Policy on Review and Continuous Improvement of Teaching-Learning Processes

Preamble

Metas Adventist College is committed to ensuring quality enhancement in teaching-learning processes through systematic review and continuous improvement. The Internal Quality Assurance Cell (IQAC) serves as the central mechanism to periodically evaluate academic practices, institutional structures, operational methodologies, and learning outcomes in alignment with NAAC norms.

2. Objectives

- To systematically review teaching-learning processes at periodic intervals
- To evaluate institutional structures and operational methodologies
- To assess learning outcomes and student performance
- To introduce reforms based on data-driven decision-making
- To ensure continuous quality enhancement and academic excellence

3. Scope of the Policy

This policy applies to:

- All academic programs
- Teaching faculty and academic departments
- Administrative and academic support systems
- Student learning outcomes and evaluation mechanisms

4. Key Areas of Review

4.1 Teaching-Learning Processes

- Curriculum delivery methods
- Classroom engagement strategies
- ICT-enabled teaching practices
- Assessment and evaluation methods

4.2 Institutional Structures

- Academic planning (Academic Calendar)
- Departmental functioning
- IQAC coordination and monitoring
- Feedback systems

METAS ADVENTIST COLLEGE PRINCIPAL SURAT

4.3 Methodologies of Operations

- Teaching methodologies (lecture, case study, group discussion, etc.)
- Continuous internal assessment practices
- Use of LMS and digital platforms
- Conduct of co-curricular and value-added programs

4.4 Learning Outcomes

- Course outcomes (COs) and Program outcomes (POs)
- Student academic performance
- Skill development and employability
- Progression and placement

5. Mechanism for Review

Step 1: Data Collection

- Feedback from:
  - Students
  - Teachers
  - Alumni
  - Employers
- Academic results and performance data
- Reports from departments

Step 2: Analysis

- IQAC analyzes:
  - Feedback reports
  - Pass percentages and results
  - Participation in academic activities
- Identification of gaps and areas for improvement

Step 3: Review Meetings

- IQAC conducts periodic meetings (minimum twice a year)
- Discussion on:
  - Teaching-learning effectiveness
  - Institutional challenges
  - Required reforms

Step 4: Decision and Action

- IQAC recommends:
  - Bridge courses
  - Remedial classes
  - Add-on/value-added courses
  - ICT integration
- Circulars issued for implementation

METAS ADVENTIST COLLEGE * PRINCIPAL * SURAT

Step 5: Implementation

- Departments execute IQAC recommendations
- Faculty adopt revised teaching strategies

Step 6: Monitoring and Evaluation

- Continuous monitoring by IQAC
- Review of outcomes:
  - Improved results
  - Student engagement
  - Teaching effectiveness

6. Teaching-Learning Reforms Introduced

- Adoption of **ICT-enabled teaching tools**
- Implementation of **online teaching platforms (Zoom/Google Meet)**
- Introduction of **continuous internal evaluation system**
- Conduct of **bridge and remedial programs**
- Promotion of **student-centric learning methods**

7. Outcome-Based Improvements

- Enhanced student academic performance
- Increased participation in learning activities
- Improved teaching effectiveness
- Strengthened digital learning environment
- Better alignment with outcome-based education

8. Documentation and Record Keeping

The following documents are maintained:

- IQAC meeting minutes
- Action Taken Reports (ATR)
- Feedback forms and analysis reports
- Academic calendars
- Circulars and implementation reports

9. Review of Policy

This policy shall be reviewed periodically by IQAC to ensure relevance and effectiveness in line with NAAC guidelines.

METAS ADVENTIST COLLEGE * PRINCIPAL * SURAT *