

REPORT ON REVIEW OF TEACHING-LEARNING PROCESS

Introduction

The Internal Quality Assurance Cell (IQAC) undertook a comprehensive review of the teaching-learning process at MES Asmabi college focusing on various aspects critical for academic excellence. This report presents the various teaching-learning review tools such as

1. Annual Academic Plan
2. Academic Monitoring Report
3. Teachers' Diary Records
4. Teaching Plan
5. Teacher's Feedback by Students and
6. Curriculum and Performance Feedback Mechanism

1. Preparation and Monitoring of Annual Academic Plan

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring the quality enhancement and sustenance of academic activities within an educational institution. One of its crucial responsibilities is the preparation and monitoring of the Annual Academic Plan, which serves as a roadmap for all academic endeavours throughout the year.

Planning Phase

At the outset of the academic year, the IQAC convenes meetings involving key stakeholders, including faculty members, department heads, and administrative staff. Through collaborative discussions and analysis of past performance, the IQAC formulates the Annual Academic Plan, encompassing various activities such as curriculum delivery, assessment schedules and student support services. Emphasis is placed on aligning the plan with institutional goals, accreditation standards, and emerging educational trends.

Monitoring Phase

Once the Annual Academic Plan is finalized, the IQAC institutes a mechanism for regular monitoring and evaluation. Periodic reviews are conducted at predetermined intervals to assess adherence to the plan and identify any deviations or challenges encountered.

Deviations and Corrective Actions

Inevitably, deviations from the planned activities may occur due to unforeseen circumstances and changes in priorities. Upon identifying deviations, immediate corrective actions are taken to realign the activities with the original plan. Lessons learned from deviations are used to improve future planning processes.

The IQAC's efforts in preparing and monitoring the Annual Academic Plan are instrumental in ensuring the effective implementation of academic activities and the attainment of institutional objectives. Through collaborative planning, rigorous monitoring, and proactive intervention, the IQAC strives to uphold the highest standards of academic excellence and quality assurance.

2. COLLECTION AND EVALUATION OF ACADEMIC MONITORING REPORTS

The Internal Quality Assurance Cell (IQAC) serves as a vital mechanism for ensuring the quality enhancement and sustenance of academic activities within an educational institution. One of its key functions is to collect and evaluate Academic Monitoring Reports from various departments, focusing on syllabus completion status and arrangements for pending portions and extra classes. This report highlights the initiatives undertaken by the IQAC in this regard.

Collection of Academic Monitoring Reports

The IQAC collaborates closely with department heads and faculty members to establish a systematic process for collecting Academic Monitoring Reports. Templates are provided to standardize reporting formats, ensuring consistency in evaluation. Timelines are set for the submission of reports, allowing for regular monitoring of academic progress throughout the semester.

Evaluation of Syllabus Completion Status

Upon receiving Academic Monitoring Reports, the IQAC meticulously evaluates the syllabus completion status for all programs on a semester-wise basis.

Assessment of Pending Portions and Extra Class Arrangements

In addition to syllabus completion, the IQAC focuses on assessing the status of pending portions and arrangements for conducting extra classes, if necessary. Coordination with department heads is initiated to devise appropriate measures for addressing pending portions, which may include scheduling extra classes or tutorials. Efforts are made to ensure that students have ample opportunities to cover missed content and achieve learning objectives.

By closely monitoring syllabus completion status and addressing pending portions through proactive measures, the IQAC contributes to the overall effectiveness and efficiency of academic programs.

3. TEACHERS' DIARY RECORDS

One of its key responsibilities is the evaluation of teachers' diary records, which serve as crucial documentation of classroom activities and student attendance.

Evaluation of Syllabus Completion Status

The IQAC meticulously reviews teachers' diary records to assess the progress of syllabus completion for each subject or course. Any discrepancies or delay in syllabus coverage are documented for further analysis and intervention.

Assessment of Pending Portions and Extra Class Arrangements

In addition to syllabus completion, the IQAC examines teachers' diary records to evaluate the status of pending portions and arrangements for conducting extra classes. Instances where certain topics or chapters remain unfinished by the end of the semester are identified and addressed through coordination with faculty members. Measures such as scheduling extra classes are implemented to facilitate the completion of pending portions and enhance student understanding of critical concepts.

Monitoring Student Attendance and Latecomers

Regular audits are conducted to verify the accuracy of attendance data and identify trends or patterns related to absenteeism or tardiness. Instances of latecomers are documented, and appropriate measures are taken to address any issues affecting punctuality and discipline within the classroom environment.

Ensuring Transparency in Attendance Component of Internal Marks

Transparency and fairness in the assessment of internal marks are paramount to the IQAC. Therefore, teachers' diary records are scrutinized to verify the accuracy and consistency of attendance component in the calculation of internal marks. Any discrepancies or inconsistencies are addressed through dialogue with faculty members and the implementation of corrective measures to uphold the integrity of the assessment process.

4. TEACHING PLAN ASSESSMENT

This report outlines the initiatives undertaken by the IQAC in assessing the quality and comprehensiveness of teaching plans, focusing on the alignment with learning outcomes and areas for improvement in instructional delivery. The major activities done by the IQAC under this head are:

- Assessment of the Quality and Comprehensiveness of Teaching Plan
- Review of Alignment with Learning Outcomes
- Identification of Areas for Improvement:

The initiatives of the IQAC in evaluating teaching plans play a crucial role in promoting effective teaching and learning practices within the institution.

5. TEACHER'S FEEDBACK BY STUDENTS

Student feedback on teaching is a valuable tool for educational institutions to assess the effectiveness of teaching practices and facilitate continuous improvement.

Methodology

The feedback analysis was conducted through surveys administered to students at the end of each academic year. The surveys solicited responses regarding various aspects of teaching, including instructional methods, communication, assessment practices, and overall satisfaction

of the students. Quantitative data from Likert-scale questions and qualitative feedback were collected and analyzed to identify common themes and trends.

Benefits of the feedback

1. *Insight into Teaching Effectiveness:* Students' feedback provides valuable insights into the effectiveness of teaching methods employed by faculty members.

2. *Identification of Strengths and Weaknesses:* Analysis of feedback helps faculty members identify their strengths and areas for growth. Positive feedback highlights teachers' strengths, such as subject knowledge, approachability, and enthusiasm, reinforcing effective teaching practices. Constructive criticism identifies weaknesses, such as poor organization, lack of responsiveness to student needs, or outdated instructional materials, prompting teachers to reflect on their practices and make necessary adjustments.

3. *Enhancement of Teaching Practices:* Student feedback serves as a catalyst for professional development and continuous improvement among faculty members. Constructive feedback provides specific suggestions for improving teaching methods, enhancing clarity, and increasing student engagement. Faculty members can use this feedback to refine their instructional techniques, incorporate innovative pedagogical approaches, and adapt teaching strategies to meet the diverse needs of students.

4. *Promotion of Student Engagement:* The opportunity for students to provide feedback fosters a sense of ownership and engagement in their learning experience. Knowing that their opinions are valued and can influence teaching practices, students are more likely to actively participate in the feedback process and take responsibility for their learning outcomes.

5. *Accountability and Transparency:* The feedback process promotes transparency and accountability in teaching practices by providing faculty members with constructive input from students, fostering a culture of openness and accountability within the institution.

6. *Student-Centered Approach:* By incorporating student feedback into teaching practices, faculty members demonstrate a commitment to student-centered education, where the needs and perspectives of learners are prioritized.

7. Professional Development: Feedback analysis supports faculty development initiatives by identifying areas for improvement and guiding professional development activities tailored to the specific needs of individual instructors.

6. CURRICULUM AND PERFORMANCE FEEDBACK MECHANISM

Yearly Conducting of Feedback Mechanism

The IQAC conducts the Curriculum and Performance Feedback Mechanism on a yearly basis to gather comprehensive input on the curriculum and academic performance.

Identification of Strengths and Weaknesses of the Syllabus

Through the feedback mechanism, the IQAC identifies both strengths and weaknesses in the syllabus of academic programs. Positive feedback highlights areas where the curriculum effectively aligns with industry requirements, fosters critical thinking skills, and facilitates holistic learning experiences. Conversely, constructive criticism and concerns raised by stakeholders pinpoint weaknesses such as outdated content, gaps in coverage, or mismatches between learning outcomes and industry demands.

Actions Taken in Response to Feedback

The IQAC takes proactive measures to address the feedback received on the curriculum and performance of academic programs. This includes:

1. Curriculum Revision
2. Academic performance improvement
3. Improvement in academic ambiance of the institution

Conclusion

The IQAC's deep monitoring of the teaching-learning process underscores our commitment to continuous quality enhancement in education.