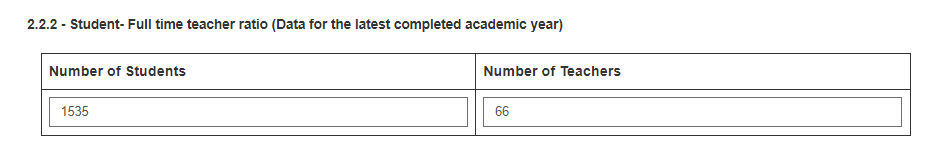


**2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners**

**Peer Learning**

Peer learning has been going on informally for several years. From the academic year, 2017-18, peer learning was formalized. This is a process wherein academically bright student teaches a group of academically weaker students. Advanced learners assist slow learners by explaining difficult concepts. A record is being maintained by the college regarding the execution and other details of peer learning. The outcome of peer learning has been encouraging. During the academic year 2021-2022, due to Covid – 19 Pandemic, peer learning was not feasible for the odd semester as the students were attending online classes from home and peer interaction was very minimum. However, it was conducted for the even semester as students were permitted to come to college for offline classes. During the even semester, advanced learners were identified and encouraged to assist the slow learners to help solve their minor difficulties, doubts and any queries. This was in addition to asking subject teachers. This entire activity was documented in a formal manner and corroborated by the subject teacher. The pandemic period was a tough period for many students due to network problems, absence of continuous access to mobile phones, unable to understand online method of teaching.



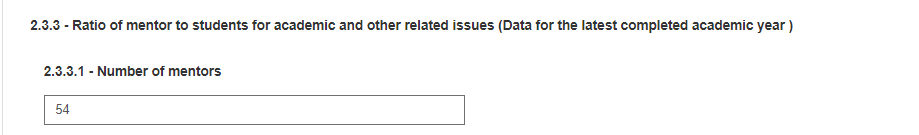
**2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

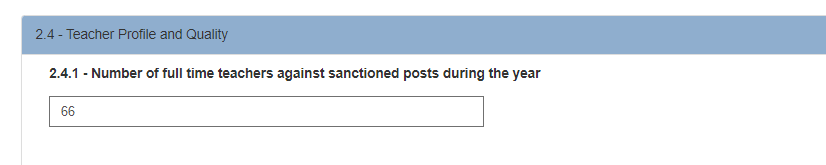
**Experiential learning**

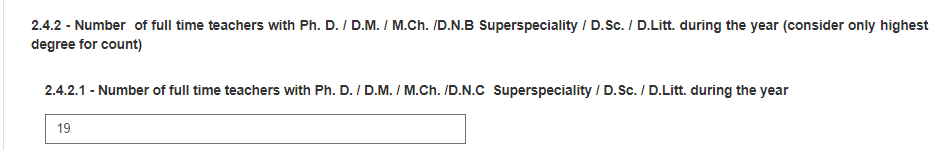
* Internships are undergone by students to get a hands-on experience in industries as part of the curriculum of B.B.A. and B.B.A. (Shipping and Logistics) programmes. Students report and the certificate issued by organizations, is evaluated and assessed. M.Com. students undergo summer internships as part of their curriculum. Field trips, surveys, industrial visits and study tours are organized across all programmes.
* The final year students work on projects/dissertations, and submit a report of the project/dissertation for internal and external evaluation.
* Participative learning methods such as interactive group discussions, presentations by students, movie screening, role plays, case studies and course related games are regularly used.
* Interactive group discussions and debates are encouraged in classrooms on current issues. The Department of English conducts sessions on article reviews and report writing as a part of their curriculum. Executives, experts from industries and NGOs are invited to share their expertise with the students.
* Case study: The Department of Business Administration use case study method as problem solving methodology. Similarly B.C.A. students use computers and programming techniques to solve practical problems.
* In M.COM. department discussion on contemporary issues and news related to business, economy and government policies is held during the newspaper analysis lecture.

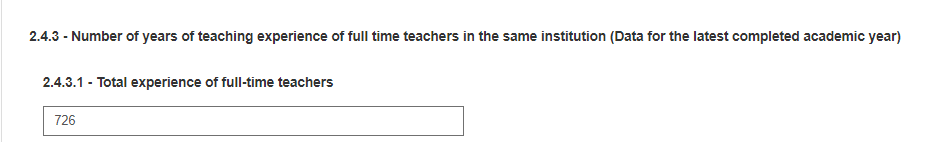
**2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words**

At M.E.S. College teachers use diverse set of ICT tools and resources to communicate, create, disseminate, store and manage information. Teachers use ICT tools such as laptops, Desktops, LCD projectors and speakers. E-resources used by the teachers are Google Classroom, Moodle, Inflibnet, EPG Pathshala, NList, Flip classroom, Google Forms, Google Meet, Research articles, Gretl, Mobile Apps, Interactive Softwares and Interfaces, e Ignou , Google collaboration , G Suite , Google Scholar , E-Reader apps , Linguistic softwares and apps, SWAYAM, Coglab Software, PDF and YouTube videos, EViews. Teachers use Google classroom wherein the teaching material and syllabi are uploaded. The assignments are submitted online and circulated to the class as reference material. Students also make video presentations for their assignments which are circulated to their peers. Videos related to subject matter are shown to students, followed by a discussion of the same via Google Meet. In language courses, word games are organized using Microsoft office word and students are also encouraged to use blogs. During pandemic teachers have engaged almost all lectures online through Google Meet where the lectures were recorded and the link of the recorded lectures was shared with the students for future reference.









**2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.**

* The mechanism of internal assessment is done in a transparent and robust way by strictly following the Goa University ordinances related to conduct of examination. The internal assessment is 20% of the total assessment for B.A., and B.Com. programmes, 50% of the total assessment for the B.B.A., B.B.A. (Shipping and Logistics) and B.C.A. programmes and 40% of the total assessment for M.Com. programme. Internal assessment is conducted (Intra-Semester Assessment) semester-wise.
* Transparency is maintained by showing assessed answer sheets of ISA to the students. B.B.A., B.B.A. (Shipping & Logistics) and B.C.A. programmes use individual and group assessments. There are group written assignments, group presentations, group role plays, group industry assignments, and group activities. Oral forms of assessment include debates, role plays, presentations, viva, and class discussions. Written modes of assessment include closed book tests, open book tests, and surprise quizzes. On the job learning is done through internships and simulations through case analysis.
* Short film (Digital Story Telling- DST) by B.COM. and B.A. Sem II students
* Video assignment in the course, ‘Culture Study through film: America’ by B. A. Semester III students
* Preparation of payrolls by students in Compensation Management course
* B.A. Sem II students were given topics on environmental conservation

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The college has Examination Grievance Committee in accordance with Goa University Ordinance. As per the Goa University Ordinance OC-66.5. Clause 6: (a) (i) Revaluation of answer books of the candidates at Semesters V and VI is permitted as per the existing provisions of OA-5.15 for revaluation/ verification. ((b) The following shall be the procedure for the verification of marks: (i) After the receipt of application from the candidate, within 10 days the candidate shall be shown the answer book. (ii) If the candidate is not satisfied with the result on personal verification of answer book, he/she may apply to the College Grievance Committee within a week. Investigation of grievance by College Grievance Committee is conducted as per the Goa University ordinance OC-66.7.3. If required shall take appropriate action including reassessment of the said answer books. OA-5.2.6 is followed if allegations against the teachers are found true and if not a minimum fine is imposed on the student, Any malpractices during the examination are referred to the College Unfair Means Inquiry Committee and are investigated as per Goa University Ordinance OC-66.7.2.

**2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

The college displays the Course Outcomes of all the programmes, on the college website and communicates the same to the students via mail/google classroom. All the Programme Outcomes, Programme Specific Outcomes and Course Outcomes are submitted to the IQAC for a review. The Principal holds regular meetings with the Heads of Departments to review and revise course outcomes for all courses. The programme outcomes, programme specific outcomes and Course Outcomes are prepared after thorough deliberation and discussion with the faculty members. However, the course outcomes of new courses introduced are framed by the faculty members teaching the same course/paper and submitted to IQAC which reviews the same and is uploaded on the college website. The learning objectives and course outcomes of each course are stated in the teaching plan of the faculty members and communicated to the students at the beginning of every semester. This helps the faculty of the college to get a sense of direction while teaching and setting the paper. The course outcome enumerates its usefulness in developing the student’s personality, future career opportunities and knowledge addition. Students are enlightened about new concepts, new ideas and the advanced knowledge they will acquire on learning the respective course.

**2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.**

M.E.S. College is an affiliated institution, the Ordinances of Goa University are adhered to for the formal measurement. As per Goa University Ordinances, there are two components of assessment for each course: Intra-Semester Assessment (ISA) and Semester End Examination (SEE) the ISA and SEE ratio is 20% - 80% weightage respectively for the B.A. and B.Com. programmes, 50% - 50% weightage respectively for the B.B.A., B.B.A. (Shipping and Logistics) and B.C.A and 40% - 60% weightage respectively for M.Com. programmes. Question papers for the ISAs and SEE are set by the faculty members based on the learning objectives and outcomes outlined for each course. Due to COVID 19 pandemic the question papers for semester I & III were emailed to the students and scanned copies of the answer sheets were submitted back to the email addresses created for each semester. However, the exams for semester II & IV were answered offline. Students came to college to answer the exams. The exams of semester V & VI were conducted in offline mode. ISA were conducted in an online mode through google form, scanned question papers, e- assignments and report writing. An important method of assessing course outcomes is analysing the results.

