



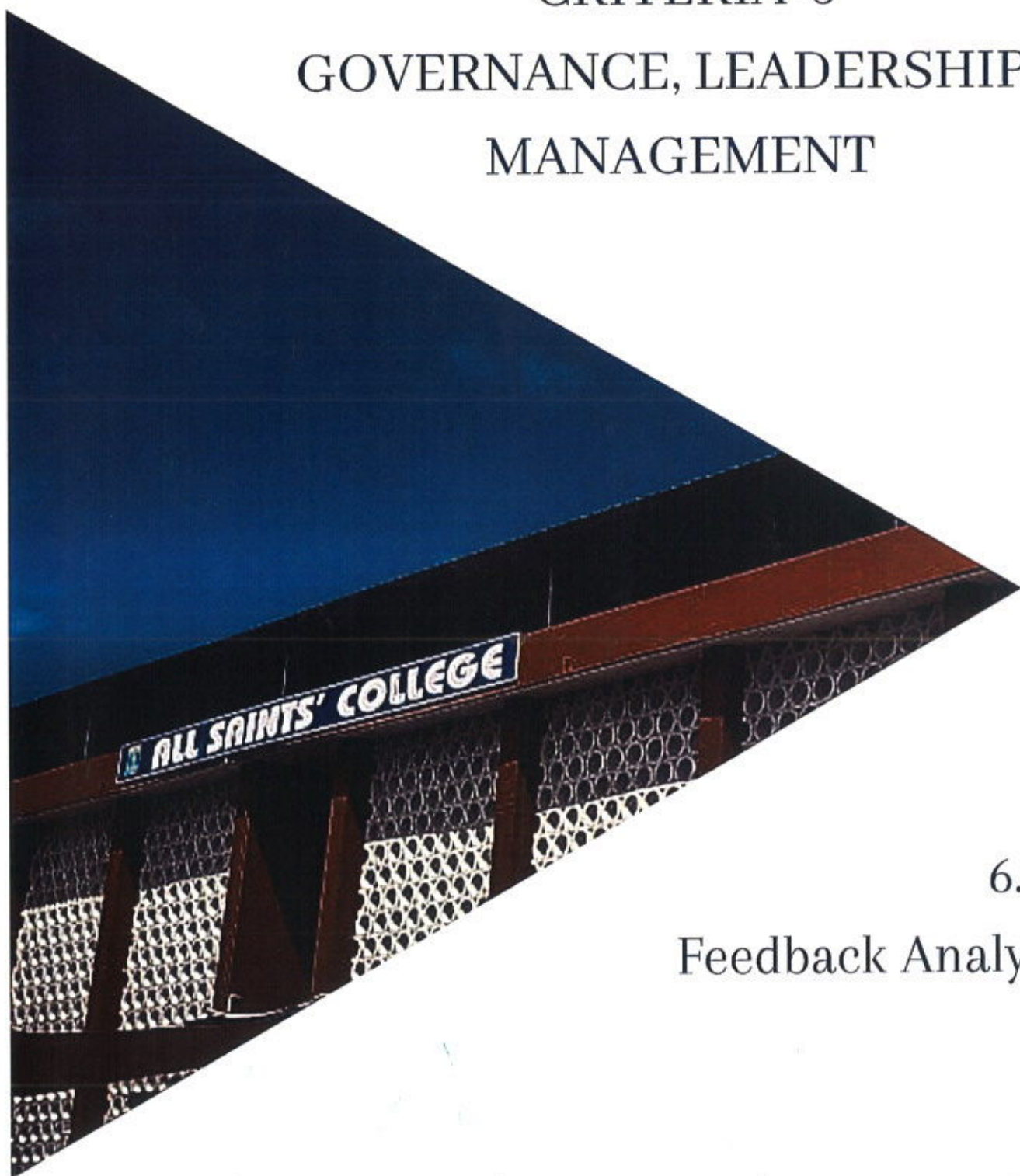
ALL SAINTS' COLLEGE

Affiliated to University of Kerala, Thiruvananthapuram

<https://www.allsaintscollege.ac.in>

CRITERIA-6

GOVERNANCE, LEADERSHIP & MANAGEMENT



6.5.2

Feedback Analysis

6.5.2 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)

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each

IQAC as the nodal agency for quality assurance not only sets benchmarks but also periodically reviews learning outcomes and constantly monitors process, structure, and methodology of operations. Consistency in results, increasing number of placements and recruitments, growing number of higher education pursuing students, introduction of Interdisciplinary course M.Sc. Space Physics for the benefit of students, expansion of the Research department of English with 2 guides from the college and 7 guides from other colleges with their centre as All Saints' College, making 31 Research Scholars in Research Centre of English, newly allotted Research Centre for the Department of Environmental studies, with 3 guides from college and 10 research scholars are the major improvements made by the college over the span of 5 years. The college has effective and extensive mechanism, strategies of the Management and IQAC implemented in the college. The IQAC reviews the teaching methodologies and upgrade as per the requirements. Teaching learning is important process in the development process. IQAC analyzes teachers performance through the PBAS and API.

1. THE TEACHING–LEARNING PROCESS

The IQAC initiates the unique programs through all the departments such as student faculty program, alumni faculty/interaction and parent faculty program that has remained remarkable in connecting the students with the alma mater and their parents to remain one and learn. Student faculty initiative is objectivized to kindle the responsibility of teaching and learning in the students. The preparation for the same motivates the students to make use of the available learning resources like the facilitators, library and other technologies exposing themselves for the knowledge. Organizing conferences and invited lectures remained prime priority to facilitate the



Rashmi
Principal
All Saints' College
Thiruvananthapuram-7

teaching learning progress. Based on the University Academic Calendar the Institution schedules t the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminar/ invited lectures/ workshops/ FDPs etc.

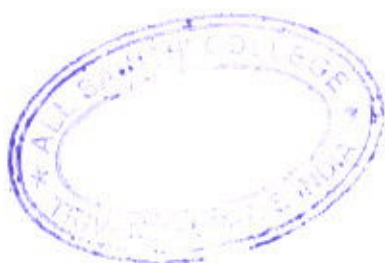
OBJECTIVES OF THE PRACTICE:

- To ensure reading practice in students and teachers.
- To motivate the students through alumni faculty/interaction programs.
- To provide more insight into the subject and gain expertise in the latest developments by organizing workshops and seminars
- To improve the teaching methodologies, Faculty Development Programs are conducted.

The IQAC guides in the preparation of college level academic calendar and work allotment. The faculties do assess the students through bridge classes and accordingly plan the strategy for enhancement of academic quality. The activities to be conducted in the class for slow learner and advance learners and the methods to be adapted, such as participatory learning, experiential learning and problem solving approach are made known to the teachers. Students are deputed for internship in various private firms and organization. Skill and personality development programs are conducted by Career recruitment cell to increase the campus recruitments. Under the guidance of IQAC, Seminars and Workshops have been successfully organized. The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, gives a clear idea about the problems faced by the students. Feedback system is crucial to institutional progression as it allows for self-reflexivity and reform. They function as the catalyst for upgradation of teaching-learning processes, developments in infrastructure and facilities, skill-enhancement and professional development of the staff, capacity building and enrichment of students. It has specified procedure to collect and analyse data on student learning outcomes; the following points are adopted by the institution in this context.

Outcomes:

- Students' consistency of excelling in University examination for PG & UG
- Exponential growth in placing students in various reputed Corporate Companies
- Continuous participation of NSS volunteers in national and state events from last three years



Reshmi
Principal
All Saints' College
Thiruvananthapuram-7

- The initiatives and encouragement by IQAC has brought overall development in students, resulted in bagging national and state level laurels to the institution.
- Strategic planning yielded in initiating new PG course in Physics
- Strategic planning resulted in the expansion of research Department of English to 31 research scholars
- Strategic planning gave birth to the Research Department of Environmental Sciences.

2. ADOPTING ICT IN TEACHING LEARNING PRACTICES TO BRING IN BLENDED LEARNING

The IQAC at College encourages and ensures continual reforms in teaching-learning methodologies. It lays impetus on the adoption of ICT in teaching practices. In these on- going COVID-19 times, teaching-learning has been supported by various virtual platforms like Google meet, zoom and Webex. These tools are used for video-lecture and interaction, sharing study materials, and assessing assignments. Digital library facilities like INFLIBNET-NLIST and Kerala university e-resources provide a repository of articles and e-books for teaching and research purposes. To complement curricular learning, experiential learning takes place through educational tours, industrial visits, field study, film screenings, skill-based workshops and webinars. Apart from this, capacity building programmes organised by Placement Cell, Entrepreneurship Development Cell (EDC), Eco Club, and NSS through both online and offline platforms enhance the entrepreneurial, leadership and organisational skills. Add-on courses, certificate programmes , and other skill-enhancement activities have also sharpened the skill sets of students. Faculty members were encouraged to take up MOOC and other courses on the SWAYAM and NPTEL platform.

A major revision in the year 2020-21 in academic framework incorporated a more advanced digital initiatives in regard to teaching learning processes to make it more extensively ICT enabled. The objective of the review was to shift the focus from 'Teacher centric learning' to a 'Student/ Learner Centric' learning process. Such an approach caters to the diverse needs of students allowing the students to engage in: Choice, Collaboration, Communication, Critical thinking, Creativity and Change.

Apart from above following methodologies were adopted to meet similar objectives:

- A blended learning approach followed here combines e-learning through online digital media with traditional classroom methods to create a new hybrid teaching methodology with an objective of increasing the student engagement and bringing in flexibility in the teaching learning process



Reshmi
 All Saints College
 Thiruvananthapuram-7

- The introduction of digital platforms enable personalized learning technologies embedded around a digital classrooms which can be customized by faculty and involve quizzes, problems and games to keep students interested in the topic.
- Use of adaptive learning technology wherein the lessons are individualized to assess the student's knowledge and assess them with concepts they need help with.

During the blended learning Facilitators focus is on the following key areas:

- (i) Development and compilation of online and offline course content.
- (ii) Guiding the learning experience of individual students, and customizing material wherever possible to strengthen the learning experience.
- (iii) Assessment

Blended Learning and other Student Centric Pedagogical Tools Blended learning has three primary components:

1. In-person classroom activities facilitated by the educator.
2. Online learning materials, often including pre-recorded lectures.
3. Structured independent study time guided by the material in the lectures and skills developed during the classroom experience.
4. Self- paced assessment tests

Some of the blended learning and student centric pedagogical like flipped Classrooms, were Students watch the learners' videos in their own time and space, gives them opportunity to work at their own pace. It also allows time in the classroom to be used in critical thinking.



Reshmi
 All Saints Engineering College
 Thiruvananthapuram-7

2016-2017



Rashmi
ALL SAINTS COLLEGE
Thiruvananthapuram-7



Internal Quality Assurance Cell, All Saints' College, Trivandrum

Feedback Analysis Report (2016-17)

The college aims to improve the curriculum and strengthen the quality of teaching-learning environment. The IQAC collects regular feedback on curriculum from various stake holders; students, teachers, alumnae and employers, for this purpose. Feedback is taken anonymously from the stakeholders. Confidentiality is maintained. In case of students' feedback, few students from across the departments are randomly selected to avoid any kind of bias. The teachers' feedback are collected in random basis and rotation basis where the new and old recruited teachers are selected randomly. The other stakeholders' feedback are taken by holding yearly meeting where number of contributors vary according to their availability. The collected feedback is then analyzed and necessary action taken according to it. The syllabus of various programs undergoes timely revision and most of the concerns are addressed in the revised syllabus.

Students Feedback on Curriculum (2016-17)

Analysis



Reshmi
All Saints' College
Thiruvananthapuram-7

The analysis of the results indicate that students are satisfied with the way courses have been dealt with and appreciate the performance of teachers especially in terms of the duration of course, use of modern teaching aids and the activities designed for the classes. They are also content with the resources made available to them, from reference books to the field visits arranged for enhanced learning. However, some of the students who opted for the course 'Narratives of Imagination' feel that the relevance of the course in terms of employability is average and suggested that it should be improved. A few students who opted for the course 'Writing for Media' want more field visits and workshops organized.

Teachers Feedback on Curriculum (2016-17)

Analysis

The feedback from teachers suggest that they are satisfied with the courses and its relevance. Though many of them expressed the need for enrichment of library resources. Some of them also want updated ICT facilities for better teaching.

Alumni Feedback on Curriculum (2016-17)

Analysis

The alumnae are satisfied with the curriculum and its content. They also appreciate its relevance and maintain that they have had an advantage over their peers due to this training. Some of them feel that the course 'Narratives of Imagination' should focus more on employability.

Employer Feedback on Curriculum (2016-17)

Analysis



Rashmi
All Subjects Coordinator
Thiruvananthapuram

The employers are extremely satisfied with the curriculum, with an average rating of 8 on a scale of 1 to 10. They feel that the current curriculum is relevant in developing the industry expected outcomes from the candidates and actively redresses the problems of the client group. According to them All Saints' alumnae who got employed in their organizations are particularly good in terms of their communication skills, innovativeness, creativity, interpersonal relationships and in using technology.



Reshmi
All Saints' College
Thiruvananthapuram-7

2017-2018



Reshmi
Principal
All Saints' College
Thiruvananthapuram-7



Internal Quality Assurance Cell, All Saints' College, Trivandrum
Feedback Analysis Report (2017-18)

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Students Feedback on Curriculum (2017-18)

Analysis



Reshmi
Principal
All Saints' College
Thiruvananthapuram-7

The analysis of the results indicate that students are satisfied with the curriculum and its content. They are also satisfied with the performance of teachers and the activities designed for the classes. Few of the students who opted for the course 'Theories of Theatre' feel that the relevance of the course in terms of employability is low and suggested organizing acting workshops and more field visits to professional theater troupes.

Teachers Feedback on Curriculum (2017-18)

Analysis

The feedback from teachers suggest that they are satisfied with the courses and its relevance. Some of them rated the facilities for delivering the course content average especially in case of the course 'Theories of Theatre.'

Alumni Feedback on Curriculum (2017-18)

Analysis

The alumnae are satisfied with the curriculum and its content. They also appreciate its relevance and maintain that they have had an advantage over their peers due to this training. Some of them feel that the relevance of the course 'Theories of Theatre' in making students employable is low. Though they did suggest that the course helped in removing performance anxiety and improving presentation skills.

Employer Feedback on Curriculum (2017-18)

Analysis



Reshmi
All Saints' College
Thiruvananthapuram-7

The employers are satisfied with the curriculum, with an average rating of 7 on a scale of 1 to 10. They feel that the current curriculum is relevant in developing a proactive attitude in the candidates. According to them All Saints' alumnae who got employed in their organizations are particularly good in terms of their communication skills, innovativeness, creativity, interpersonal relationships, in using technology and involvement in social activities.



Prof.
All Saints' College
Thiruvananthapuram

2018-2019



Reshmi
Principal
All Saints' College
Thiruvananthapuram-7



Internal Quality Assurance Cell, All Saints' College, Trivandrum
Feedback Analysis Report (2018-19)

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Students Feedback on Curriculum (2018-19)

Analysis

The analysis of the results indicate that students are satisfied with the way courses have been dealt with and appreciate the performance of teachers especially in terms of the time taken for



Reshmi
Principal
All Saints' College
Thiruvananthapuram-7

course completion, use of modern teaching aids, the activities designed for the classes and teachers' efforts to inculcate soft skills in students. They are also content with the resources made available to them, from reference books to the field visits arranged for enhanced learning.

Teachers Feedback on Curriculum (2018-19)

Analysis

The feedback from teachers suggest that they are satisfied with the courses and its relevance in helping students attain the expected programme outcomes. Though many of them expressed the need for enrichment of library resources.

Alumni Feedback on Curriculum (2018-19)

Analysis

The alumnae are satisfied with the curriculum and its content. They also appreciate its relevance in catering to their professional needs and maintain that they have had an advantage over their peers due to this training. Those of whom that had opted for 'English Language Skills Acquisition' feel that the course is especially helpful in pursuing higher education in foreign countries.

Employer Feedback on Curriculum (2018-19)

Analysis

The employers are extremely satisfied with the curriculum, with an average rating of 9 on a scale of 1 to 10. They feel that the current curriculum is relevant in developing the industry expected outcomes from the candidates and actively redresses the problems of the client group. According



Reshmi
All Saints College
Thiruvananthapuram

to them All Saints' alumnae who got employed in their organizations are particularly good in terms of their communication skills, innovativeness, creativity, interpersonal relationships and in using technology.



Reshmi
Principal,
All Saints' College
Thiruvananthapuram-7

2019-2020



Reshmi
Principal
All Saints' College
Thiruvananthapuram-7



Internal Quality Assurance Cell, All Saints' College, Trivandrum

Feedback Analysis Report (2019-20)

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Reshmi
Principal
All Saints' College
Thiruvananthapuram-7

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Teachers Feedback on Curriculum (2019-20)

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The feedback from teachers suggest that they are satisfied with the courses and its relevance in helping students attain the expected course outcomes.

Alumni Feedback on Curriculum (2019-20)

Analysis

The alumnae are satisfied with the curriculum and its content. They also appreciate its relevance and maintain that they have had an advantage over their peers due to this training. Those of whom who had opted for the course 'Conversational skills' are extremely confident about the relevance of the course in professional sector as well as in supporting higher education in foreign countries.

Employer Feedback on Curriculum (2019-20)

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The employers are extremely satisfied with the curriculum, with an average rating of 9 on a scale of 1 to 10. They feel that the current curriculum is relevant in developing the industry expected outcomes from the candidates and in developing a proactive attitude in the candidates. According to them All Saints' alumnae who got employed in their organizations are particularly good in



Reshmi
Principal
All Saints' College
Thiruvananthapuram-7

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Reshmi
Principal
All Saints' College
Thiruvananthapuram-7



Internal Quality Assurance Cell, All Saints' College, Trivandrum
Feedback Analysis Report (2020-21)

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Reshmi
Principal
All Saints' College
Thiruvananthapuram-7

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Reshmi
Principal
All Saints' College
Thiruvananthapuram