

**POINTS FOR MAKING COLLEGE COMPREHENSIVE DEVELOPMENT PLAN  
(2017-2023)**

**INTRODUCTION:**

Sree Narayana Guru College of Commerce was started in the year 1986 at M-Ward East slum area of Mumbai Municipal Corporation to provide quality higher education to the youth living in and around the area. Until 2006-07 the College had only one undergraduate B. Com. Grant-in-aid program. It started a P.G. program M.Com. (Accountancy) in the year 2007-08, four U.G. programmes in 2010-11, 2 U.G. programmes in 2011-12 and another four U.G. programmes in 2014-15. As on today the College is offering 10 U.G. programs and 3 P.G. programs and having 1,764 students.

**Improving basic skills across the curriculum to increase student success, persistence and institutional effectiveness:**

Majority of our students are from very low household incomes and from low educational family background or first generation learners. Students perusing higher education at our College are significantly under-prepared for college-level education due to poor basic skills and limited exposure. These factors make progress towards a post-secondary education difficult for students at our College. To overcome these difficulties, the College engages in remedial classes, bridge courses and NUSSD programs for the students.

**The College Development Plan** should evolve on wide participation in analysing institutional strengths and weaknesses. It should include soliciting input from faculty, staff, administrators, students, alumni, Management members and community representatives, reviewing environmental scan data, and holding discussions on strategic issues. The plan should be drawn up on a long term basis and updated every year to reorient goals and priorities. To begin with, the College should focus on increasing the success rate of students in academics by enhancing the quality of teaching and learning. This should be accompanied by imparting practical skills for employment and entrepreneurship. There should be adequate mechanism to assess student learning capabilities with a view to enhancing institutional effectiveness.

**A planning team** is to be made consisting of representatives from academic divisions and collaborative governance committees. The team has to develop the **Comprehensive Development Plan** that would articulate the most pressing problems across departments and suggest solutions. Information and recommendations are to be gathered from faculty through focus group discussions and interviews. Major concentration should be on the Student Learning Outcomes and their proper placements. To achieve that there should be **Assessment Committee, Staff Development Committee and Basic Skills Committee** in place.

As we are in the midst of NAAC reaccreditation Self Study Report preparation we are able to review very current data. The College consists of one aided B.Com program with experienced teachers and nine self-financing undergraduate programs with comparatively fresh teachers or teachers with very less experience. Due to shortage of qualified teachers 6 subjects are taught by each teacher in place of 5 subjects as per the University norms. Also there should be more technical, supportive and administrative staff to serve the students better.

**An Analysis of academic programs offered** is to be made to find a data-driven, institutional understanding of our strengths and significant problems to seek stronger, sustainable change throughout the institution.

The requirements are:

- Quality instruction and dedication of staff
- Motivated faculty that nurtures a culture of inquiry
- Midterm progress reports from faculty sent to weak students
- Good foundation of learning resources widely accessible to students
- Focus on student learning and becoming a learner-centred college, piloting faculty inquiry projects, creating a new learning community for students, and strengthening the students bonding with the faculty.
- Supplemental instruction for higher numbers of low-income first generation students.

The lack of a focused faculty/staff development program leaves faculty and staff ill-equipped to address the challenges students face and unable to attain the desired goals. Faculty are by and large unfamiliar with and/or underutilise a variety of pedagogical methods that are successful for students' development. Faculties are rarely having any formal preparation in effective pedagogy and have little experience or preparation to serve as facilitators of learning rather than lecturers.

#### Desired Institutional Management:

- Strong collaborative governance process that involves all college constituencies.
- Use of software that tracks and analyses progress on student learning outcomes.
- Use of internal and external data to guide decision making
- Promote innovation
- Collaboration with successful institutions of similar types
- Provision of well-maintained sufficient campus learning infrastructure
- Improved budget development and management

#### Timeline of Stakeholder Activities, 2017-2023

Activity & Period	Persons to be involved	Purpose
Educational Master Plan & Strategic Plan (Period: 2018-2023)	<ul style="list-style-type: none"> <li>• All faculty and staff</li> <li>• Management</li> <li>• Community leaders, students, alumni reps., industry partners</li> </ul>	To set long-term vision and priorities for the College
Strengthening Pre-Collegiate Education – May 2018	<ul style="list-style-type: none"> <li>• Coordinators of all programs</li> <li>• Faculty Chief Coordinator</li> <li>• Students</li> <li>• Management</li> </ul>	To produce videos to document students' experiences with reading college messages
Learning Connection Academic Support Services – 2017-2020	<ul style="list-style-type: none"> <li>• Tutors/Peer leaders to be hired to provide student assistance</li> </ul>	To provide effective, faculty-driven, research-based academic support services to students
Visits to/Consultations with colleges and Deemed Universities – 2017-2018	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty Chief Coordinator</li> <li>• Management Lead</li> </ul>	To study and observe successful practices which demonstrate success with student learning outcomes
Basic Skills Initiative Projects – 2017-2019	<ul style="list-style-type: none"> <li>• TISS NUSSD team</li> <li>• Management Lead</li> <li>• Faculty team</li> </ul>	To pilot projects targeting improving basic skills instruction and learning
Community Survey – 2017-2018	<ul style="list-style-type: none"> <li>• 100 second year students</li> <li>• Community members</li> <li>• Employers surveyed</li> </ul>	To assess the community's needs and their perception about the College

Students' Learning Outcomes Committee - 2017-2018	<ul style="list-style-type: none"> <li>• Coordinators of all programs</li> <li>• Management representative</li> </ul>	To coordinate and formalise the development and use of student learning outcomes for assessing student learning.
Student Accreditation Survey - 2017-2018	<ul style="list-style-type: none"> <li>• All Program Coordinators</li> <li>• All students</li> </ul>	To assess student experiences, attitudes and perception of the effectiveness of academic programs and student services
Faculty/Staff Accreditation Survey - 2017-2018	<ul style="list-style-type: none"> <li>• All faculty and staff</li> </ul>	To assess faculty and staff experiences, attitudes and perceptions of the effectiveness of the College.
Faculty Evaluation Committee (2017 onwards)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Top Management</li> </ul>	To evaluate faculty efficiency with the help of student feedback and observations.
Correcting the ventilation issues in the building - 2017-18	<ul style="list-style-type: none"> <li>• Students Welfare Committee</li> <li>• Management</li> </ul>	To provide a better air circulated suitable classrooms for the students to concentrate on studies
Adding more classrooms and learning infrastructure - constructing two additional floors in the existing building 2017-2019	<ul style="list-style-type: none"> <li>• Management</li> <li>• Principal</li> <li>• Chief Coordinator</li> <li>• Student representatives</li> <li>• Alumni</li> </ul>	To provide adequate number of classrooms, computer labs, library, reading room and other facilities
Adding more computers, other teaching aids, and library resources - 2018-2019	<ul style="list-style-type: none"> <li>• Management</li> <li>• Principal</li> <li>• Chief Coordinator</li> <li>• Student representatives</li> <li>• Alumni</li> </ul>	To provide adequate learning resources for better learning outcome
Introducing full-fledged software for all aspects of administration, learning and students support - 2017-2018	<ul style="list-style-type: none"> <li>• Management</li> <li>• Principal</li> <li>• Chief Coordinator</li> <li>• Student representatives</li> <li>• Alumni</li> </ul>	To provide a complete ICT for all aspects of daily smooth functioning of the College with proper documentation.
Appointing adequate qualified teaching and non-teaching staff - 2018-2019	<ul style="list-style-type: none"> <li>• Management</li> <li>• Principal</li> </ul>	To achieve all desired goals

**Improving Basic Skills across the Curriculum to increase student success, persistence, and institutional effectiveness is to be comprised of the following components:**

- Focussed faculty training for the development and replication of successful strategies for under-prepared students.
- Faculty participation in inter University/collegiate seminars and conferences where newer teaching /learning methodologies are presented/discussed
- Each faculty should participate in an extensive training program focussed on teaching basic skills across the curriculum. The training should include the special topics as given below:
  - a) Learning theory and curriculum design
  - b) The use of instructional technologies
  - c) Effective strategies in developmental education such as Learning Communities, Mastery Learning, Reading Apprenticeship and connecting learning support services to coursework
  - d) Recognising learning disabilities and using simple interventions
  - e) Matching teaching styles with student learning styles.
  - f) Integrating study skills/college skills into the curriculum
  - g) Developing and using student learning outcomes effectively.


After completing training, each participant should then (1) design an assessment of student learning outcomes; (2) new instructional method, or learning support intervention; and (3) assess its effectiveness.

- Development and expansion of Academic Learning Support and Early Intervention Activities: Tutors and peer leaders provide tutoring in subjects across the curriculum, review workshops for students in which individualised study plans are set based on initial assessment of students' skill levels. Each semester, faculty should be able to direct struggling students to the workshop.
- Creating an infrastructure for the replication and dissemination of successful strategies for students
- Support the development and assessment of student learning outcomes

**A teaching-Learning Chief Coordinator should be designated from among the senior teaching staff or the senior Management with the following inclusive responsibilities.**

- Monitor teaching / learning performances across all programs of the college
- Assist instructors in choosing issues and formulating inquiries which, when explored, promise to achieve greatest results in both teaching excellence and student learning.
- Support teacher classroom inquiry
- Support faculty leaders with developing projects and materials
- Coordinate faculty workshops on learning theory, curriculum design, and research based strategies, in collaboration with speakers/consultants
- Refer instructors to resources both within and beyond the College
- Facilitate meaningful assessment of faculties in collaboration with the learning assessment coordinators.
- Coordinate and facilitate the creation and modification of professional development curriculum and materials.
- Coordinate semi-annual college-wide symposia, in collaboration with the faculty and staff
- Facilitate preparation of a College Development Plan, in collaboration with the all concerned.
- Coordinate maintenance and updating of college website
- Organize / Hold Staff Development Committee meetings and other committees engaged in teaching learning activities, as needed.



  
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