MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA
A College with Potential for Excellence
NAAC Accredited & ISO 9001:2015 Certified

INSTITUTIONAL DISTINCTIVENESS
Academic Year: 2022-23

Holistic Approach to Academic Excellence

The commitment to providing an exceptional academic experience is reflected in the institution's meticulous, proactive and organized planning and execution. The IQAC plays a crucial role in ensuring the quality and effectiveness of the teaching-learning and evaluation process.

College Handbook and Academic Calendar: The IQAC diligently prepares a comprehensive college handbook and academic calendar well in advance with ample time-frame for not only the regular teaching-learning and assessment process but also to accommodate various events like seminars/ workshops/ FDPs/ conferences/ Significant Days of celebration and many more after taking into account the list of activities planned by various departments, cells, committees, and clubs as well as the schedule for continuous internal assessment tests and semester end examinations set by the Examination Section for the upcoming academic year. The handbook is made available on the college website and is distributed to staff and students.

Streamlined Workload and Timetables: The work load for the upcoming year is finalized, at the end of the previous academic year and faculty members are given access to their timetables. An open-source software has been used to prepare faculty and student timetables.

Course Schedules: The detailed course schedule with course objectives, outcomes, along with the lesson plan and assessment methodology with rubrics is prepared by the faculty members for all the courses they teach in that particular semester and share with the students. These schedules provide students with a clear roadmap for their academic journey.

Enriched Syllabus and Student-centric Approach: The comprehensive syllabus, which includes the course objectives and course outcomes (CO), a model question paper with its blueprint, and the course schedule for each course are given to the students by their teachers at the start of each semester. The same information is displayed on the departmental blogs. In order to

collect feedback from students after the completion of the courses, students are also provided an explanation of the COs of each course.

The co-curricular activities embedded in the syllabus of each course play an important role in promoting experiential and participative learning, problem-solving methodologies, self-learning and field-based learning in students, especially in learning higher order skills. These measurable pedagogical activities are taken into account for internal continues assessment.

Daily Lecture Record and Online Accessibility: Faculty commitment is evident in the daily preparation and posting of lecture details along with topic covered, teaching methodology and student activities for each period on institution's online portal. Moreover, faculty members post attendance for each period and internal marks information in the portal. The portal, accessible to students facilitates real-time access to attendance records and internal marks, fostering transparency and accountability.

Innovative Teaching-Learning Practices: In addition to conventional approaches, teachers use ICT-enabled tools and e-resources for effective teaching-learning, and evaluation. Good internet and Wi-Fi facilities are available both to staff and students on the campus to facilitate a blended mode of teaching and encourage self-directed learning.

'Google Education' is used for online classes, tools such as PPTs, Whiteboard, Digital Podium, Videos and Audios, Virtual and Digital Classrooms, LCD Projectors, Visualizers etc. are widely used for greater learning experience. Google Apps such as Drive, Classroom, Sheets, Forms, Docs, Slides, Blogger, Jamboard, YouTube, and Meet are used extensively in teaching, learning, evaluation, feedback analysis and storing data. Assessment tools such as Form Limiter, Mentimeter, Slido, Socrative and Quizizz are also used effectively for computer-based testing.

Experiential Learning and Holistic Support: To encourage experiential learning, several methods are employed, including projects, internships, educational tours, field and industry visits to gain practical insights into real-world applications of their studies, audio-visual learning in language labs, demonstration and practical work for conceptual clarity and hands-on experience. Initiatives like mentoring, counselling, remedial coaching and peer teaching provide additional academic support to slow and moderate learners.

Comprehensive Student Evaluation System: Evaluation of students is based on both Continuous Assessment (CA) for 50 marks and Semester End Examination (SEE) for 50 marks. CA has two components. The first component comprises of one written test for 25 marks. The second component may include project report / student seminars / field trip report / quiz / assignments / problem-solving sessions etc. to promote creativity, digital skills, experiential and participative learning and research among students. It carries 25 marks of which assessment for a minimum of 10 marks will be online. Students can choose to write a Continuous Assessment Improvement Test (CAIT), conducted towards the end of the semester if they wish to improve their performance. An advanced examination management system has been implemented for an effective examination and efficient evaluation system.

The IQAC ensures the fairness and transparency of assessment and evaluation processes. Implementation of continuous assessment methods, such as formative assessments, quizzes, and practical exams, is encouraged to provide a holistic evaluation of students' understanding. The IQAC also facilitates the development and use of rubrics to standardize grading and ensure consistency.

Faculty Evaluation and Continuous Improvement: The institution has a feedback system to evaluate the teachers by students enabling continuous improvement. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses, difficulties faced in the subject give a clear idea about the problems faced by the students. Regular monitoring by the Principal and Management ensures timely corrective actions based on student feedback.

Student Learning Outcomes: The institute monitors the performance of the students regularly. It has effective procedure to collect and analyze information on student learning outcomes by carrying out continuous internal assessment, semester end examination, providing with lecture notes / material, remedial coaching, peer-teaching, mentoring and counselling, parent-teacher meet and surveys.

Measurement of Attainment of Course Outcomes: The IQAC which works on improving the teaching-learning process has created a student-centric learning environment by initiating OBE. The attainment of course outcome is measured evaluating the performance of students in internal and external examinations conducted for each course which provides a quantitative measure of

the students' understanding of the course, as well as their ability to apply it to real-world situations. Also to provide qualitative feedback on the course experience, including the effectiveness of the course material, teaching methods, and overall satisfaction with the course feedback is collected from students through a course exit survey.

Once the course outcomes have been measured, the attainment gap is calculated. To bridge the attainment gap, measures such as changing the teaching methods, providing additional resources, offering mentoring programmes, remedial coaching, and creating a more inclusive learning environment are taken to ensure that all students are prepared for success in their future careers and in life.

Result Analysis: Institute has the provision of analysis of students' performance after the announcement of their semester results. The examination section does programme wise, teacher wise and course wise result analysis and management takes necessary steps to work towards improvement of results.

Feedback for Quality Enhancement: Feedback is collected to gather valuable information from students about various aspects of their learning experience, including the curriculum, teaching-learning, assessment, infrastructure and other facilities for a comprehensive understanding of the learning experience. At the end of each semester, students are given an opportunity to provide feedback on these areas. Student Satisfactory Survey as per NAAC recommendations is also done at the end of each semester. This feedback is collected through surveys / questionnaires and include both quantitative and qualitative data. The information obtained from these surveys is then analyzed by the IQAC to identify areas where improvements can be made.

Once the feedback has been analyzed, a plan of action is prepared based on the suggestions provided by the students. This plan may include changes to the curriculum, alterations to teaching methods or materials, and reforms to assessment strategies to enhance the learning experience for students and to ensure that they receive the best possible education.

Feedback is also collected from the parents, faculty, alumnae and employers on curriculum. Listening to their suggestions action is taken to address their concerns in order to create a learning environment that is engaging, effective, and meaningful for all students. The links to the different feedback forms are provided online through institutional website.

The institution consolidates the feedback collected for consideration by the IQAC for quality enhancement and sustenance in various aspects such as curriculum enrichment, infrastructural facilities, augmentation of research facilities which result in student progression and quality research.

This holistic approach to academic excellence positioned Maris Stella as a 'College with Potential for Excellence', where every element of the educational framework is meticulously designed to foster a thriving learning community.