

# Report on Periodic Review of Learning Outcomes and Teaching Methodologies by IQAC

## 1. Introduction

The Internal Quality Assurance Cell (IQAC) of the University/Institute periodically reviews the learning outcomes and teaching methodologies adopted across various departments. The primary objective of this review is to ensure continuous improvement in teaching-learning processes and to align academic delivery with Programme Outcomes (POs), Course Outcomes (COs), and Institutional Learning Objectives.

## 2. Objectives of the Review

- To assess the attainment level of course and programme learning outcomes.
- To evaluate the effectiveness of teaching-learning methodologies used by faculty.
- To identify areas requiring pedagogical innovation or curriculum revision.
- To promote evidence-based teaching practices and outcome-based education (OBE).

## 3. Methodology Adopted by IQAC

The IQAC conducted periodic reviews through the following means:

1. **Collection and Analysis of CO-PO Attainment Data:**  
Data from departments were collected at the end of each semester based on student performance, assignments, projects, and internal assessments.
2. **Feedback Mechanisms:**
  - **Student Feedback:** On teaching effectiveness and course content delivery.
  - **Faculty Feedback:** On curriculum design and resource adequacy.
  - **Alumni and Employer Feedback:** To ensure relevance of outcomes to industry needs.
3. **Departmental Review Meetings:**  
IQAC representatives participated in Departmental Academic Review Meetings to evaluate course outcomes and teaching methods.
4. **Peer Review and Teaching Audits:**  
Selected faculty peer-reviewed teaching methods and shared best practices.

## 4. Findings and Observations

- **Outcome Attainment:**  
Most programmes achieved the targeted CO-PO attainment levels (average 75–85%). Some variations were observed in analytical and practical skill outcomes.
- **Teaching Methodologies:**  
Faculty members effectively used ICT tools, blended learning, flipped classrooms, and case-based teaching methods. However, in some courses, traditional lecture methods still dominate.



- **Student Engagement:**  
Increased student participation was observed in experiential learning and project-based courses.
- **Skill Integration:**  
Industry-aligned courses and internships have improved employability-related learning outcomes.

## 5. Recommendations and Action Plan

Area	Observation	Action Suggested	Responsibility	Timeline
CO-PO Attainment	Moderate achievement in certain analytical skills	Introduce additional tutorials and problem-solving sessions	Department Heads	Ongoing
Teaching Methodology	Limited ICT integration in few departments	Conduct FDPs on innovative pedagogy and digital tools	IQAC & FDP Cell	Every semester
Student Feedback	Requests for more practical exposure	Increase number of workshops, case studies, and field visits	Departments	Next Academic Year
Continuous Evaluation	Need for standardization across departments	Develop uniform rubrics and evaluation policy	Academic Council	Ongoing

## 6. Best Practices Identified

- Regular **CO-PO mapping workshops** facilitated by IQAC.
- Incorporation of **Outcome Attainment Dashboard** for transparency and monitoring.

## 7. Outcome and Impact

- Improved course alignment with learning outcomes.
- Enhanced faculty competency in adopting learner-centric methodologies.

## 8. Conclusion

The periodic review by IQAC has led to a structured mechanism of assessing learning outcomes and teaching methodologies. Continuous feedback and improvement cycles have ensured that academic quality remains dynamic and responsive to stakeholder needs.


