

Quality Improvement Initiatives.

Step 1: Curriculum & Planning

- ❖ Start with the University Curriculum and Department Academic Calendar.
- ❖ These define the subjects, schedules, and timelines.

Step 2: Subject Allocation

- ❖ Subjects are allocated to faculty based on specialization and expertise.

Step 3: Lesson Plan & Course File Preparation

- ❖ Faculty prepares a complete course file including:
 - Course outcomes (COs) and mapping to POs/PSOs.
 - Timetable and content beyond the syllabus.
 - Course materials, textbooks, references, e-materials, and videos.
 - Assignments, question banks, past papers, lab manuals, and sample papers.

Step 4: Teaching & Learning Modes

- ❖ Teaching modes: Blackboard, PPT, interactive panels, videos, lab demos, project/model assignments.
- ❖ Learning modes: Self-learning, collaborative learning, peer-to-peer, group discussions, student presentations.

Step 5: Verification of Delivery & Feedback

- ❖ Monitor effectiveness of classroom delivery.
- ❖ Collect periodic student feedback for quality improvement.

Step 6: Evaluation Process

- ❖ Conduct assessments in three stages:
 - Continuous internal assessment (CIA).
 - Practical exams.
 - End-semester exam.

Step 7: Assessment of Outcomes

- ❖ Measure Course Outcomes (COs) attainment.
- ❖ Measure Program Outcomes (POs) and Program Specific Outcomes (PSOs) attainment.

Step 8: Attainment Check

- ❖ If outcomes are achieved → Reset higher goals for future education.
- ❖ If outcomes are not achieved → Identify corrective actions for improvement.

Step 9: Corrective Action Implementation

- ❖ Plan and apply corrective measures (remedial classes, extra support, updated methods).
- ❖ Feed the corrections into the next cycle.

Step 10: Continuous Improvement

- ❖ The process repeats every cycle to ensure consistent quality enhancement and better results.

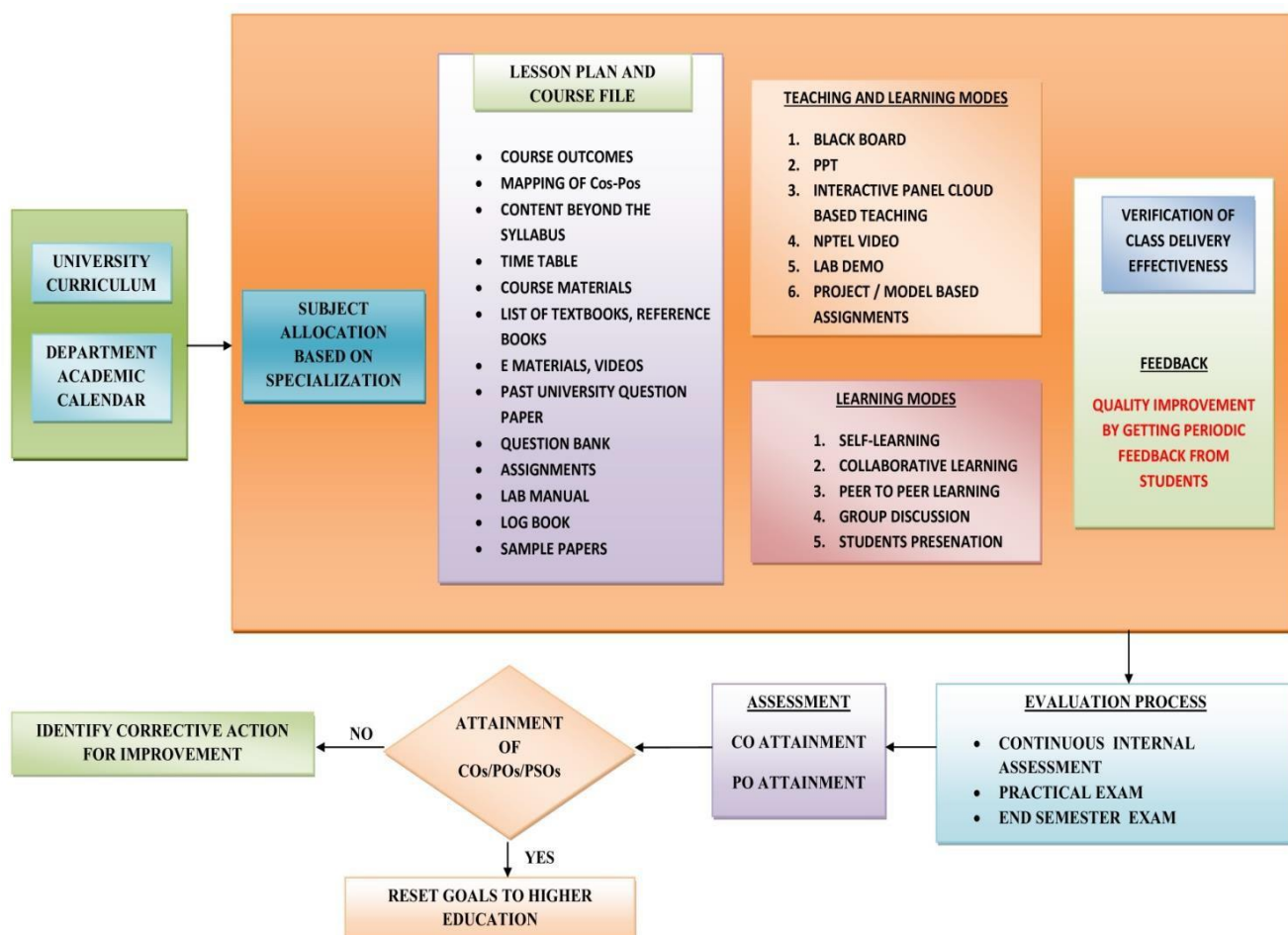


Figure 2.1.1 Teaching and Learning Process