. A copy of the minutes of the previous meeting was given to the members of the Board and the same was passed by the members of the Board. The files containing the new syllabi were given to the members of the Board. The new member Dr. Vinod Narayane and the two new student members, Mr. Pradyut Rao and Mr. Amartya Mitra of the Board were introduced to the other members of the Board. Dr. Krishnan informed the Board that the new University Nominee, Dr. Mrinalini Kagwade had conveyed her inability to attend the meeting due to unavoidable circumstances and had further requested the Board to conduct the meeting in her absence.

The question papers for CIAs and ESE, for both the semesters, for all courses were presented to the BOS members, before presenting the changes in the syllabi. All the question papers were approved by the board.

Mr. Conrad Cabral with the permission of the board began with presentation of the syllabi and the proposed changes in the new syllabi.

- Dr. Krishnan explained the need to include field trips for each semester in the syllabi to facilitate obtaining parental permission for the same. A query regarding evaluation of the field trip was made by the Board. The explanation given in response to this was that the field trip in some semesters were evaluated while for the long excursions, the cost and the inability to procure parental permission prevented such trips from being evaluated. The Board suggested that the venue of the field trips need not be specified in the syllabi to grant more flexibility to the department while planning field trips.
- Dr. Narayane proposed the inclusion of the mounting of appendages of prawn in S.ZOO.1PR. This could not be considered currently, since no cultured prawns are easily available in Mumbai.



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- Dr. Roshan suggested that the number of lectures in **S.ZOO.1.02** for each unit remain the same, to enable fair evaluation of all units.
- Dr. Narayane had a query regarding genetics practicals in **S.ZOO.1PR**. Dr. Roshan suggested the use of *Drosophila* flies in genetics for identification. Mr. Conrad clarified that *Drosophila* has been a part of the second year practical course and thus could not be introduced at the first year. Also the co-acervates was tried for one batch, based on a protocol taken from a biology book. But that practical did not work as per the given protocol, hence it was removed from the syllabus the subsequent year.
- In **S.ZOO.2.02** Dr. Roshan enquired about the relevance of Hydra as a model depicting the incomplete digestive system. She suggested that it be replaced by Planaria or at the least Planaria could be included along with Hydra.
- Dr. Aldon suggested the addition of Flow cytometry in **S.ZOO.2.02** as one of the Biotechniques apart from Haemocytometer. Dr. Madhuri said it used to be in Biotechnology but was removed from the syllabus as that unit was removed.
- Dr. Aldon said his intention for recommending the introduction of Flow cytometry was because it is an important technique and lot of research papers used this technique hence students would benefit from learning about it.
- The Board enquired about the methodology of conducting the practical on mounting of striated muscles.
- Dr. Roshan suggested the introduction of Biotechnology as she felt it was an important component that was missing in the syllabus. Dr. Madhuri said she would look into the possibility of addition of Biotech by reducing some component of Biotechniques.
- Dr. Roshan recommended the incorporation of examples for the practical on 'Nutritional apparatus'.
- The CIA modalities for all Semesters were clarified by the staff as this was not specified in earlier syllabii.
- Dr. Madhuri posed a query to the board whether the incorporation of Biotech would benefit the students of Zoology from a perspective of job opportunities.
- Dr. Aldon responded mentioning that knowledge of cell culture techniques and fermentation technology would greatly enhance the market value of the students.
- Changes in **S.ZOO.3.02** were put before the board. They included the addition of 'Experimental Design' in Unit I and a reduction in 'Descriptive statistics'.
- Dr. Sujata explained that the reason for the change was because students had asked for more matter on correlation and ANOVA and less emphasis on mean, median, mode, and standard deviation. Dr. Aldon stressed that mere performance of statistical tests was not enough. Students should also know how to interpret the data. He re-iterated his suggestion of using ELISA results to do one way ANOVA for which the software EDU combi-stats had examples. Mr. Conrad said that he would incorporate that in TY as they have ELISA as a practical in T.Y.B.Sc.



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- Dr. Aldon suggested that paper presentation should be promoted among the students so as to inculcate a better understanding of data interpretation and analysis.
- Dr. Roshan recommended that the various kinds of ANOVA that were being taught be mentioned in the syllabus. Dr. Aldon stressed the importance of Biostatistics as it has implications in Toxicity testing and analysis. He mentioned that the field of Drug toxicity has a little portion of Zoology, and a part of Toxicity. Additional knowledge of statistics would enhance the value of these students in this field.
- Dr. Aldon suggested that the Dr. Das from NIRRH could be approached to talk on FISH and Karyotyping as he works on it. Mr. Conrad agreed to the suggestion and promised to get in touch with Dr. Das and take it forward.
- Dr. Aldon recommended the inclusion of genetic disorders in new born babies as a part of the genetics course.
- Dr. Narayane suggested the inclusion of Ascaris as an example also for the practical on sexual dimorphism in **S.ZOO. 3PR.**
- Mr. Conrad explained the rationale behind the introduction of a visit to the Jai Vakeel Foundation or CRÈMERE as an attempt to give students exposure understand how karyotyping is done and to interact with children with Down's syndrome.
- Dr. Roshan pointed out a typographic error in 'Development Biology' course **S.ZOO.4.01** regarding genus species having no spacing.
- Dr. Roshan enquired about the practical on regeneration of hydra and Dr. Sujata specified that the department invites Dr. Ghaskadbi for a lecture on hydra and he takes the practical on regeneration of hydra.
- Dr. Aldon enquired if the students learn about transformation and marker analysis to which Mr. Conrad clarified saying that was done in T.Y.BSc
- Dr. Aldon also suggested the incorporation of NK cell and T cell cancer therapy in S.Y.B.Sc **S.ZOO.4.02.**
- Dr. Pushpa said that in **S.ZOO.4.03** fish vaccines was added in Unit III as per suggestions of the previous BOS.
- Dr. Aldon said that we could re-look at the topic on Buffers in **S.ZOO.4.03** and include Biological buffers like histidine buffers etc. to study protein structure interactions in these biological buffers.
- Mr. Amartya suggested the inclusion of animal health in **S.ZOO.4.03**. Dr. Aldon recommended that it be dealt with from an industrial perspective i.e. what should be the tests done on animals when they enter a farm, what are the possible diseases and how to prevent them, how do you certify an animal suitable for various needs.
- Mr. Amartya also suggested the introduction of Fresh water fisheries.
- Dr. Roshan said that crafts and gears cannot be done away with, to which Dr. Pushpa responded that she would cover all the crafts and gears in the practicals and would reduce the theoretical components of the same.



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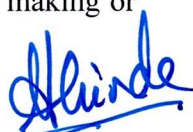
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- Dr. Pushpa told the Board that acting on the suggestions given by the students the practicals on Henderson Hasselbalch and titration curves of strong acid and strong had been deleted. This was a repetition from F.Y.BSc chemistry hence the request was made.
- Dr. Aldon recommended the introduction of Chemiluminescence and Florimetry in practicals along with colorimetry. Dr. Pushpa enquired if the same could be done in T.Y.B.Sc instead of S.Y.BSc.
- Dr. Aldon suggested the addition of a topic on use of fish skin in wound healing in Fisheries unit III of course **S.ZOO.4.03**.
- Mr. Amartya the student member put forth a proposal for introducing a 6 unit course in Zoology. The Board said it was a good suggestion but there were hurdles in terms of space, permissions and new staff recruitment, apart from the course becoming unaided.
- In **S.ZOO.5.01** Mr. Pradyut suggested the removal of Rapid Field test from **S.ZOO.5PR** and the board agreed to the removal as the same practical was conducted in Botany practicals.
- In **S.ZOO.5.02** the changes were presented before the board and explained by Dr. Madhuri. The changes in Unit I were: Removal of Gas Exchange across respiratory surfaces, Diffusion, Models of gas exchange; The topic titled 'Fluid composition of blood' was renamed as 'Composition of blood'; Removal of Solids, Erythrocytes and Haemoglobin, Leucocytes and Thrombocytes; Modification of the terminology for 'Physiological regulation of gene expression by proteins' to 'Signal transduction'.
- In Unit III the changes were: Removal of Hormonal control of water, pH and ionic balance.
- Dr. Aldon enquired whether any examples could be given with reference to change in physiology of animals due to climate change and Dr. Madhuri said she deals with the same, in the form of examples in the topic of 'Signal transduction and its effects on metabolism'.
- Mr. Pradyut suggested reduction of emphasis on the topic 'Signal transduction' and expansion of the topic on 'Size and Scaling'. Dr. Madhuri said that she would need to delve into detailed physics if she went into greater depths of the topic. She also felt that the students do not possess the required physics background for such a topic.
- The title change of **S.ZOO.5.AC** was discussed with the board and passed by it. The reason for the shift was explained to the board (the new policy of the college to make AC choice based in both the semesters).
- The changes in **S.ZOO.5 AC** in Unit II were: Addition of 'Effect of environment on Insect development and behaviour'. In Unit III, Blister beetle and Cochineal bug were added in 'Insects of commercial importance'.
- Unit 4 was changed completely and was renamed 'Social life of insects' in which Honey bee, Termite and Wasp were introduced.
- The New practicals in **5AC.PR** were put before the board and the same were approved. They were: Insect products, Castes of social insects, Dissection of cockroach nervous system and mounting of spiracles, study of haemocytes in cockroach haemolymph and Model making or Project.



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- The board was assured that for cockroach dissections the department would be using preserved and not live cockroaches.
- The department put before the board the conditions for accepting students in the 6<sup>th</sup> semester for the applied component course. The conditions agreed upon were
  - i) They should have basic knowledge of insect taxonomy up to Order
  - ii) They should have done at least 4 semesters of Biology at the undergraduate level.
- In course **S.ZOO.6.01** the word 'specific activity' was added for GOT and GPT.
- Mr. Pradyut asked the Board whether it was possible to do varying inhibitor concentration in a similar manner as was done in varying substrate concentrations and the board explained to him the need to keep inhibitor concentration constant to obtain the required readings.
- Dr. Narayane enquired whether Varying pH could be classified as a minor practical. Dr. Aldon suggested that a comparative analysis with Acid Phosphatase and any other enzyme like pepsin or amylase could be carried out. This would make the practical longer and warrant its inclusion in the group of major practicals for the examinations.
- Dr. Aldon recommended introduction of Pharmacokinetics in Toxicology.
- Mr. Conrad explained the changes in **S.ZOO.6.02**. The changes were: Unit I - Hypersensitivity shifted to unit 2; Addition of ELISA and Antigen Processing and Presentation.
- Unit 2-Removal of Antigen antibody interactions: Precipitation reaction, agglutination, ELISA shifted to unit 1, Introduction of Transplant Biology
- Unit 3-Removal of Vectors in RdT
- Unit 4-Removal of Application of RdT
- Practicals – Introduction of a group Research Project for 20 marks, as part of **S.ZOO.6PR** for the End semester practical examination.
- Dr. Aldon suggested inclusion of Adjuvants as a topic, as in the industry knowledge of adjuvants is important depending on the type of animal.
- Dr. Aldon also proposed the incorporation of 'Conjugation of proteins as a vaccine strategy' and Mr. Conrad explained that the same was covered in the topic Antigens and Haptens.
- Dr. Aldon enquired about the practical on 'Transformation' and Mr. Conrad provided the relevant details about the procedure and the vectors used.
- Dr. Narayane suggested chick limb bud grafting as a practical for Transplantation biology. He said it could be done from a 72 hours old embryo to a 24 hour old embryo.
- The changes in **S.ZOO.6.AC** were put before the board. They were as follows: Unit 1- Addition of: Role of wild pollinators
- Unit 2-Reduced emphasis on History and origin of Pest Control and introduction of 'Pests of Veterinary, Agriculture and Medical Importance'.



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- Unit 3 - Changed from 'Economic importance of insects' to 'Insect colours and Mimicry'; Addition of: Pigment production in insects, Mechanisms and types of iridescence in insects, Mimicry, Batesian Mimicry, Mullerian Mimicry, Mertensian Mimicry and Biomimicry with relevant examples
- Unit 4 – Title of the unit was changed from 'Social life of insects' to 'Insect communication'. Following topics were added: Sound, Light, Pheromones
- Dr. Madhuri asked about the inclusion of Gecko and Kingfisher as examples in an Entomology paper. The board suggested dropping the examples as they are not insect examples.
- In **S.ZOO.6.AC.PR** a practical on effect of fumigants was introduced. Dr. Aldon suggested the analysis of  $LC_{50}$  using statistics. The department said they would give it a try.
- The meeting ended at 5.30 p.m. with the members of the board signing the resolution on the new approved syllabus.



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# **PERFORMANCE at EXAMINATIONS**

*(Review, Feedback, Reforms)*



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### FEEDBACK TO STUDENTS ON EXAM PERFORMANCE: Discussion of Answers and Display of Answer Papers

#### Feedback on performance:

- Answers to questions are discussed in the classroom and students are shown their answer papers before the results are declared. This resulted in giving direct feedback to the students on their performance, and provided them the opportunity to clarify matters with the teacher immediately. The process also ensured that errors in marking/mark entry were brought to the attention of the faculty and the correction could be made. The corrected marksheet had to be submitted to the Controller of Examination who was expected to report the matter to the principal, thus bringing in accountability, accuracy and transparency which are quality measures, to the system. It also resulted in decreased requests for re-evaluation of answer papers.
- Departments are provided with the statistical data of **class performance in each course** and trends are discussed with the department by the Principal and VP academics/IQAC coordinator. As class dynamics vary from batch to batch, this is a helpful indicator of the difficulty level that the class can handle and also helps the faculty customize the teaching-learning-evaluation approach for the batch in the following semesters.



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## 17. COLLEGE CALENDAR (2019-20)

### ODD SEMESTER

Dates	JUNE 2019
10	College Reopens (Odd Semester) – Lectures for SY and TY commence
12	9 am Inter-Faith Prayer Service; 10.30 am Classes for SY & TY begin
20	Graduation Ceremony – Undergraduate - Science and IT
21	Graduation Ceremony – Undergraduate - Arts
22	Graduation Ceremony – Post Graduate and Self Finance Courses
26	Orientation – FY.B.Sc. - 10:00 am
27	Orientation – FY.B.A. - 10:00 am
28	Mass - 9.00 to 10.00 am; Lecture starts at 10.30 am; IQAC (I) Meeting at 2.00 pm

Dates	JULY 2019
3	IQAC Faculty Seminar: 2:00 pm
4	Teachers Orientation/ Workshop: Teaching visually challenged students by XRCVC
13	Leadership Summit
22 to 27	CIA I: FY, SY, TY
31	Feast of St. Ignatius of Loyola

Dates	AUGUST 2019
12	Id Holiday
15	Independence Day celebration and Malhar ICSF
16	Malhar ICSF
17	Parsi New year and Malhar ICSF
18	College Clean-Up

Dates	SEPTEMBER 2019
2 to 6	Ganesh Chaturthi Holidays
10	Moharram Holiday
16 to 21	CIA 2 for FY, SY and TY
30	ESE Practical Exams commence

Dates	OCTOBER 2019
2	Mahatma Gandhi Jayanti
6	ESE Practical Exams ends
6-8	Pre-ESE Preparation leave for students
8	Dussehra Holiday
9 to 22	End Semester Examinations
16	IQAC Meeting (II)
23	Diwali Vacation commences
23	Additional ESE commences

Note: 1) The listed dates and events can change, subject to circumstances.

2) Listed dates are subject to the Govt. of Maharashtra's list of Public holidays for 2019.





## 17. COLLEGE CALENDAR (2019-20)

### EVEN SEMESTER

Dates	NOVEMBER 2019
11	Additional End Semester Examinations ends
12	Guru Nanak Jayanti
13	College Reopen (Even Semester) Lecture commences for all classes
20 to 21	Jesuit Higher Education Seminar / Moderation of ESE answer papers

Dates	DECEMBER 2019
1	Heritage Treasure Hunt
2	College Sports Day
3	Feast of St. Francis Xavier and SUC - Traditional day
17 to 23	CIA I: FY, SY, TY
23	Fellowship Lunch
24	Winter Vacations commences

Dates	JANUARY 2020
2	College Reopens (for all Classes)
3	Parent-Teacher Meeting
25 & 26	IMG's Jan-Fest, 26 <sup>th</sup> January: Republic Day – Flag Hosting (8.30 am)
27	CIA II commences for all classes

Dates	FEBRUARY 2020
1	CIA II ends
19	Shivaji Jayanti Holiday
24	Maha-Shivratri Holiday

Dates	MARCH 2020
2	ESE Practical Exam
10	Holi holiday
11 to 13	Pre ESE Preparation leave for students
16 to 28	End Semester Examinations

Dates	APRIL 2020
1	Additional ESE commence
6	Mahavir Jayanti Holiday
10	Good Friday Holiday
14	Ambedkar Jayanti
17 to 18	Moderation of ESE answer papers
20 to 24	Display of Answer Paper
30	Summer Vacations Starts

Dates	MAY 2020
1	Maharashtra Day Celebration

- Note:** 1) The listed dates and events can change, subject to circumstances.  
2) Listed dates are subject to the Govt. of Maharashtra's list of Public holidays for 2019 and the Govt. of Maharashtra's list of Public holidays for 2019-20







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### FEEDBACK TO DEPARTMENTS ON EXAM PERFORMANCE: Internal Audit Report- June 2017

The objective of the internal performance audit was to share the academic performance of students of all undergraduate courses, including self financing courses, of the academic year 2016-17 with the concerned faculty members to provoke a reflection on the results.

A schedule of meetings were shared with the department Heads inviting them for the meeting with the request that it was mandatory that all members attend. The schedule was flexible. One undergraduate department could not participate in this exercise.

At a closed door meeting (held in the Board Room) of the department members with the Principal and the Vice Principal (Academics) the examination results(CIA and ESE), as shared by the Examination Centre, were displayed. The faculty engaged in a particular course and the colleagues were invited to comment on the data which led to an open discussion and several relevant observations and comments were made. Some of the common observations and explanations (wherever possible) shared are noted below:

- The numbers indicated in the first semester particularly were not entirely valid; the total number included the entire population of students enrolled which did not exclude the ones who had dropped out or cancelled their admissions over time.
- The performance at the CIA is better than the ESE; attributed to the strategies used in assessment and smaller portion to prepare.
- The first semester overall results were the weakest which however progressed every semester and the best results generally are seen in the fifth and sixth semesters; indicating the interest the students have generated in the courses over the academic years in the subjects
- The results did not include the performance at practical examinations; the scores are of the theory courses only.
- The additional examination results were not represented correctly in terms of the numbers.


The need for reflection in the department by all members was suggested, to enable them to collectively design and develop a strategy to address the challenges they faced to extract the best out of their students, within the existing examination/evaluation system

The Principal used this opportunity to request intra departmental discussions and a report on:

- A deeper analysis of the courses with respect to the methodology of teaching adopted and the assessment tool/s to be used, without diluting the main objectives of the courses.
- Encourage innovative means of teaching and assessment.
- An attempt at identifying the weaker students early and providing remedial assistance was encouraged
- Propose a five hours module of department centric SIP involvement.
- A minutes of the department meeting for this purpose to be shared with the Principal.



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The follow up of this exercise was:

- The graphs of all courses in each subject were shared with the concerned departments.
- A few departments recorded and sent the minutes of their meeting.

Dr. Gulshanara Shaikh Vice  
Principal (Academics)



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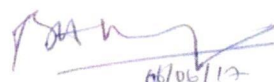
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## SCHEDULE OF DEPARTMENT MEETINGS

### Student Performance Evaluation- All courses of Department

TIME	8 <sup>th</sup> JUNE 2017	9 <sup>th</sup> JUNE 2017	10 <sup>th</sup> JUNE 2017
9.40 am		BMM	
9.55 am		BMS	
10.30 am	AIC	English	Political science
10.45 am	Economics	French + Hindi	Psychology
11.00 am	Commerce	History	Sociology
11.20 am	Botany	Life science	Physics
11.35 am	chemistry	Mathematics	Statistics
11.50 am	Geology	Microbiology	Zoology
12.10 PM	BSc IT		

6<sup>th</sup> JUNE 2017

  
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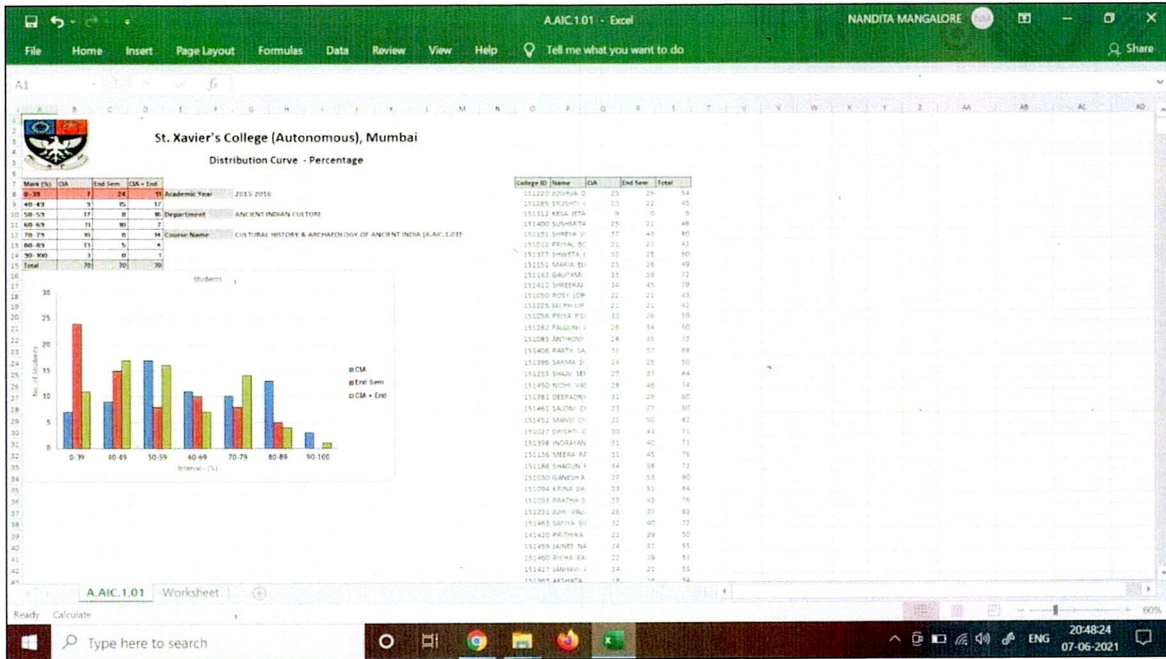


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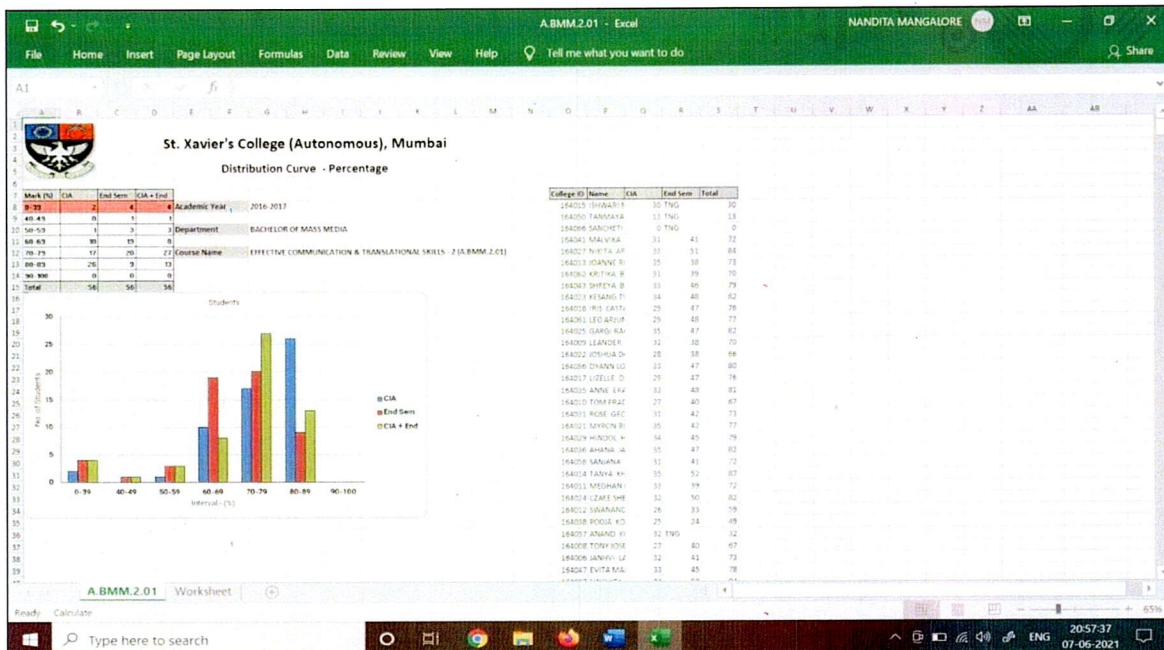
**EXAMINATION: STUDENT PERFORMANCE DETAILS 2015-2020**

(One sample per semester)

AIC 2015-16: AAIC.1.01



ABMM 2016-17: ABMM.2.01



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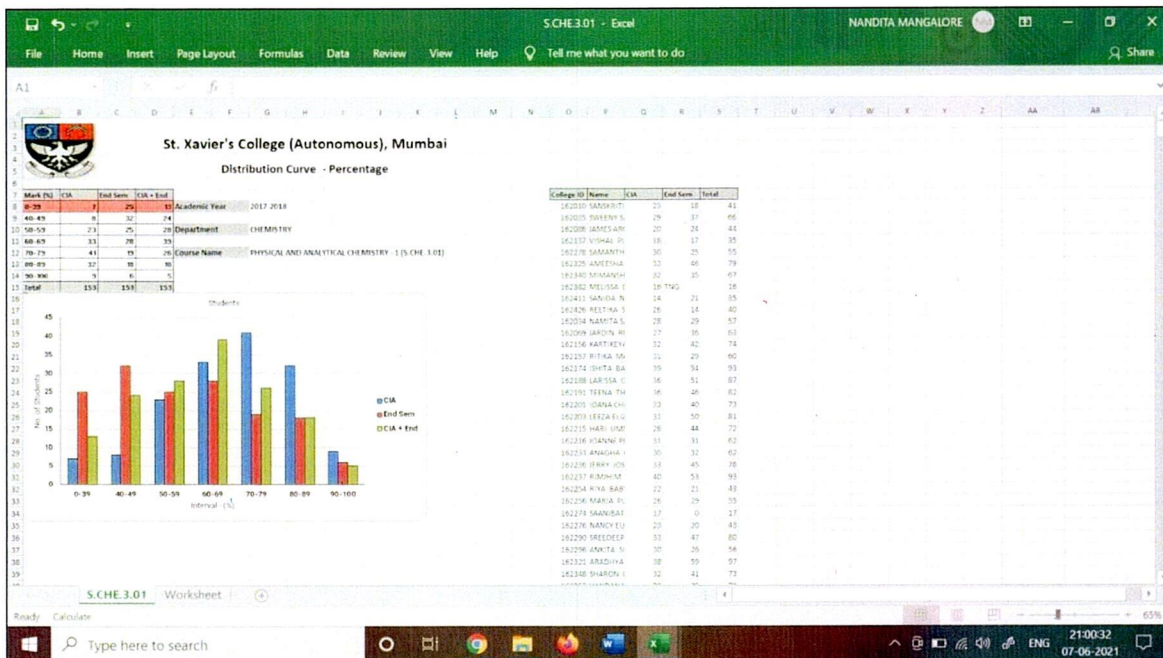
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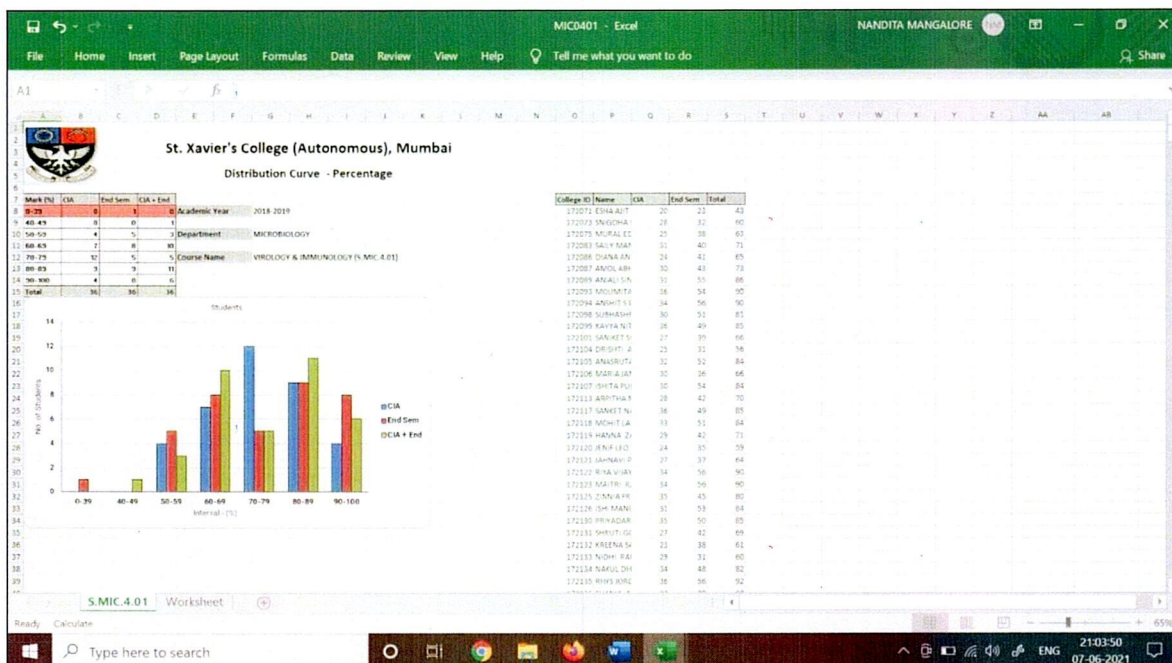


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**SCHE 2017-18: SCHE.3.01**



**SMIC2018-19: SMIC0401**



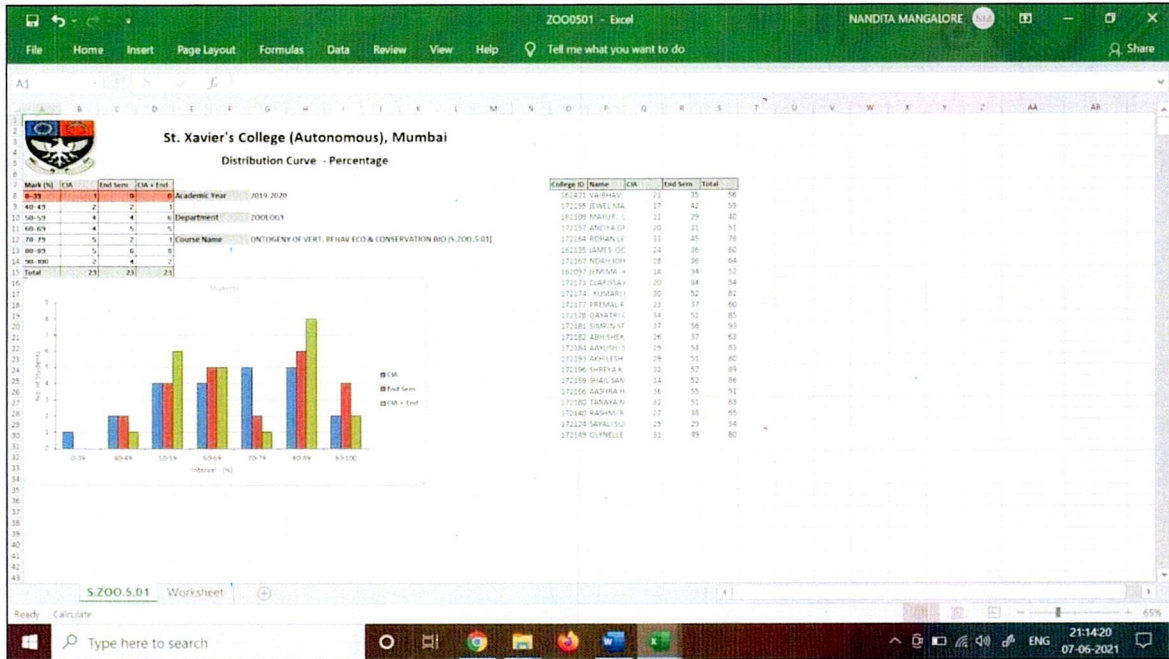
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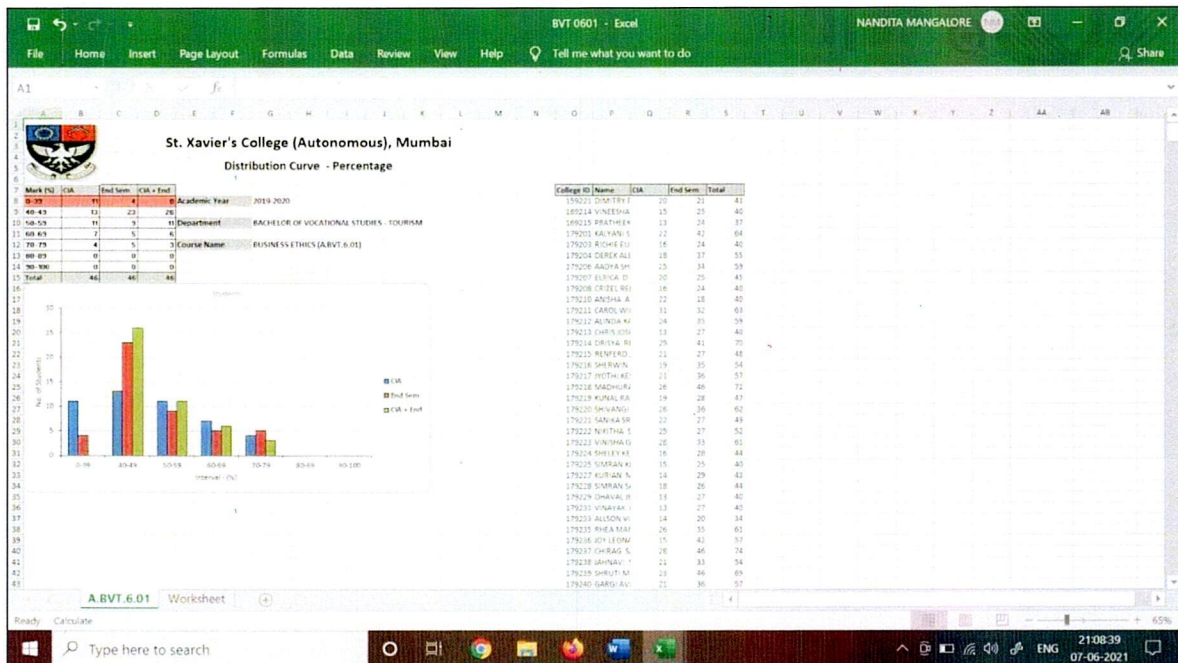


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**SZOO 2019-2020: SZOO0501**



**ABVT 2019-20: ABVT0601**



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## **REVIEW AND REPORT OF DEPARTMENTS ON STUDENTS' PERFORMANCE IN EXAMINATIONS**

### **DEPARTMENT OF HISTORY: REPORT TO PRINCIPAL 22/06/17**

The faculty of the Department of History, Ms. Kaizeen Jehangir and Ms. Vailaneena Govindan, met the Principal, Dr. Agnelo Menezes and Vice Principal (Academics), Dr. Gulshan Sheikh on 22<sup>nd</sup> June, 2017. The purpose of the meeting was to evaluate on the performance of students studying History for the Academic Year 2016-17. The Principal and Vice Principal projected the evaluation graphs to the faculty and discussed strategies for improvement of student performance. It must be noted that the performance reflects that of four faculty members, namely, Dr. Fleur D'Souza (June- July, 2016), Ms. Kaizeen Jehangir (June, 2016 to April, 2017), Ms. Jestlin Thomas (November- December, 2016) and Ms. Mrunmayee Satam (August to October, 2016 and January to April, 2017).

The discussion points and their analysis are as follows:

1. Analysis of the performance of students for the Academic Year 2016-17
- 2A. Details of the academic (in the classroom and at the examination/tests)

#### Courses 1.01 and 2.01 (FYBA)

Course 1.01: World History from the Renaissance to c.1870, projects data of 140 students, which is a faulty projection. The total number of students was less than 100. This course was shared between Dr. Fleur D'Souza and Ms. Mrunmayee Satam. CIA 1 was assessed by Dr. D'Souza while CIA 2 and End Semester Exams were assessed by Ms. Satam. This is a probable reason for an average result. There were 39 students who appeared for the Additional End Semester exams, explaining the students which scored between 0-39 marks over-all. The analysis also shows a poor performance for the End Semester Exam. A possible reason for this could be the challenging question papers set by the professor.

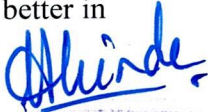
Possible areas for improvement:

Students can be provided with study material and/or outlines to help grasp new subject matter. The first semester question paper could be more straightforward and then progressively made challenging.

Course 2.01: World History from Industrial Revolution to World War 2. The course instructor was Ms. Kaizeen Jehangir. The projected results are for 102 students, rendering for a more accurate analysis. As per the graphs, it is evident that more students have performed better in



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the CIAs 1 and 2 as compared to the End Semester Exams. Despite this, at the ESE, the results have improved from the previous semester. A possible reason for this could be the stability offered by a single teacher. Study material, outlines and discussions may have eased the understanding of the subject matter. The students may also have settled down in the second semester. It must be noted that the numbers for Additional exams have reduced, leading to a higher passing rate.

Possible areas for improvement:

Question papers can be made slightly more challenging. Examples and discussions of possible type of questions could be had within the lecture between teacher and students. Subject matter can be made more interesting by relating it to the current events. This will enable students to understand the logic behind their syllabus and the necessity for the discussion of historical events. It has been noted based on experience that students perform better when they understand the reason for studying something they can connect to rather than something which they cannot relate to. The syllabus for the World History courses, render themselves to a greater number of such examples which can be made use of.

Teaching Aids already in use:

- Use of Audio-Visuals
- Reading of contemporary speeches, newspaper articles and classroom discussions
- Detailed discussions and feedback for presentations conducted by students for CIA 1 and 2 as well as discussions of evaluated ESE papers.

#### Courses 3.01 and 3.02 (SYBA, Odd Semester)

Both courses were taught by Ms. Kaizeen Jehangir

Course 3.01: History of Early India 3500 B.C.E - 200 B.C.E. The projected results are for 102 students. However, the total number of students was 96. The data therefore, has minor errs. The data shows students scoring higher in CIAs 1 and 2 as compared to End Semester Exams. The CIA 2 was a combination of presentations and assignments. Presentations were conducted at the CSMVS museum as well as the classroom. Assignments contained an option between creative and formal topics, marking system remaining uniform. The ESE question paper was framed to test understanding and analysis as well as knowledge of the subject matter. The failure rate includes those students whose Term was not Granted (TNG). In the absence of data for students appearing for the Additional End Semesters, the total failure rate is inaccurate making it difficult for analyzing.

Possible areas for improvement:



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It has been observed that the students presenting in an environment outside the classroom, perform better and prepare more thoroughly. This option can be expanded to more students. This exercise was conducted for the first time by the concerned teacher. It will be improved in the successive academic years.

Course 3.02: History of China and Japan (1900-1960). This course had about 98 students, including three Japanese students. The data projected includes their performance. It must be noted that the subject matter of this paper is unfamiliar to students as the history of these two countries is rarely taught. The data once again does not accurately project the total number of failures. It can be seen that the performance for CIAs 1 and 2 is better for ESE. This is probably because of the plentitude of options available. Students were given the freedom to be creative with classroom presentations, such as presenting data in the form of News broadcast or skit performances. For written assignments, options were provided between creative and formal assignments, marking pattern remaining uniform.

Possible areas for improvement:

Scope of creativity can be increased as students perform better when they can relate to the subject matter in their own way without compromising on the knowledge and understanding of the same. Types of questions before the ESE can be discussed in class so that students may be prepared.

Teaching aids already in use:

- Audio/visuals
- Critique of newspaper articles
- Visits to the Heras and CSMVS museums
- Reading from extracts of the Vedas, Upanishads

Courses 4.01 and 4.02 (SYBA, even semester)

Course 4.01: Outline History of Early India (200 B.C.E- 1200 C.E). The Course instructor was Ms. Kaizeen Jehangir. The data projected is for 98 students making for a more accurate analysis. Absence of data for students who appeared for the Additional exams once again makes it difficult to analyse the failure rate. Most students have scored between 50 to 89% which is generally an accepted result for a subjective paper. The students have scored higher in the CIAs as compared to the ESE, which is expected. Since this paper is a continuation of the Course 3.01, students may have experienced some stability with the subject matter. Presentations by students were conducted at the Elephanta Caves as well as the classroom. Students were given the option between creative and formal topics for written assignments. Students who presented for 3.01 now wrote assignments and vice versa. Therefore, both skills were tested for all students.



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Possible areas for improvement:

Number of museum or field visits could be increased. Possible types of questions can be discussed in advance as well as what is expected from a good answer.

Course 4.02: Contemporary issues in Indian society and politics.

The teachers for this course were Ms. Jestlin Thomas (November to December, 2017; administered CIA 1) and Ms. Mrunmayee Satam (January to April, 2017; administered CIA 2 and ESEs). The projected data for 98 students is more or less accurate. There were no students who were not granted term for this paper. Therefore, the number of failures is accurate (6 failures). A larger number of students have scored between 60-69% which is first class. This is an acceptable result as it must be noted that Ms. Satam had to repeat topics which had not been accurately discussed by the former teacher.

Possible areas for improvement:

Stability among faculty makes a difference. Despite this minor challenge, results have been maintained.

Teaching aids already in use:

- Audio/Visuals and discussions of the same
- Critique of newspaper articles
- Discussions of relevant issues

Course 5.01: History of India 1200-1707 (Part 1):

The data projected for 23 is students, is accurate. However, the number of failure rates do not include the TNG students. It must be noted that repeaters were granted admission into the Third Year. Some of them were given the subject without it being their first preference. This is perhaps a reason for their poor result which improves in the sixth semester.

The same can also be said for the courses 5.02, 5.03, 5.04, 5.05 and 5.06. The performance improves in the sixth semester for all.

Possible areas for improvement:

The CIA 1 and 2 patterns cannot be altered much as they test necessary knowledge and skills such as historiography and research. However, greater classroom participation should be striven towards and encouraged.



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2B. Plans for Co-Curricular and Extra- Curricular activities for the year

The Department revived the History Group, a student run organization, under the guidance of Ms. Jehangir. The Group organized activities such as Heritage walks, Guest lectures and Career Day. Since it was revived in the even semester, not many activities could be planned. The response for all activities was good and they were open to all students who were interested.

The department under Ms. Jehangir also organized a Film Week and panel discussion on the theme *The World Since 1945* as part of a single credit for the Quest for Excellence Programme.

For the academic year 2017-18, the History Group is planning activities such as film screenings with discussions to commemorate the centenary of the Russian Revolution, debates, theatre performances/ street plays, guest lectures and heritage walks:

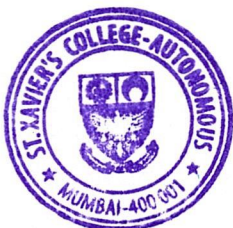
The TYBA students will be putting up a Stamp exhibition in September 2017 under the guidance of Ms. Jehangir, Ms Vailaneena Govindan and Ms. Alisha Sadikot (external resource person). For this, several museum visits, guest lectures and workshops have been organized and conducted. The purpose of this activity is to put into practice, theory taught in class. For an applied component this is especially important to ensure that our students graduate employable for the available job opportunities in museums and research.

The department will also be offering a lecture series or workshop as part of the Quest for Excellence Programme. The details however, have not been worked out as yet. Negotiations are on with possible resource people. The activities will perhaps be offered in the coming semester rather than the ongoing semester.

3. Department centric SIP activities:

The Department offers two kinds of activities. The first activity entails students to prepare a script of the Heras museum. Once prepared, the students of Our Lady of Doloures school, Marine Lines are invited for a tour around the museum space. This tour lasts for 2 hours and is conducted twice for two batches of students. 8 students completed their SIP in this activity in 2016-17. They took tours of the Heras museum on the 7<sup>th</sup> and 8<sup>th</sup> of January, 2017.

The second activity involves the creation of interesting and innovative teaching aids based on the History text books of standards five to nine. These could include flash cards, quizzes or power point presentations. The students then have to go and hand over these aids to the teachers of Our Lady of Doloures School, Marine Lines after explaining them to the teachers.





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4. Collaborations with other Departments or external organization:

The Department of History has not collaborated actively with any department of the College except for the Heras Institute. However, we definitely endeavor towards more collaborations in the future.

5. Library stock both internal as well as external:

The Department has its own functioning library with a private collection of books. Now that the History Group is in place, these books will be issued out to students. The Lending and Reference library sends us constant updates about news books in the subject of History and all our recommendations are adhered to almost immediately.

6. Contribution to the QEP/ Honours Programme:

As mentioned above, the department had organized a film week on the theme, *The World Since 1945*. The series began with a panel discussion to encourage multi-disciplinary (Economics, English Literature, Sociology and History) perspectives of Media and its representation. The films screened were, *Goodnight and Goodluck*, *Selma*, *Invictus*, *Persepolis* and *Goodbye Lenin*. Each film began with a discussion on important events during the Cold War and a discussion post the screenings. The students were then graded on assignments on any one of these topics.

The department has not decided on a particular programme for this semester. However, a programme will definitely be organized for the coming semester.


## DEPARTMENT OF STATISTICS

### Report to Principal of Questions raised on 10<sup>th</sup> June 2017 Department meeting.

S.No	
1.	<p><b><u>Graphs of End Sem results.</u></b></p> <p>Class wise observations from the Semester wise performance Bar charts.</p> <p>FYBSc</p> <ul style="list-style-type: none"><li>• More students do better in CIA than in ESE</li><li>• More than 50% of the students have secured above 75%</li><li>• No comment can be made about the less than 40% group as it consists of students who have left or planning to leave the college and who have changed their stream.</li><li>• Since 40% is the passing norm it would be simpler to comment only on total score (CIA + ESE = 100)</li></ul>



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	<p>SYBSc</p> <ul style="list-style-type: none"><li>• More than 50% of the students have secured above 75% in most of the Courses except that in the two Applied papers in Courses 3.03 &amp; 4.03</li><li>• Courses 3.03 &amp; 4.03 are Applied papers and are of a more scoring nature and 50% of the class scored above 80%</li><li>• For the same reason as above in Courses 3.03 &amp; 4.03, the number of students with less than 40% marks is lower for the other courses.</li></ul> <p>TYBSc</p> <ul style="list-style-type: none"><li>• More than 50% of the students have secured above 70% in most of the mathematical Courses ( 5.01, 5.02 &amp; 6.01)</li><li>• Students have done exceptionally well in mathematical Course 6.02 in the End Semester</li><li>• In the Courses (5.03, 5.04, 6.03 &amp; 6.04) which pertain to Applied Papers, more than 50% of the students have secured above 85% marks, due to the scoring nature of the papers.</li><li>• For the same reason as above in Courses (5.03, 5.04, 6.03 &amp; 6.04), the number of students with less than 40% marks is much lower than for the other courses.</li></ul>																																														
2.	<p><b><u>Newness in Department</u></b></p> <ul style="list-style-type: none"><li>• <u>New Method In Evaluation:</u> Group Projects are introduced as part of the Even semester practicals for FY/SY/TY BSc &amp; SY/TY BA. Evaluation grid is as follows:</li></ul> <table border="1"><thead><tr><th rowspan="2">Class</th><th colspan="4">Allocation of Marks</th><th rowspan="2">Total Marks</th></tr><tr><th>Deadline &amp; Participation</th><th>Oral Presentation</th><th>Analysis &amp; Interpretation</th><th>Written Presentation</th></tr></thead><tbody><tr><td>FYBA **</td><td></td><td></td><td></td><td></td><td>50</td></tr><tr><td>FYBSc *</td><td>05</td><td>-</td><td>-</td><td>05</td><td>10</td></tr><tr><td>SYBA</td><td>05</td><td>05</td><td>05</td><td>05</td><td>20</td></tr><tr><td>SYBSc</td><td>10</td><td>05</td><td>10</td><td>05</td><td>30</td></tr><tr><td>TYBA</td><td>05</td><td>05</td><td>10</td><td>10</td><td>30</td></tr><tr><td>TYBSc</td><td>10</td><td>05</td><td>15</td><td>10</td><td>40</td></tr></tbody></table> <p>* Project is 'Construction of a questionnaire' and does not involve data analysis. ** Allocation of marks yet to be finalized</p> <ul style="list-style-type: none"><li>• <u>New Method In Classroom:</u> Some of the Practicals will be done using software like EXCEL &amp; SPSS.</li></ul>	Class	Allocation of Marks				Total Marks	Deadline & Participation	Oral Presentation	Analysis & Interpretation	Written Presentation	FYBA **					50	FYBSc *	05	-	-	05	10	SYBA	05	05	05	05	20	SYBSc	10	05	10	05	30	TYBA	05	05	10	10	30	TYBSc	10	05	15	10	40
Class	Allocation of Marks				Total Marks																																										
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FYBSc *	05	-	-	05	10																																										
SYBA	05	05	05	05	20																																										
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3.	<p><b><u>SIP</u></b></p> <ul style="list-style-type: none"><li>• Students fluent in Marathi to prepare posters on diagrammatic representation to be displayed in Municipal schools.</li><li>• Some of our good students to render academic help (type of remedial class) to academically weaker students.</li><li>• Those SY students who have not completed the mandatory SIP hours in FY, to teach in the Municipal school for a certain stipulated number of hours.</li><li>• FYBSc students can render academic help to IY College students, during the college vacations.</li><li>• FYBA students to be given some Library assignments, using Statistics in consultation with Librarian Medha Taskar.</li></ul>
4.	<p><b><u>Contribution of the Subject of STATISTICS to St. Xavier's College.</u></b></p> <ul style="list-style-type: none"><li>• Several students and staff members of other departments of the college, seek suggestions and guidance from our department staff for their research projects.</li><li>• The Post Graduate Diploma in Data Science (PGDDS) conducted by Sankhya Analytics &amp; Research Pvt. Ltd. in collaboration with the our department is a successful and much sought after course.</li><li>• The Data Science certificate course conducted for our undergraduate students in collaboration with FinStat Academy adds value to the overall quality of Statistics graduates passing out.</li><li>• The Department contributes to teaching basic Statistics to various Second year Arts students of different departments through our Cross faculty course 'Descriptive Statistics'</li></ul>
5.	<p><b><u>Collaborations</u></b></p> <ul style="list-style-type: none"><li>• The PGDDS course is conducted in collaboration with Sankhya Analytics &amp; Research Pvt. Ltd.</li><li>• FinStat Academy</li></ul>
6.	<p><b><u>Library – Within the Dept</u></b></p> <p>All the books in our Department library are entered in a log book. Each department member individually lends books from our Department library to students on a one to one basis and takes responsibility of the book lent out.</p>
7.	<p><b><u>Contribution to QEP</u></b></p> <ul style="list-style-type: none"><li>• Our Department offers the Market Research Programme by Mr. Pradeep Nair, for FYBA/BSc students.</li><li>• Workshop on Mathematical Puzzles &amp; Quiz by Dr. Mangala Gurjar, for SY students (2017-18)</li></ul>



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