6.5.1 *Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals*

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Internal Quality Assurance Cell (IQAC) has conducted 14 meetings in the last five years and has successfully sent 4 AQARs to the NAAC. It operates to develop an internal culture of quality assurance **strategies** and receives monthly information reports from each department related to teaching and learning process, and extra-curricular activities. There are coordinators for each college for the same. It calls the agenda before each of its meetings to thoroughly discuss and the proceedings are approved by the chairman and uploaded on the website. It reviews the implementation in its next meetings.

In order to implement NEP-2020 guidelines effectively, IQAC nominated faculty at national seminars and some programs have been approved in the Academic Council. IQAC is instrumental in implementing syllabus revisions to the curriculum in UG and PG courses at minimum intervals for 3 years, registration in NAD and processing Academic Bank of Credits (ABC). The IQAC of the University has been encouraging the Departments to conduct an Academic Audit regularly and to strictly follow the academic calendar and was even followed during the COVID time. The IQAC have been instrumental in reforming system in examinations, syllabi structure of all the programs, learning process, infrastructure development, administration, extracurricular activities, incentives to promote research etc. This all been the input from the stakeholders. Two notable practices institutionalized because of IQAC initiatives are as follows:

1. **Online Feedback Mechanism:** To ensure quality education, regular teacher assessment and online feedback is obtained by IQAC from students. Feedback includes observations on teaching quality, teaching techniques and subject content. This is communicated to Heads of department to be discussed for initiating corrective measures. Feedback from stakeholders like alumni, employers and teachers are collected and analyzed for preparing a strategic plan

of action. The alumni feedback form showed excellence in overall development of the students. The parents' feedback form showed satisfaction regarding hostel facility the campus environment conducive for overall development of their wards.

2. **Academic and reforms:** In academic the major changes have been made in the **examination system** i.e. the first hourly examination was removed to save time of students, the marks distribution for internal and external as per the credits of the courses were defined, the mid-sessional practical examination for theory + practical combo courses were abandoned, passing of theory and practical were made mandatory, pre-thesis seminar were allowed online. Model question papers were uploaded on the website for the convenience of students. As far as **syllabi** of all the programs were either revised or modified as per the requirements of the stakeholders. The post graduate program (Masters) the thesis requirement as partial requirement for the degree was made optional on the demand of the students, those who don't want to pursue research as career. It was made mandatory to have the program curriculum choice based system. **Classes for weaker students** (on scholastic probation) were arranged by the concerned Dean faculties on the advice of controller of examinations. The learning process was modernized by renovating the **smart classrooms** with touchscreens.