

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle):

The Internal Quality Assurance Cell (IQAC) plays a vital role in institutionalizing quality assurance strategies and processes through continuous monitoring and systematic improvements. The IQAC comprises the Head of the Institution, Heads of Departments, faculty representatives, senior administrative officers, management members, nominees from local society, alumni, students, parents, and employers. As a central quality facilitation body, IQAC regularly interacts with teaching and non-teaching staff through meetings at various levels.

To strengthen the teaching–learning process, IQAC, in coordination with the institute administration, collects and analyzes stakeholder feedback. Based on feedback, orientation and training programmes are organized for faculty and staff to ensure effective implementation of quality practices. IQAC also promotes outcome-based education and monitors academic activities through a structured academic calendar and review mechanism.

During IQAC meetings, quality benchmarks and measurable parameters are identified, and strategies are formulated for academic and administrative improvements. To sustain quality enhancement, annual academic audits are conducted through internal and external mechanisms, ensuring continuous improvement in educational processes.



Internal Quality Assurance Cell (IQAC) consists of head of the institution, heads of departments, faculty representative, senior administrative officers, member from the management, nominees from local society, representative from alumni, students, parents and employers. IQAC is one of the major policy making and implementing unit in our Institute. IQAC communicates with staff of the institution through periodic meetings at different levels. IQAC along with Institute administration gives suggestions based on stakeholder's feedback to improve teaching-learning process. Institute regularly conducts training to staff and faculty members for implementation of quality procedures. IQAC efforts to promote the outcome based education in teaching and learning practices. Institute follows multi level monitoring system to review teaching-learning process to ensure that activities are conducted as per academic calendar. In IQAC meeting, the quality benchmarks and parameters are identified and process of execution is also defined for various Academic and Administrative activities of the Institution. IQAC aids in the creation of a learner-centric environment conducive to quality education.

Examples of best practices institutionalized:

1. IQAC efforts to promote the outcome based education in teaching and learning practices.

The OBE framework adopted by institution for revolves around three important elements:

- a) description of the students learning outcomes (COs, POs & PSOs) in the form of a verb (learning activity), its object (the content) and specification of the context and a standard the students are to attain;
- b) creating a learning environment using teaching/learning environment activities that address that verb and therefore are likely to bring about the intended outcome; and
- c) using assessment tools that also contain that verb, thus enabling the teacher to judge the attainment results.

A Course Outcome (CO) is a measurable, observable, and specific statement that clearly indicates what a student should know and be able to do as a result of learning. The compliance of module outcomes with each PO and PSO is verified based on action verb, content and the context of application/performance. The curriculum gap for PO / PSO attainment at course level (POs and PSOs relating to knowledge and skill) and at program level (POs relating to attitude or behavioral) is identified. All activities are mapped to POs and PSOs related to curriculum gap and content beyond syllabi. Feedback on bridging the curriculum gap and delivery of content beyond syllabi is collected from students.

The COs of each course shall be mapped to POs and PSOs along with its correlation strength mentioned in three level (slight-1, moderate-2, substantial-3)

Direct Internal assessment of COs calculates through various tools like mid-sem exams, tests, assignments, MCQ, project, seminar etc on every CO. The direct external CO assessment is based on end semester exams. The Indirect assessment at course level is carried out by conducting course end survey, lab end survey. The indirect attainment of POs and PSOs is calculated by exit survey, employer's survey, co curricular activities, extracurricular activities etc. Based on percentage of CO attainment, the direct assessment of POs and PSOs are calculated. The three levels of PO/ PSO attainments are decided by Department advisory board depending on previous attainments levels. In case PO/PSO has achieved the expected value, then the target is increased by 5% otherwise the previous target is retained and action plan is prepared for improvement.

2. Internal & External Academic Audit :

At the beginning of academic session, The institute collects academic plan, extension activity, collaboration, innovative and best practices, assignment, ICT based activity, students competition, seminar and workshop

supposed to organize for better performance.

The Institute takes academic audit of each department and various committees every year through IQAC to increase and maintain the quality of education. Internal and external Academic Audit committee is set up for this purpose.

The report of the committee was submitted to the IQAC and the same is put in the Governing Body and Academic Council for discussion, suggestion and approval. Due to such academic audit, it is found out that all departments and committees have been constantly improving their curricular, co- curricular and extra co-curricular performances.

3. Use of ICT in teaching learning:

The use of ICT tools has become an integral part in teaching-learning process. IQAC always encouraged teachers to utilize these tools in classroom teaching and laboratories. The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, Hi speed internet Wi-Fi facility. The institute is also using MOODLE. With the help of this software faculties can share notes, PPTs, NPTEL video links, simulations and case studies for the particular topic, research papers, etc. also the question banks and assignments on the website. Students can solve the quizzes online and can submit their assignments. The teacher can check the work submitted by the student online and give feedback to student. The institute has live video based capture software called "IMPARTUS". One faculty from each department is appointed as IMPARTUS coordinator who schedules the lecture capture plan for entire semester which is made available on this platform. At the beginning of academic year student gets registered to IMPARTUS and can access all the captured lectures anywhere as per their convenience. Periodically IQAC has trained teachers and non-teaching staff to use ICT by arranging different workshop. In teaching and learning, the feedback system is implemented to take the review of reliability and uses of ICT facilities.




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