

**Class Monitoring Report 2082 and Action Plan (2083/084) for Strengthening
Class Monitoring Strategies**



Internal Quality Assurance Committee (IQAC)

Far Western University

Durgalaxmi Multiple Campus

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2082



Class Monitoring Report 2082 and Action Plan (2083/084) for Strengthening Class Monitoring Strategies

Monitoring Period: Academic Year 2082/083 B.S.

Report Submitted To: Internal Quality Assurance Committee (IQAC)

Monitoring Team: Assistant Campus Chief and Subject Committee Heads of Management, Education, and Humanities Faculties

Classes/Programs Monitored: Undergraduate and Graduate Level Classes of Management, Education, and Humanities Faculties

Number of Teachers/Classes Observed: 32 teachers/classes selected randomly

Introduction

Class monitoring was conducted at Durgalaxmi Multiple Campus during the Academic Year 2082/083 B.S. with the purpose of assessing the overall quality of teaching-learning activities in undergraduate and graduate programs. The monitoring process was carried out by the Assistant Campus Chief along with the subject committee heads of Management, Education, and Humanities faculties. The monitoring focused on classroom delivery, student participation, teaching methods, lesson preparation, use of instructional materials, classroom management, and overall academic environment.

Objectives of Monitoring

The major objectives of the class monitoring were:

1. To identify the strengths and gaps in the existing teaching-learning practices.
2. To assess the effectiveness of classroom instruction and student engagement.
3. To encourage teachers to adopt learner-centered and interactive teaching approaches.
4. To improve the overall quality of teaching-learning activities in the campus.
5. To provide constructive feedback and recommendations for further academic improvement.

Monitoring Process

The monitoring team visited classrooms randomly during regular class hours. Both undergraduate and graduate classes from the faculties of Management, Education, and Humanities were observed. Classroom observation was conducted using a monitoring checklist focusing on lesson preparation, punctuality, teaching methodology, classroom interaction, use of teaching



materials, student participation, and evaluation practices. Informal discussions were also held with teachers and students whenever necessary.

Key Observations and Findings

The monitoring process revealed that most teachers were regular, punctual, and committed to their teaching responsibilities. Teachers generally maintained positive classroom environments and demonstrated sound subject knowledge. Students were found to be disciplined and cooperative in most classes.

Many teachers used lecture methods effectively and attempted to involve students through questioning and discussion. In several classes, teachers connected theoretical concepts with practical examples, which enhanced students' understanding. Graduate-level classes were found comparatively more interactive and discussion-oriented than undergraduate classes.

However, the monitoring also identified certain areas requiring improvement. In some classes, teaching was still highly teacher-centered with limited student participation. The use of modern instructional materials and ICT tools was minimal in many classrooms. A few teachers relied heavily on note dictation and traditional lecture methods. Classroom interaction, collaborative learning activities, and critical discussion were not sufficiently promoted in some observed classes.

It was also observed that lesson planning and time management varied among teachers. While some teachers demonstrated excellent preparation and classroom management, others needed improvement in organizing classroom activities and ensuring active learner engagement. Continuous assessment practices and timely feedback to students were not consistently implemented across all programs.

Strengths Observed

- Teachers were generally punctual, sincere, and responsible in classroom teaching.
- Most teachers demonstrated adequate subject knowledge and clarity in content delivery.
- Positive and respectful teacher-student relationships were observed.
- Students were attentive and cooperative in most classes.
- Some teachers effectively used discussion, questioning, and practical examples to facilitate learning.
- Graduate-level classes showed comparatively better student interaction and participation.
- Classroom discipline and academic environment were generally satisfactory.

Weaknesses Observed



- Excessive reliance on traditional lecture methods in several classes.
- Limited use of ICT tools, multimedia, and other instructional materials.
- Insufficient student-centered and participatory teaching practices in some classrooms.
- Limited use of group work, project work, and collaborative learning activities.
- Inconsistent lesson planning and classroom time management among teachers.
- Continuous assessment and feedback practices were not uniformly applied.
- Some classes lacked active classroom interaction and critical discussion.

Suggestions and Recommendations

1. Teachers should be encouraged to adopt more learner-centered, interactive, and participatory teaching approaches.
2. Greater use of ICT, multimedia presentations, and instructional materials should be promoted in classroom teaching.
3. Subject committees should organize regular workshops, training, and peer-sharing activities on innovative teaching methodologies.
4. Teachers should prepare lesson plans regularly and ensure effective classroom time management.
5. Continuous assessment and timely feedback mechanisms should be strengthened in all programs.
6. Collaborative learning activities such as group discussion, presentation, and project work should be integrated into classroom practices.
7. Periodic classroom monitoring and constructive feedback should be continued for quality enhancement.

Conclusion

The class monitoring conducted during the Academic Year 2082/083 B.S. indicated that the overall teaching-learning environment at Durgalaxmi Multiple Campus was satisfactory and supportive of academic activities. Teachers showed commitment toward their professional responsibilities, and students demonstrated positive classroom behavior. Nevertheless, the monitoring also highlighted the need for further improvement in learner-centered teaching practices, use of instructional technology, classroom interaction, and assessment practices.

Based on the findings, the campus administration and subject committees will continue regular monitoring and provide necessary academic support to teachers. Capacity-building programs, professional development activities, and periodic review meetings will be organized to



enhance teaching-learning quality. The campus will also encourage greater integration of ICT and innovative pedagogical practices to ensure continuous academic improvement and quality enhancement.

Action Plan for Strengthening Class Monitoring Strategies

Based on the class monitoring report of the Academic Year 2082/083 B.S., several strengths and areas for improvement were identified in the teaching-learning practices of undergraduate and graduate programs. Although the overall classroom environment and teacher commitment were found satisfactory, the monitoring highlighted the need for more systematic monitoring practices, learner-centered pedagogy, effective classroom interaction, integration of ICT, and continuous assessment mechanisms.

To ensure continuous academic quality enhancement, the following detailed action plan has been prepared for strengthening class monitoring strategies and improving the effectiveness of teaching-learning activities.

Objectives of the Action Plan

1. To establish a systematic and continuous class monitoring mechanism.
2. To enhance the quality of teaching-learning activities through constructive supervision and feedback.
3. To promote learner-centered, interactive, and technology-supported teaching practices.
4. To strengthen professional accountability and reflective teaching culture among teachers.
5. To improve student engagement, participation, and learning outcomes.

Detailed Action Plan for Academic Year 2023/084

SN	Areas for Improvement	Planned Activities/Strategies	Responsible Persons/Committees	Time Frame	Expected Outcomes
1	Systematic classroom monitoring	Prepare annual and semester-wise class monitoring schedule for all faculties	Assistant Campus Chief, IQAC, Subject Committees	Beginning of each semester	Regular and organized monitoring system
2	Consistency in monitoring practices	Develop standard classroom	IQAC and Subject Committees	First month of semester	Uniform and objective



		observation checklist and reporting format			monitoring practices
3	Learner-centered teaching	Organize workshops on student-centered and participatory teaching methods	Campus Administration and Subject Committees	Twice a year	Increased use of interactive teaching strategies
4	Use of ICT in teaching	Conduct ICT-based teaching training and encourage multimedia use in classrooms	ICT Committee and Campus Administration	Every semester	Improved technology integration in teaching
5	Weak classroom interaction	Encourage group discussion, presentations, project work, and collaborative learning	Teachers and Subject Committees	Throughout the academic year	Greater student participation and engagement
6	Lesson planning and preparation	Require teachers to prepare lesson plans and maintain teaching portfolios	Department Heads and Subject Committees	Continuous	Better organized and goal-oriented teaching
7	Feedback mechanism	Provide written and oral feedback after classroom observation	Monitoring Team and Subject Heads	Immediately after monitoring	Professional improvement through constructive feedback
8	Continuous assessment practices	Monitor internal assessment, assignment, presentation, and feedback systems	Examination Committee and Subject Committees	Continuous	More effective student evaluation practices



9	Professional collaboration	Introduce peer observation and peer mentoring among teachers	Subject Committees	Once every semester	Sharing of good teaching practices
10	Monitoring follow-up system	Conduct follow-up observations to assess implementation of suggestions	Monitoring Committee	Quarterly	Sustained improvement in teaching practices
11	Student feedback system	Collect regular student feedback regarding classroom teaching and learning environment	IQAC and Student Welfare Committee	Once each semester	Better understanding of student learning needs
12	Documentation and reporting	Maintain proper records of monitoring reports, feedback, and progress reviews	IQAC and Campus Administration	Continuous	Effective documentation and quality assurance
13	Recognition and motivation	Recognize effective teaching practices and innovative classroom activities	Campus Administration	Annually	Increased teacher motivation and professional commitment
14	Time management in classes	Monitor regularity, punctuality, and effective use of classroom time	Monitoring Team	Continuous	Improved classroom discipline and instructional efficiency



15	Quality review meetings	Conduct periodic academic review meetings with faculty members	Campus Chief, IQAC, Subject Committees	Every four months	Collaborative academic improvement culture
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Monitoring and Evaluation Mechanism

To ensure effective implementation of the action plan, the following monitoring and evaluation mechanisms will be applied:

- The IQAC will coordinate and supervise all monitoring activities.
- Subject committees will conduct regular classroom observations and submit reports periodically.
- Follow-up meetings will be organized to review progress and implementation status.
- Teachers will be encouraged to maintain reflective teaching records and improvement plans.
- Student feedback and classroom performance indicators will be used to evaluate teaching effectiveness.
- Semester-wise progress reports will be prepared and reviewed by the campus administration.

Expected Long-Term Outcomes

The implementation of this action plan is expected to:

- Strengthen the institutional culture of academic quality assurance.
- Improve classroom teaching effectiveness and student learning experiences.
- Promote innovative, participatory, and technology-supported teaching practices.
- Enhance teacher professionalism, accountability, and reflective practice.
- Create a more student-friendly, interactive, and academically enriching classroom environment.
- Contribute to the overall academic excellence of Durgalaxmi Multiple Campus.

