



CRITERION II

TEACHING-LEARNING

AND EVALUATION





TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

2.1.1. The admission process is helped by giving the college Prospectus to students. The college website www.nalandadanceeducation.com gives information about the college activities as well as the admission process. The advertisements for admission are given in regional newspapers in the month of June of every academic year.

The college is allowed to take 25 students at entry level. Since this is a unique course requiring good health as well as aptitude, we get limited students each year. Our admission process is very transparent.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (I) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

2.1.2 I) Students seeking admission in Foundation-I of B.P.A. (Bachelor of Performing Arts) Dance Degree course (Five year integrated course) are taken after (10th) S.S.C. or 'O' levels as per the eligibility criteria given by the University of Mumbai.

ii) According to the University Ordinances and regulations, those who wish to take admission in B.P.A. (Bachelor of Performing Arts) – Part-I and who have completed H.S.C. or 'A' levels are granted admission only after a stringent test taken by the faculty of the college. At this level a student should be having certain number of years of dance training to skip Foundation-I and Foundation-II of this course.

iii) For seeking admission to M.P.A. Degree course, according to the University ordinances, the students should have a Bachelor's



Degree of either University of Mumbai or any other statutory University in Dance. If a student has sufficient number of years training in classical dance and also possess a graduate degree etc a stringent written and practical test is conducted. A student is supposed to procure atleast 50% marks in this entrance test to take admission at M.P.A. level.

iv) Students having Certificate, Diploma and Advance Diploma in Dance in Kathak of University of Mumbai and having a graduate degree of any statutory university are also given admission at Post Graduate level.

v) For admission to the part-time Certificate in Kathak course of the University of Mumbai the eligibility is (12th) H.S.C. pass.

For admission to the part-time Diploma course in Kathak of the University of Mumbai the eligibility is having passed the Certificate course examination Or a graduate degree in any discipline and proof of expertise in Kathak.

For admission to the part time Advance Diploma in Kathak the eligibility is passing the Diploma course examination.

The admission process of our college strictly follows the Ordinances and Regulations of the University of Mumbai.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the program offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

2.1.3 Admission to the eligible students is given in this college as per the rules of Mumbai University. The percentage of the students starts from second class. Every year college admits many students who have scored more than 80% of marks. The college does ascertain the aptitude of student to dance. Thus the minimum and maximum percentage of marks for admission at entry level for each program



offered by the college varies from year to year. As this is the only apex and high quality standard college of Dance, affiliated to University of Mumbai there is hardly any scope for its comparison with other colleges.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

2.1.4 We stringently follow the admission process laid by University of Mumbai and Government ordinances. To review the admission process the college has no freedom. University of Mumbai provides guidelines for admission process. We give admission to all eligible students, who apply as per the rules.

It is important to note that this is the only full fledged college of Dance in India. Thus, those who seek admission in this college are eligible to use the assured progression. We cannot deny admission to any eligible student till M.P.A. Part-II.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

SC/ST

OBC

Women

Differently abled

Economically weaker sections

Minority community

Any other

2.1.5. The admission policy of the institution is such that all deserving students and students who have a keen interest to study dance at a professional level, are given admission. Admission and other facilities are given as per the Government policy.



Dance requires special training. So the differently abled students hardly strive for admission in this college. Special focus is given to students who are weak learners. Freeships are given to the reserved category students as per the rules and regulations. The Management also helps the students of economically weaker section and gives them free-ship. It is very important to note that the fees of our college are quite minimal and affordable to all.

Indian classical dance is heavily women oriented. Thus, maximum number of girls are eligible to take admission. In all classes we have more than 98% girl students.

The students having dyslexia are given admissions. We cannot give admission to those whose body is miserably poor and cannot make any movements.

- 2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

*** The Class wise and Year wise list is attached in the Annexure.**



Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			1:1
2009-2010	74	74	
2010-2011	81	81	
2011-2012	80	80	
2012-2013	80	80	
PG			1:1
2009-2010	21	21	
2010-2011	20	20	
2011-2012	16	16	
2012-2013	18	18	
M.Phil.	NO M. Phil		
Ph.D. 2009-2010	4	4	1:1
2010-2011	4	4	
2011-2012	4	4	
2012-2013	4	4	
Integrated PG Ph.D. Value added 1 2 3			
Certificate			1:1
2009-2010	7	7	
2010-2011	14	14	
2011-2012	12	12	
2012-2013	17	17	
Diploma			1:1
2009-2010	3	3	
2010-2011	4	4	
2011-2012	10	10	
2012-2013	6	6	
Advance Diploma			1:1
2009-2010	-	-	
2010-2011	2	2	
2011-2012	4	4	
2012-2013	7	7	
P.G.Diploma (Dance & Fitness)			1:1
2009-2010	6	6	
2010-2011	-	-	
2011-2012	2	2	
2012-2013	-	-	



2.2 Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

Dance needs stamina, endurance, high energy, dedication, constant training and practice under experts supervision. A sound body and mind are basic requirements. Hence there is not much scope of admitting differently-abled students.

In this current academic year we have identified two students having Dyslexia. Their parents have submitted the relevant documents. Special care is taken in teaching these students. We have worked out a plan for them. Our focused teaching with great care is proving rewarding. In such cases, if required, we do seek help of Dr. Maya Nanavati the Occupational Therapist, Harkissondas Narottamdas Hospital, and a Visiting faculty of our college.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

The University of Mumbai reserves the rights regarding the admission criteria. In this regard, the college has no powers. Since this is the only college of dance, in India, the progression, is automatic. We seriously consider the students passion for dance and give personal attention for his/her progress in dance.

There is no provision for assessing the students knowledge and skills before the commencement of the programme at Foundation-I level. Students study the same subjects in theory and practicals according to the syllabus. Rigorous and stringent training is given under the supervision of able teachers. In addition to make them physically fit and prepare their flexible body for perfect dance postures, we have introduced special dance exercises, which helps students to understand and perform classical dance with basic posture of dance. These exercises are based on Yoga and Kalari Payettu, a martial art from the state of Kerala. For the P.G. Diploma in Dance & Fitness, Dr. Prasad, an expert in Kalari from Kerala is invited every year as a visiting faculty.

At the time of admission directly to B.P.A.-I and MPA-I student's



practical skills and theoretical knowledge is assessed. Accordingly the areas of weaknesses are pointed out . and efforts are taken to make them professional dancer.

- 2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.

For a fresher who seeks admission in the college, the concept of studying classical dance itself for degree is new. They are given an introductory lecture by the Principal of the college. The teachers also acquaint them with the surroundings and orient them towards theoretical and practical subjects of dance. They are introduced to disciplined learning and they are guided carefully towards blossoming into Professional Dancers or "Total Dancers", proficient also becoming a "better Human Being" - A Sensitive Dancer (Artist).

- 2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The atmosphere in the college is holistic and thoroughly professional. Various national and international events help to sensitize our staff and students. Elocution competitions as well as celebrating festivals help to sensitize our staff and students. We have framed committees such as Anti-harassment Committee , Anti-ragging Committee to initiate steps to sensitize our staff and students on issues such as gender inclusion.

So far as gender issues are concerned, being a dance college we have majority of girls students. Guest Lecturers who are invited to speak on gender issues. There are committees like Sexual Harassment Committee which deals with there problems (if any). Quite often there are lectures arranged in the college to sensitise staff and students towards environment and other core issues. Management, respected Principal and staff gives full support to students by their participation and encouragement for organizing such events to enable their understanding.

- 2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?



The advanced learners are identified and given challenging tasks in learning. They are also encouraged to participate in the productions of Nalanda. During their tenure in the college, they are asked to do research projects which make them familiar with research culture. Students are also allowed to participate in Youth Festival of University of Mumbai and other Inter-collegiate competitions according to their talent and interests. We are proud that our students are awarded scholarships of Govt. of India for their future studies.

The special learners fall into two categories. One group is weak in theory but good in practicals or vice-versa. While other group is weak in both. Those weak in theory normally are poor in English and communication skills. Now a days the university of Mumbai has given permission to write the examination papers in Marathi. Our teachers explain their relevant subjects in Marathi to the students who are writing their papers in Marathi.

- 2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

It is not difficult for our institute to collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.. The basic reason behind this is the limited number of students in our college. As number of students is limited, we have a perfect rapport with all students. Due to one to one correspondence, we are able to tap at early stage the students at the risk of drop out. Regular practicals and theory classes, class tests and periodical test, participation of students in co-curricular activities are the major sources of authentic information in this regard. Regular interaction with students and special discussions with parents and mentors is an added resource that helps to find the students at the risk of drop out.

In extreme cases, the students who become physically unfit due to unavoidable reasons or over burdened with other responsibilities are at the risk of drop-outs. Students coming from disadvantaged section of society or slow learners are given extra attention by the teachers.

The college provides psychological and financial support to students



at the risk of drop out and helps them as per the case. It is important to note that only those who are unable to complete the course due to extreme conditions opt to drop out otherwise college helps in all parameters to students to complete their course.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

The college prepares an Academic Calendar and teachers prepare teaching plan at the beginning of each term. Excluding examination days, we plan workshops in two terms. Thus the teachers know the exact available time to teach and accordingly prepare their teaching strategies. Each teacher plans the teaching schedule as per syllabus.

To evaluate the learners, assignments are given periodically. Through practicals their mistakes are corrected. Monthly tests are conducted to evaluate the students. Students progress are also evaluated on the basis of their Power-Point Presentations and other assignments given to them. The Terminal Examinations of theoretical subjects are conducted on the basis of their said assignments.

2.3.2 How does IQAC contribute to improve the teaching -learning process?

The IQAC helps immensely to improve the teaching -learning process. By considering past experience and future prospects, it has helped to nourish and adopt best trends like event management, workshops, seminars, programme coordination, recording and preserving traditional ideas, which are concurrent with the ideals of the institution, of great Gurus.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

2.3.3 Theory - Practical Ratio for every class is as follows -

Foundation I and II	40 : 60
B.P.A. Part I	30 : 70
B.P.A. Part II	25 : 75



Degree	25.75
MPA	25.75
Diploma	25.75

It is an integrated teaching methodology that is implemented here. Theory supports the practicals and as such during theory lectures also demonstrations are held. Otherwise lecture method of teaching is used for teaching theoretical subjects. The students are given projects concerning their subjects. They get marks for the oral presentation of the project as well as for the written material. These marks are included in their Terminal examination marks.

Practicals are supplemented by practical demonstrations by teachers. The students are shown the video recordings of renowned gurus who had conducted extended workshops in their particular styles in the college. Nritya Bharati which is a Dance serial prepared by Nalanda is also shown to the students to give them a good idea of seven classical dance styles. The students are shown all this archival material very systematically.

We are providing computerized notes to students at free of cost. Students are further encouraged to read the books identified by teachers. It is important to note the necessity of genuine notes prepared specially by our teachers. It is a fact that there is hardly any ready reference to dance literature. Our teachers prepare notes based on their vast experience, knowledge and need of syllabus. For this they refer many informative books on correlated disciplines such as painting, sculpture. Thus, these notes are a stepping stone even for inter disciplinary education.

The viewing of DVDs of relevant subjects also enhances the learning of students. The seminars and workshops conducted every year contribute immensely to keep them upgraded.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

2.3.4 The formulation of the course from Foundation I to M.P.A. (Dance) is a layered progression. This largely is based on the assumption that the average student who takes up this course is acquainted with the audio-visual aspect of dance but would not know the details of the final product. Any classical dance style is made up of vocal music, instrumental music and dance. Out of these lyrics incorporate the



religio-philosophical content and music binds the entire dance presentation. Dance is visual presentation made up of body movements. Lyrics and music come under "content" where as, the body movements come under "Form".

As far as training is concerned both form and content have theoretical as well as practical aspects. It is on these universal cardinal principles that the course is designed in a layered way which motivates an aspiring dancer's sensitivities to a gradual realisation of what is 'Total Dance' and what 'The Total Dancer' is. The principle is based on the natural law of progression in imparting training from micro to macro.

The choreographic presentations that the students perform sharpen the creativity and enhance their knowledge and understanding of this great tradition of Indian classical dance.

Teachers teach students choreography. We organize dance presentations periodically. In these presentations, common theme is given to students. With the help of teachers, they select lyrics, set music.

We also organize special presentations prepared by the students. They are asked to submit synopsis before the presentation. It is an important and pioneering activity of our college. For this we provide them computer, library and even recording studio. This structural support helps them a lot and make their presentation perfect which ultimately enhances their knowledge and experience.

In examinations and tests at senior level they are asked to prepare projects and write essays. They are also asked to deliver a power point presentation on it. It makes them to think critically, analytically and present their view point.

Classical dance essentially requires a perfect scientific temper. We focus more on student's critical thinking and creativity to transform them into lifelong learners and innovators. Small research based projects pertaining to the syllabus are given by the teachers.

The choreography classes introduce the concept of creativity in dance to the students.

How to follow the tradition and remain within the purview of tenets of the texts like the

Natya Shastra and create new items is analytically taught to students. Theoretically also critical analysis of items is taught wherein students



are constantly reminded to maintain synthesis between theory and practical. They are trained to bring in right balance between theory and practical in their dance presentations.

- 2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

This is an apex college of traditional and classical dance. We skillfully use the comprehensive material of genuine and quality archivals, books in Sanskrit, Tamil, Malayalam, Telugu, Marathi, Hindi and other languages. Even the audiovisuals are made available for the students and faculty. Scrutinized versions of internet material and e-libraries are made available as a ready reference. The VCD's of scholars are specially prepared and designed for upgrading the knowledge of the students. The most appropriate resources available at NPTEL, NME-ICT and others are also used as per the need of the syllabus. Students are given projects to present in Power-Point pattern. Learners do use resources from NPTEL, NME-ICT, etc. to complete their assignments.

- 2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Our college takes initiative in organizing and participating in various national and international workshops, seminars, expert lectures, conferences. The list of workshops, seminars, conferences organized by our college is enclosed herewith. Peers and scholars in the field of dance are cordially invited in our college to give training to the faculty and students. Recently Prof. Chandrashekar had organized a workshop in our college. For students the events and competitions such as debate, group debate, book review are organized. Through this, their confidence level is upgraded. It motivates them to study and present various aspects of a topic. Recently Janmastami and Ganesh Chaturthi were celebrated in our college in the most traditional manner. It included classical dance and dance drama, related to the theme of the event. It helped students to know the basics of Indian culture, mythological and epic stories and its importance in today's era. Our students also participated in drawing,



script writing, elocutions and folk dance of Youth Festival of University of Mumbai.

Our faculty members do participate and attend national and international conferences. It helps them understand the upcoming trends in their field.

Our college has started a unique activity. In this , a comprehensive study of selected characters from Indian epics, mythological stories and others is made by the student participant. A speaker, a student of our college, selects the character of his/her interest and presents various facets from different and new perspectives. It helps budding dancers to know more about Indian tradition art, literature and history. It creates holistic atmosphere. We call this series 'Satsanga Series'.

Our students are sent to various competitions at university, state and even national level. This year our students have reached to the state level competition organized by university.

We use every resource that helps our student and faculty to expose to advanced level of knowledge and skills.

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

Since the student - Teacher ratio is different (8:1) there is one to one relationship between our students and teachers. Students share their problems be it academic, personal, psychological or even social with their teachers. Due to strong rapport with students, teachers are able to detect serious matter (if any) in advance. A mentor is allotted to each student. They keep record of student's academic and professional progress. Through their regular interaction, they are able to discuss (personally) about their life in college and their difficulties (if any). It is found that these discussions are fruitful and rewarding for students. We provide them psycho-social support to complete the course with flying colors. If required, we also take help from professionally trained psychologist/Psychiatrist to deal with such cases.

The syllabus itself is all encompassing which deals with spiritualistic and the "Content" aspect of dance is imbued with these lofty ideas.



These concepts inculcate good values and balanced approach in the minds of our students..

We provide integrated teaching training to our students at Masters level. It helps many students to work as a teacher after completing their education. Basically all learners, who complete the degree from our college become successful professional classical dancer. Most of our students become good dancers and dance teachers. They start their own institution of dance. The Management provides affiliation to their institutions.

This is a women-oriented course. Maximum students of our college are girls, It is a natural process in our college that students open up their minds to the faculty and get most professional advices. Our Principal and most of the faculty members are female. They have studied in this college. They are aware of the difficulties that may hamper their study. It is an added advantage for our students. Naturally teachers help students in better ways.

- 2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

For a long time in our college the lecture method was used by the teachers in the class. Notes were dictated and explained. Since last five years, the computerized notes are distributed to students and classes have become more interactive and participatory. Since there are no prescribed text books teachers guide the students to refer the selected and most appropriate reference books pertaining to their syllabus and make their own notes. Students are encouraged to refer to various books and their self-made notes are checked by the teachers. Subjects like epics where Ramayana and Mahabharata are taught in detail are also viewed on the LCD. Audio-visual method helps them to retain their knowledge in their minds effectively. Similarly DVDs of great maestros are observed. This viewing helps them to enhance their own performance and understanding of dance.

Students are encouraged to present their projects in power-point presentation method and marks allotted for this assignments are included in the terminal examination.



2.3.9 How are library resources used to augment the teaching-learning process?

The college has a library having around 3000 Books, Journals and Magazines. Nalanda has prepared numerous DVDs of maestros, peers and foreign dancers. We have also recorded the dances, of gurus who are no more. These are the gems in our library which are exclusively used by the faculty and the students.

To inculcate reading habit among students every week they are asked to sit for extra hour in the Library and read books relevant to their subjects. We have framed a Library Committee to maintain and upgrade library resources to be used in learning process.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.
No.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

The staff of the college is highly qualified. Most of them being the alumni of Nalanda, they themselves are aware of the need of the students, which aspects of the syllabus is to be highlighted and which of it to be upgraded.

The Academic Audit Committee looks into the qualitative teaching methodology of teachers and guides them towards changing requirements of the curriculum. Through this art form is bound by the tradition and curriculum changes are rare, but they are done if teacher suggests them.

Teachers attend Orientation and Refresher courses which gives them various ideas regarding the ICT methodology and help them to keep abreast with the technology and contribute towards qualitative growth of students.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and



retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.				01	01	01	03
M.Phil.							
PG						03	03
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

2.4.2. How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

Not Applicable.

2.4.2 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

Teachers are granted on duty leave for Refresher courses or orientation courses held at Academic Staff College .

a) Nomination to staff development programmes



Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	01
HRD programmes	
Orientation programmes	
Staff training conducted by the university	
Staff training conducted by other institutions	Nil
Summer / winter schools, workshops, etc.	Nil

- b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning
- ❖ Teaching learning methods/approaches
 - ❖ Handling new curriculum
 - ❖ Content/knowledge management
 - ❖ Selection, development and use of enrichment materials
 - ❖ Assessment
 - ❖ Cross cutting issues
 - ❖ Audio Visual Aids/multimedia of Great Gurus are prepared.
 - ❖ OER's
 - ❖ Teaching learning material development, selection and use
- c) Percentage of faculty
- * invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies - 3%
 - * participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies - 95%
 - * presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies - 95%

2.4.3 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

We strictly follow the rules and regulations of Govt. of Maharashtra



and University of Mumbai to recharge teachers. Our teachers apply for research grants to U.G.C. and University of Mumbai as per rule. They are encouraged to undertake choreographic works and exposed to the audio-visual art. The institution makes the payment in this regards per rule. Their names are also recommended for orientation and refresher course. We also grant them study leave and support for academic publications.

The institutional culture and environment has significantly contributed to the achievement of the faculty. They are given opportunity to participate in Nalanda's highly recognized production. They are also exposed to opportunities to choreograph and dance.

- 2.4.4 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

The institutional cultural and environment of our college is thoroughly professional and holistic. Studies in Indian Culture , tradition , myths and legends make them proud. Enthusiastic and constant involvement in traditional practice of teaching makes them keen in reading more and give the best. Expectation from students, parents and society make them sensitive to maintain the dignity of the strong Indian tradition and culture.

Through this the thoroughly professional environment naturally comes out and maintained automatically. It is multi-beneficial. As it is the only college in India, the society is keen to know and notice our apex standards and substantial contributions. Through this, our integrated people are honoured.



Sr.No.	Name	Name of the Award
1.	Dr. (Smt.) Kanak Rele	PADMA BHUSHAN' – 2013 PADMASHREE - 1990. Nrityachoodamani, Madras - 1978. Nartan Vilas, Sur Singar Samsad - 1983 Gujarat State – Gaurav Puraskar Award - 1989. SANGEET NATAK AKADEMI AWARD - 1994. VICE PRESIDENT'S CITATION AS BEST CHOREOGRAPHERS - 1995. Sarangdev Fellowship - 1995. Suvarnakankanam from Keli for contribution to Mohini Attam – 2005. Kala Vipanchee from Dr. Balamuralikrishna for lifetime achievement in Mohini Attam - 2006. KALIDAS SAMMAN for contribution to Mohini Attam - 2006. Bharatiya Vidya Bhavan Diamond Jubilee Award for contribution to Mohini Attam Nritya - 2007. BHARAT RATNA M.S. Subbulakshmi Award as Best Teacher - 2010. Jeevan Gaurav Puraskar, Govt. of Maharashtra – 2010. Natya Vihar Award by Smt. Hema Malini for lifetime achievement in Mohini Attam –2010. 'Kulapati' of Mohini Attam by Kalakshethram, 2012.
1.	Dr. (Smt.) Uma Rele	Maharashtra Gaurav Puraskar
2.	Shri. C. Gopalakrishnan	1) Lifetime Achievement Award by Whiteline Vartha, Dombivli. 2) Guru Abhivadan Divas Award in memory of Guru Mkani, Kalasadan for the Valuable Contribution in the Propegation of Classical Dance Kathakali & Mohini Attam. 3) Natyasree Award by Ayappa Temple, Kumarambputhoor, Kerala.
3.	Smt. Madhuri Deshmukh	Occupation Excellence Award by Rotary Club of Muund
4.	Shri. M.S.Gireesan	Sangeetha Vidwan – by Chandralekha Bharta Natyam Kala Kendra, Mumbai.



Nalanda Dance Research Centre also provides grants for research projects. All the teachers of our college are included in this process.

They are also given study leave and other grants as per the rules and regulations . We motivate teachers to participate and present papers at national and international conferences seminars , workshops etc. The environment and culture in our college provides ultimate scope for stakeholders to expand their vision and provide comprehensive and useful material for society.

2.4.5 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Yes. Feedback from the students is taken at the end of each academic year. We also organize workshops and seminars by scholars. External Peers in the form of scholars visiting college, evaluate teachers and guide them towards new strategies of teaching.

Feedback of teachers is collected and communicated to respective teachers. It helps teachers to know what exactly students want. It has communicated the need of use of ultramodern resources in teaching learning process. Thus our teachers are using power-point-presentations to teach students. It helps to improve the quality of teaching and learning. It is an impressive means in the students learning. It helps them to understand easily. It is a trend setting reform in traditional way of teaching in the field of classical dance.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The stakeholders of institution, especially students and faculty are aware of the evaluation process. The notifications in this regard are always provided to all. They thoroughly read it and discuss for clarification (if any). The evaluation and examination process for students is designed by University of Mumbai. It is informed to the students at the time of admission and also at the beginning of each term.



2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

The college adopts all major evaluation reforms. Students of final year are asked to do a project. Through this they are introduced to research culture. To complete their project they are asked to read and refer reference books, journals, magazines and other resources. Under the supervision of teachers, students do a proper research and submit their project. They are also asked to deliver a presentation on it. It is a major reevaluation reforms introduced by the University to all under-graduate and post-graduate courses. We have adopted this reform.

Many students in our college are from vernacular background. Though the medium of learning is English, the students from vernacular background are allowed to write their papers in Marathi i.e. regional language or in Hindi i.e. national language. This is an important evaluation reform of our college which is specially granted by University of Mumbai for our college.

The pattern of study in our college is unique. It is layered progression. Consistent evaluation is essential for our student. We evaluate their progress not only through examination but also through various majors. To evaluate critically we ask students to participate in various co and extra curricular activities organized in our college. Their confidence level, mental agility, knowledge of subject and convincing ability is evaluated through their participation in group debates and group discussions organized in class as well as at college level. Their presentation skills, focus and critical abilities are evaluated through their presentations. Their physical fitness is evaluated through constant practice in practicals and special dance presentations. Their leadership and communication skills are evaluated through their participation in co and extra curricular activities. Their knowledge of subjects is evaluated through class and periodical tests. These evaluation reforms are proving rewarding for students.

We also have adopted new evaluation reform of the university. The question paper pattern is changed as per the University norms. We are using this pattern in class as well as periodical tests for students conducted in our college.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the



institution on its own?

We strongly follow and ensure effective implementation of the evaluation reforms. The major evaluation reforms are related to the evaluation of students performance at the theory and practical examinations. Our evaluation system is too strong. A student in practical examination perform in-front of internal and external examiner(s), the accompanying artists, singers and Nattuvanars. Thus, no student can claim that his/her evaluation was prejudiced or partial.

It gives equal opportunity to all. It is a most advanced, traditional and strong evaluation process. It is a trendsetting, flawless and a complete evaluation process. It helps to test the minute and major aspects of a student in the practical examination.

- 2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

We have adopted the evaluation system which approaches to measure the students achievements. At formative evaluation, we ask students questions related to the basic elements of classical dance. It includes introductory information of Gurus, basic technique, history, its importance and other aspects. At summative evaluation, we ask students to dance and choreograph the item. It helps the students to become thorough professional dancer.

It is experienced that children know nothing at formative level. But at summative level they are empowered to be teachers, Cultural Ambassadors and good Human beings and Total Dancers.

The college conducts the Terminal and Preliminary examinations. The distribution of marks of the entire course is communicated to the students at the beginning of the year.

- 2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students r esults/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The institution monitors and communicates the progress and



performance of students through the duration of the course. We have direct access to all students due to 1:8 teacher taught ratio. If required we call the parents to give guidelines. The results of last four years are enclosed hereby.

- 2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

Our internal assessment is rigorous and transparent. We give maximum marks for professional presentation, behavioral aspects, independent learning and communication skill. Through internal assessment personal guidance is provided to all. We strive for all round personality development. Thus our students are becoming anchors of traditional cultural shows on T.V.

Through auditions, our students are selected to participate in highly recognized shows of Nalanda. They are also given the responsibility to organize events. Through this , they are exposed to absorb knowledge. They also assist professional sound recordist, event managers and others It helps to hone their skills, behavioral aspects, independent learning and communication skills.

To encourage students to score better in exams , we encourage them to answer their papers in Marathi, the regional language , especially for students who come from the rural areas of Maharashtra. They are also encouraged to write their answers in Hindi, national language if they are from northern parts of our country. Special permissions were procured from the University of Mumbai's various committees for the same. The purpose was to make the study of dance more interesting and all comprehensive in whichever language they are comfortable with.

The theoretical aspect of dance contributes immensely for behavioral development, independent learning etc. The teachers are so dedicated that each one of them contribute towards the all-round personality development of the students.

- 2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.



Yes special efforts are taken to assess and evaluate the students performance. Our expert teachers train them for professionalism. They are assessed and evaluated through their performances and choreography. All aspects to be a performer are seriously considered in the process of evaluation. We always strive for a thoroughly professional performer.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

Our college has a Grievance Redressal Cell with reference to evaluation both at the college and University level. Following are the members of this cell.

Dr. (Smt.) Uma Rele	- Chairperson
Smt. Madhuri Deshmukh	- Member
Dr. Vijaykumar A. Patil	- Member
Shri. Valkesh S. Raut	- Member
Shri. Devendra Munjpura	- Parents Representative
Kum. Amruta Panchal	- Student Representative

2.6 Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Yes. Our clearly stated learning outcomes are the production of comprehensive, high quality, professional and complete classical Indian dancers. It is imperative to procure guidance and expertise of iconic individuals who have made indelible contribution through their scholarly and result oriented endeavours.

The association of these experts/scholars is not of a short term nature limited to time-bound workshops or seminars howsoever intensive. The research fellows and the teaching staff derive noteworthy benefits through the expertise/guidance of these knowledgeable individuals which are available over a well spaced out stretch of time which permits even spaced intellectual inquiry resulting in concrete results or conclusions. In such cases it is customary to offer honorarium commensurate with the invitee's achievements. It also provide the right atmosphere and facilities through which a companionable partnership between the teacher and the disciple gets to be established.

Thus Nalanda plans to create Chairs for identified disciplines and/or



projects and to invite experts/scholars to occupy them for a specific period at time.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The evaluation methods are communicated to the students and other institutional members at the beginning of the year. The annual examinations (Theory and Practicals) of all the Under graduate and Post Graduate courses except Foundation-I are conducted by the University of Mumbai.

The college conducts the Terminal and Preliminary examinations. The distribution of marks of the entire course is communicated to the students at the beginning of the year. The students are evaluated in Practical under the following heads:

Perfection in the performance of the items learnt,

Grace

Proficiency in answering technical questions as well as shlokas,

Sense of Rhythm and originality in choreography.

In theory the content and grasp of the subject are evaluated.

This helps us and facilitates to see our finished products, our students who blossom not only as performers or professional dancers but also good choreographers, theoreticians, research-scholars - A Total Dancer - in true sense.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

Ours is the apex college in the field of Indian Classical Dance. Society is very sensitive about future of such a college. Thus constant moral support and high quality expectations are always expected and systematically presented to us by respecting our trend setting performances dance dramas. It increases our canvas and redoubles our energies which relates us to the emotions of people through which we are strongly enforced to come with crystallized versions of traditional and moral issues of national importance which must ultimately be preserved. This direct link to society is the base line for developing the career of our well - trained students. They are invited to



join as a dance teacher, dancer or choreographer in well-known institutes. It is also experienced that people in general, reputed schools institutions and colleges are proud to appoint our students and pay them maximum. Even our students create scope and new zones for themselves to set new standards and stress the ultimate need of traditional Indian Classical Dance styles. We would like to reiterate the fact that the quality institutions (India and Abroad) anxiously await for our students. Even during the training period of our students it is experienced that they are called at various occasions to choreograph dance.

Many job opportunities are created by our institution. Our college organizes special training sessions for students and dancers. To teach them at entry level, the students of master class of our college are recruited by taking their stringent test. They are moderately paid for their services at these training sessions.

As cited earlier many students of our college start their dance institutions, To prevail the cultural heritage for our future generations, the Management gives affiliations as per rule, to the institutes that our students start after completing their studies in our college

2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

Our system is skillfully designed. We have direct and one to one communication with students, hence the data of current year is hand ready. By considering previous experiences this data is analysed at various levels. In house discussions, guidelines of Director and the team work helps the learner to overcome the barriers (if any). Our comprehensive plan is ready as per the students case. This plan is implemented stringently through proper training, guidance and study materials.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes.

Our college has a strong rapport with students, perfect understanding helps us to design a perfect plan for the future of the students, considering students requirements, not only guidance but academic legal, financial and other necessary help including moral boosting is provided. Hence our students are running separate institutions,



working at world class institutions as teachers and also as even dancers. Even we do take privilege to provide institutional tie-ups as per the norms. Our most successful student dancers also anxiously involve and invite our post-graduate students to get the experience of their academic achievements and its practical applications.

2.6.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

2.6.6 Those who are weak in practicals are given special attention and are asked to practice more under the supervision of PG students after the college hours.

The advanced learners are provided with different platforms for performance. Such students are given major or supportive roles in the dance productions of international level, designed and financed by Nalanda Dance Research Centre. They also get opportunity to go abroad for performances which are arranged by ICCR.

Not every student who enrolls in this college will become a noted exponent. But there are others, and their numbers are considerable, who exhibit the essential attributes of good teachers. There are some who exhibit a great capacity to visualize dances and are good at choreographing dance items. Again there are some who have deeply inquisitive minds and patience and perseverance to inquire into matters. These are the researchers.

The Nalanda methodology of teaching the course material offers ample opportunities to learners possessing diverse qualities and abilities.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

