

6.5-1
~~6.5.1~~ The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles – Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The college reviews its teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC. Following are two examples of institutional reviews and implementation of teaching-learning reforms facilitated by IQAC


Structured feedback and Review of learning outcomes:

Feedback is a vital part of the teaching-learning process. The analysis of the effectiveness of teaching learning is made through the stakeholder's feedback mechanism. It helps the mentor to recognize that how the students know his or her subject being taught. The collection and analysis of feedback from different stakeholder assist the institution to understand the need of society and what other stakeholders foresee from the college. Keeping this view in the center, IQAC has developed well-structured feedback systems. IQAC prepares various feedback forms and collects structured feedback on design and review of syllabus and student feedback on teachers. Each department analyzes the feedback, discusses in the departmental meetings and submits a consolidated report to IQAC and Principal for further improvement and implementation. Student learning outcomes are reviewed through class tests, assignments, class seminars, field projects, internal assessment tests, and university examinations. University result analysis is made for each semester at the department level and is discussed in IQAC/CDC, meetings for further improvement and implementation.

Teacher's Diary:

Effective teaching achieves its success only if it is well planned. And, hence for the proper planning of teaching each teacher is provided with an academic diary containing timetable, annual/semester wise teaching planning, workload, teaching plan and academic and administrative committee responsibilities. Every teacher has to maintain an individual Teacher Diary to record the day to day teaching-learning activities regularly. The teaching Diary gives an




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overall summary of the topics covered by a teacher in each class per course, per semester. The individual Teacher Diary verified and signed by HOD of the concerned departments and is then submitted to the Principal for final approval. The Principal monitors the overall teaching performance of the teachers through the verification of the Diary.

Besides this IQAC has reviewed and implemented its teaching-learning process through the following ways:

1. Choice Based Credit System (CBCS) for all UG programmes
2. Use of ICT in teaching and learning encouraged
3. Automation of library has done using Integrated Library Management Software (SOUL) 50 Mbps internet connection and campus Wi-Fi facility.
4. The college employed various student-centric learning methods such as class seminar, field visit, on the, role playing etc.

Collection of Performance Based Appraisal System (PBAS) from faculty



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