REVIEW MECHANISM BY IQAC:

TEACHING LEARNING PROCESS

2017-22

MAR THOMA COLLEGE FOR WOMEN PERUMBAVOOR

Review Mechanism of Teaching Learning Process by IQAC
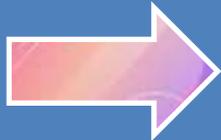
Shakti (Subcommittee)- To enhace the quality of teachers and students by the conduct of seminars, workshops and training programmes

Veekshan(Subcommittee)- To enhance the quality of teaching learning process by reviewing the appraisal /feedback reports taken from the teachers and the students
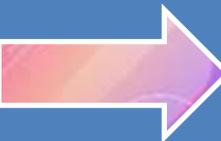
Lakshya (Subcommittee)- To enhance the quality of education through information technology by enabling adequate hardware and software required for the same

The Voice- To facilitate the participation of students in augmenting the quality of teaching-learning process

Assessment through Mentoring & Remedial Coaching

Teachers' Diary

Entry Level Tests and Evaluation through the conduct of Internal Exams with minimum of two exams in every semester

Adherence to Outcome Based Education

CURRICULUM DELIVERY PLAN

UNIVERSITY

IQAC

COLLEGE

STAFF COUNCIL

Teaching

In Class and Online Teaching

Additional Support using ICT — **LAKSHYA**

Feedback on Teachers- Collection Analysis — **VEEKSHAN**

Learning

SHAKTI — **Lectures, Discussions, Seminars, Worshops Case Studies**

Remedial Coaching, Tutorial Classes & Mentoring

Student Progression and Analysis

Evaluation

Internal Assessment

University Examinations

Feedback and Analysis

The Voice — **Opinions, ideas and suggestions**

Action Taken

Illustrations (Sample documents) :

I. Subcommittees of IQAC

THE VOICE

A sub- committee of the IQAC that facilitates the participative management for the teachers and the students in the academic and non-academic activities of the institution.

Vision:
- ➢ To ease and assist the direct interaction of students with the IQAC and the management of the institution
- ➢ To incorporate the ideas, concerns and visions of the students and the teachers with regard to the development of the institution
- ➢ To monitor and facilitate the smooth conduct of all the facilities and activities of the institution by regularly interacting with its stakeholders, and ensure adequate solution in case of infringement

Student representatives voice their ideas during the meeting of "The Voice" subcommittee

The subcommittee members of the "The Voice" interact with the students

LAKSHYA

A sub- committee of the IQAC that identifies the gap in the infrastructure facilities required for the smooth conduct of the teaching-learning process, and to recommend requisite solution for the same with the stakeholders.

Vision:
- ➢ To analyse the infrastructure facilities required to enhance the quality of the teaching-learning process
- ➢ To keep the traits of the infrastructure facilities in par with modern and advanced technology
- ➢ To assist in pooling financial aid for the aforesaid visions

English Language Lab-An initiative of Lakshya

SHAKTI

A sub-committee of the IQAC, established with the aim of promoting the conduct of seminars, webinars, conferences and workshops in the institution for enhancing the characteristic aspects of holistic education.

Vision :

- To promote the academic ambience in the institution through the conduct of seminars, workshops and conferences of a scholarly nature with adequate participation of the industry and community.
- To analyse the scholastic needs of the students and the staff, and conduct activities or trainning programmes that would enrich the same.

4F9Q+MHF, Perumbavoor - Kuruppampady Rd, Perumbavoor, Kerala 683542, India

Latitude
10.1200181°

Longitude
76.4892483°

Local 10:46:08 AM
GMT 05:16:08 AM

Altitude -73.6 meters
Monday, 06-06-2022

GPS Map
Camera Lite

Workshop on NTA-NET, an initiative of Shakti

Workshop on Sanitiser Making

Perumbavoor, Kerala, India
4F9Q+MHF, Perumbavoor - Kuruppampady Rd, Perumbavoor,
Kerala 683542, India
Lat 10.120002°
Long 76.48926°
28/06/22 02:10 PM

Orientation Programme

VEEKSHAN

A sub-committee of the IQAC established with the goal to improve the quality of teaching and administrative process by systematic and periodic monitoring of the same through direct observation, interaction and feedback from the teachers and the students.

Vision:

- ➢ To assess the quality of the teaching and non-teaching staff on the basis of direct
- ➢ observation and evaluation done by the students and the teaching staff
- ➢ To identify the weak and strong attributes of the staff and recommend improvement strategies
- ➢ To suggest innovative and new approaches in teaching-learning process

Veekshan members interacting with the students

Appraisal Forms generated by Veekshan Committee

The four images show scanned appraisal forms from Mar Thoma College for Women, including a "Teacher Evaluation by Students" form, a "Feedback on IQAC by the Teaching/Non Teaching Staff" form, a "Self-Appraisal Employee Form", and a "Teachers Appraisal Report of the Academic Year 2020-21" form.

II. Mentoring and Remedial Coaching

iii. Teacher's Diary

TEACHER'S WORK DIARY & CALENDER

MAR THOMA COLLEGE FOR WOMEN

PERUMBAVOOR, ERNAKULAM

Name ....

Department ....

Academic Year ....

TIME TABLE (SEM: ....)

Academic works allotted .... hrs; Activities allotted .... hrs.

TEACHING PLAN

WEEK	TEACHING PLAN	TEACHING PLAN IMPLEMENTED
WEEK 1 1–3	*(handwritten)*	Completed
WEEK 2 4–10	*(handwritten)*	Completed

WEEK 3 11–17	*(handwritten)*	Completed (except ...)
WEEK 4 18–24	Substructure to Regional Literature in Translation	Completed (except ...)
WEEK 5 25–30	Translation Studies – Introduction	Completed

iv. Entry Level Tests

Our entry-level assessments are designed to help mentors identify the challenges faced by the mentee in their reasoning, aptitude, general English and subject level. On the basis of the graded score obtained during the assessments, students were grouped into Advanced, Intermediate and Slow categories and each group was addressed accordingly.

Advanced Learners were made cluster group leaders, encouraged for participation in workshops, hackathons (Institution Innovation Council and Young Innovator's Program) and trainings to enhance their proficiency.

Intermediate Learners were provided academic support and encouraged to upskill themselves through various activities like group discussions, debates, interactions, competitions.

Slow Learners were specifically addressed through remedial classes, SSP sessions and group learning with peers.

ENTRY LEVEL GRADING SCALE AND ADDRESAL MECHANISM

LEARNER TYPE	SLOW LEARNER	INTERMEDIATE LEARNER	ADVANCED LEARNER
SCORE	1 To 3	4-7	8-10
Addressal mechanism	✓ SSP ✓ Remedial classes ✓ Cluster group members ✓ Focussed learning based on answer keys ✓ Peer group learner ✓ Assistant coordinator duties.	✓ Cluster group members ✓ Department activity coordinators ✓ Soft skill development sessions ✓ Question bank setters ✓ Each-one-teach one	✓ WWS ✓ Cluster group leaders ✓ Programme convenors ✓ YIP/IIC ✓ Answer key setters ✓ Lecture note-taking ✓ Peer group leaders
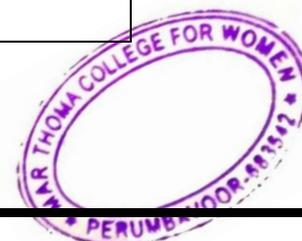
SAMPLE PROGRESSION DATA

ENTRY LEVEL PROGRESSION

2017- 2020

Sl No	Reg No	Name	Year 1		Year 2		Year 3	
			Score	Learner Type	Score	Learner Type	Score	Learner Type
1	170021053411	Abhiramy Suresh	5	Medium	5	Medium	8	Advanced
2	170021053412	Akhila T .M	8	Advanced	7	Advanced	8	Advanced
3	170021053413	Akshara Baiju	4	Medium	5	Medium	7	Medium
4	170021053414	Amala Jose	8	Advanced	8	Advanced	9	Advanced
5	170021053415	Ambily Anilkumar	3	Slow	3	Slow	6	Medium
6	170021053416	Ameerunnissa M. S	9	Advanced	8	Advanced	9	Advanced
7	170021053417	Anet Maria Joshy	6	Medium	5	Medium	5	Medium
8	170021053419	Aparna Sasi	5	Medium	7	Medium	6	Medium
9	170021053420	Arya Mathew	3	Slow	3	Slow	4	Medium
10	170021053421	Arya Mohanan	5	Medium	6	Medium	6	Medium
11	170021053422	Axa Maria Joy	5	Medium	6	Medium	8	Advanced
12	170021053423	Bibiniya K . S	5	Medium	6	Medium	7	Medium
13	170021053424	Cilva Mathew	9	Advanced	8	Advanced	9	Advanced
14	170021053425	Farzin Fussel	9	Advanced	9	Advanced	9	Advanced
15	170021053426	Fathima Nasreen M. N	4	Medium	5	Medium	6	Medium
16	170021053427	Fathima Nowreen M. N	4	Medium	5	Medium	6	Medium
17	170021053428	Fathima Usman	9	Advanced	9	Advanced	9	Advanced
18	170021053429	Finiya Eldhose	9	Advanced	9	Advanced	9	Advanced
19	170021053430	Haritha P. Kumar	9	Advanced	8	Advanced	9	Advanced
20	170021053431	Helen Thomas	6	Medium	7	Medium	7	Medium
21	170021053432	Jiya Kuriakose	5	Medium	7	Medium	9	Medium
22	170021053433	K. N . Ansifa	9	Advanced	9	Advanced	9	Advanced
23	170021053434	Kripa Rajan	1	Slow	2	Slow	3	Slow
24	170021053435	Liya Vincent	9	Advanced	8	Advanced	9	Advanced
25	170021053436	Nandana Sreejith	8	Advanced	9	Advanced	9	Advanced
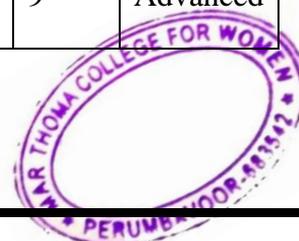
26	170021053437	Rosmy Johny	5	Medium	5	Medium	8	Advanced
27	170021053438	Saranya M P	1	Slow	2	Slow	2	Slow
28	170021053439	Sneha A U	3	Slow	2	Slow	4	Medium
29	170021053440	Sona Shajan	5	Medium	6	Medium	6	Medium
30	170021053441	Sona Varghese	8	Advanced	9	Advanced	8	Advanced
31	170021053442	Sreanu Suresh	2	Slow	3	Slow	3	Slow
32	170021053443	Sreelakshmi Ravi	9	Advanced	8	Advanced	9	Advanced
34	170021053446	Surya K R	5	Medium	6	Medium	7	Medium
35	170021053447	Vinu V. Velayudhan	5	Medium	6	Medium	6	Advanced
36	170021053448	Vishnupriya Soman	6	Medium	7	Medium	7	Advanced
37	170021053449	Vismaya M A	4	Medium	5	Medium	6	Medium