

HIMALAYAN UNIVERSITY

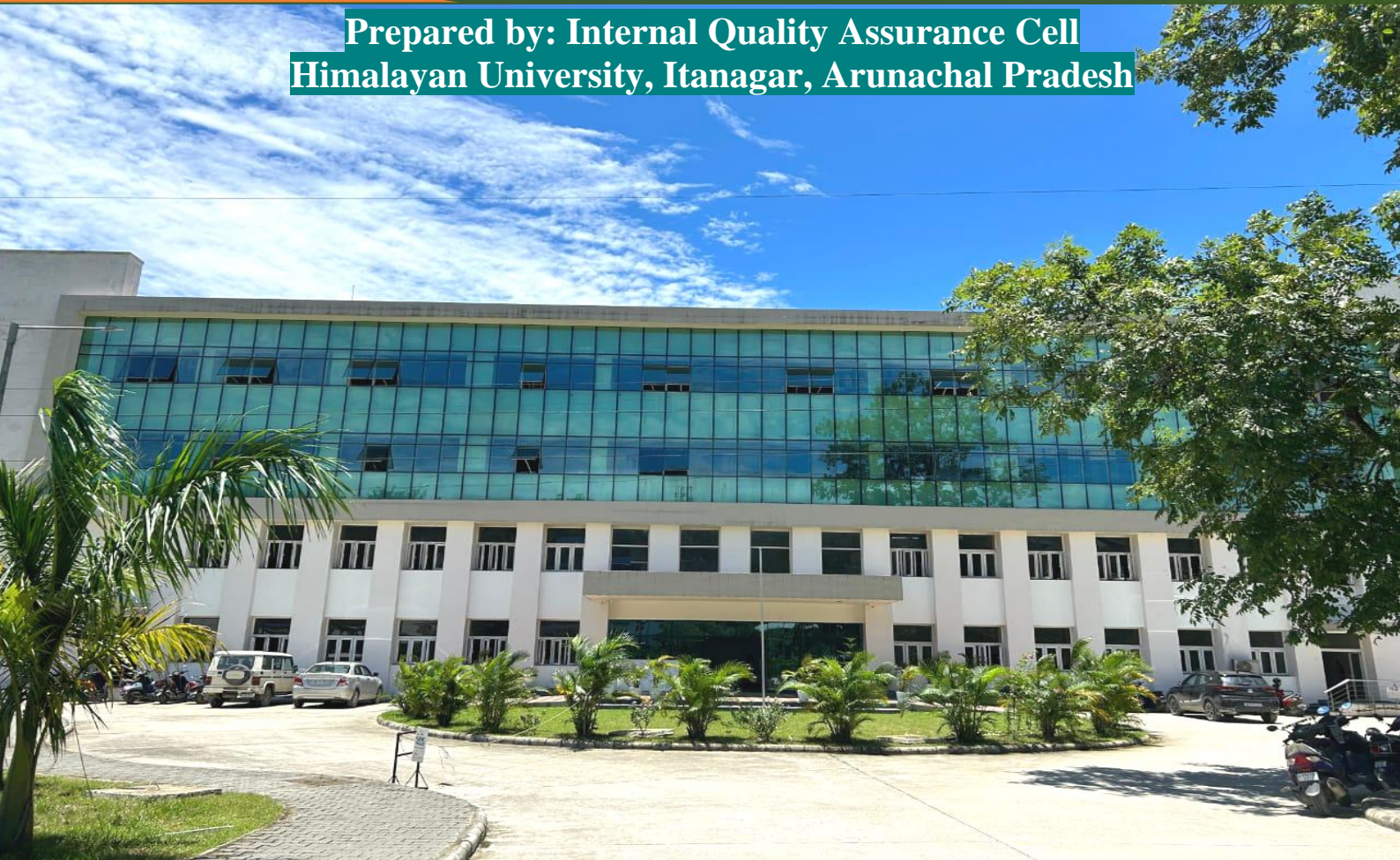
ITANAGAR, ARUNACHAL PRADESH

(Established by the Government of Arunachal Pradesh & Recognized as per Section 2f of UGC Act 1956)



MANUAL OF INTERNAL QUALITY ASSURANCE CELL (IQAC)

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PREAMBLE

In accordance with the “UGC XII Plan Guidelines for the Establishment and Monitoring of Internal Quality Assurance Cells in Universities,” Himalayan University has constituted its Internal Quality Assurance Cell as a central mechanism to ensure academic and administrative excellence. The IQAC functions as a catalyst for quality improvement, providing a structured pathway for the continuous enhancement of teaching, research, governance, and community engagement. It is envisioned not merely as a compliance requirement but as a conscious effort to institutionalize a culture of quality in higher education.

VISION

To elevate the quality of higher education at Himalayan University by integrating self-assessment with external evaluations and by fostering innovative initiatives that sustain excellence in academics, research, and societal contribution.

MISSION

Himalayan University is committed to delivering globally recognized and locally relevant education by:

- Creating a dynamic and inclusive learning environment.
- Ensuring continuous improvement in academic and administrative processes.
- Encouraging innovation and adaptability in pedagogy and research.
- Developing tailored academic initiatives to meet the diverse needs of learners.
- Preparing responsible citizens who contribute meaningfully to society.

OBJECTIVES OF IQAC

The primary objective of IQAC is to develop a quality system for conscious, consistent, and catalytic improvement in the overall performance of the university. Specific objectives include:

- i. To establish and sustain quality benchmarks for all academic and administrative activities.
- ii. To ensure learner-centric teaching, innovative pedagogy, and effective evaluation systems.
- iii. To integrate modern technology in curriculum design, teaching-learning, and governance.

- iv. To promote research culture, knowledge creation, and knowledge dissemination.
- v. To facilitate stakeholder participation for building an accountable and transparent system.
- vi. To document and share best practices within and beyond the university.

GOALS OF IQAC

- To promote institutional excellence through the internalization of a strong quality culture.
- To adopt and adapt institutional best practices to local and global contexts.
- To create a framework for continuous academic and administrative development.
- To ensure sustained compliance with UGC, NAAC, and other regulatory bodies while exceeding minimum benchmarks.

QUALITY POLICY

Himalayan University pledges to uphold academic excellence through continuous improvement of faculty, students, and stakeholders. The quality policy emphasizes innovation, inclusivity, and accountability, ensuring that the outcomes of education create an impact not only on individual learners but also on the broader society. The university is committed to nurturing reflective educators, empowered students, and engaged stakeholders in the pursuit of building a better tomorrow.

REPORTING SYSTEM

The IQAC will submit the **Annual Quality Assurance Report (AQAR)** to the UGC and NAAC regularly. These reports will highlight initiatives undertaken, outcomes achieved, best practices documented, and future action plans for quality improvement.

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1. INTRODUCTION

1.1 About IQAC

In response to evolving dynamics in higher education, driven by national educational reforms and the challenges of globalization, it is imperative to actively engage in the development and implementation of quality benchmarks across all key performance areas. Established in 2013 as part of the Jean Foundation, the university is dedicated to providing quality education while fostering holistic student development with a strong emphasis on moral values. The institution remains committed to shaping students into valuable contributors to the community and the nation. To uphold its academic standards, the university established the Internal Quality Assurance Cell (IQAC) on [date] to institutionalize processes for continuous quality enhancement and sustainability across all key domains.

IQAC functions as a central point for strategizing various Quality plans that relates to the faculty as well as the students of the institute. As rightly quoted by John Ruskin “Quality is never an accident; it is always the result of intelligent effort.

1.2 Global Perspective on Quality Assurance

The establishment of quality assurance systems in higher education has become a global priority, with an increasing demand for robust QA mechanisms at national, regional, and international levels. Over the years, the growth in higher education institutions and the evolving governance structures have led to greater involvement of external stakeholders. Institutions worldwide have adopted internal quality assurance frameworks through formalized approaches and systematic documentation, further strengthened by the establishment of national accreditation bodies.

1.3 Core Values:

Integrity:

Integrity is the practice of truthfulness, reliability, and unwavering commitment to strong ethical principles and values. The university fosters a culture of shared decision-making, building trust through professional courtesy and fair judgment. It instils institutional values through the dedication and diligence of individuals in their respective roles. All activities are conducted with a steadfast commitment to ethical standards, ensuring fairness, honesty, and objectivity in interactions with faculty, students, staff, and stakeholders across all levels of the academic community.

Thoughtfulness:

Thoughtfulness is the cornerstone of effective collaboration. The institute acknowledges and values the expertise of both teaching and non-teaching staff, appreciating their significant contributions to institutional growth. Their efforts are recognized as integral to the well-being of society. Regular interactions with faculty, students, parents, and stakeholders foster an environment of engagement and mutual respect, strengthening institutional harmony.

Diversity:

The institute embraces diversity, fostering an inclusive environment that respects all cultures and values individuals for their unique backgrounds, experiences, skills, and knowledge. Through culturally responsive services, it ensures equitable engagement for all stakeholders. Students are encouraged to celebrate and express diversity on various occasions, while individuals from across the country are provided opportunities to contribute meaningfully to the university's growth and development.

Excellence:

Excellence is at the core of the institution's academic pursuits. The teaching fraternity remains dedicated to innovation in instruction, research, and community engagement. The IQAC is committed to continuous self-improvement, ensuring excellence across all endeavours. The institution fosters a culture of dedication and perseverance, empowering faculty and students to strive for their best. Through ongoing evaluation and refinement of programs, services, systems, and policies, the IQAC upholds the highest standards of quality. The university provides a dynamic learning environment that equips individuals with the knowledge and skills necessary for career advancement, personal enrichment, leadership, and meaningful contributions to society.

Quality:

Our institution upholds high standards in teaching, learning, and student-centric support while fostering the holistic development of both students and staff. We continuously adapt to societal advancements, encouraging creativity and innovation to ensure academic excellence. A robust learning environment is maintained to uphold program quality, complemented by state-of-the-art infrastructure that strengthens curriculum effectiveness, instructional delivery, and overall operations. Thoughtfully designed arrangements, including infrastructure, best practices, and guiding educational principles, support this endeavour. The quality assurance process rigorously evaluates whether graduates meet predefined standards in knowledge,

skills, attitudes, and values in alignment with stakeholder expectations. This process encompasses the design of academic programs with specific learning outcomes, strategic implementation, and systematic reviews to ensure effectiveness and continuous improvement.

1.4 Performance Indicators:

Performance Indicators are key instruments for measuring the progress of planned activities.

- i. IQAC is responsible to introduce and implement the Quality Assurance process within the university.
- ii. To set quality performance indicators in domains of education, research and administration pertaining to departments/programs and other units of the Institution.
- iii. To develop benchmarks for quality performance indicators.
- iv. To develop strategies to evaluate quality performance indicators

1.5 Quality in Education

The graduates must come out of the institute/university equipped with requisite qualification and skills that the society and the country need for achieving higher economic growth and prosperity. Here quality of graduates has been defined as, fitness of purposes. Quality education includes:

- i. Quality of learners with commitment and interest to explore their potentials maximizing the learning opportunities
- ii. Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- iii. Content that is reflected in relevant curricula and materials for the acquisition of basic skills, attitude and knowledge referring for life;
- iv. Processes through which effective and student centered teaching learning and meaningful assessment to facilitate attainment of learning and reduce disparities.
- v. Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

1.6 Quality Assurance System

Quality comes out of a well-structured process or system. This system refers institutional arrangements including infrastructure, evidence of good practices, and guiding principles for education. Quality assurance process determines whether the graduates achieved the predetermined standard in terms of knowledge, skills, attitudes and values that addresses the expectations of the stakeholders. The quality assurance process includes, designing academic programs with specific Learning Outcomes, strategies, implementation, and systematic review of the process to measure the effectiveness and continuous improvement

1.7 Functions of IQAC:

- i. Development and application of quality benchmarks/parameters for various academic and administrative activities of an institution.
- ii. Dissemination of information on various quality parameters of higher education.
- iii. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- iv. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.

2. ROLES OF IQAC

- i. Quality Enhancement and Assurance Promotes a culture of continuous improvement in academic and administrative performance through structured interventions and regular assessments.
- ii. Curriculum Development and Academic Audits Facilitates updates and innovations in curricula in consultation with stakeholders and oversees periodic academic audits for quality benchmarking.
- iii. Teaching–Learning Reforms Supports the adoption of learner-centric pedagogies, ICT tools, and faculty development programs to enhance teaching effectiveness.
- iv. Institutionalizing Best Practices Identifies, documents, and disseminates best practices within the institution to encourage innovation and excellence.

- v. Stakeholder Engagement Ensures active participation of students, faculty, alumni, industry, and other stakeholders through structured feedback mechanisms.
- vi. NAAC and Accreditation Readiness Coordinates efforts for NAAC assessments and other accreditations by maintaining and submitting required documentation and reports.
- vii. Data Management and Annual Quality Assurance Report (AQAR) Collects, analyzes, and reports institutional data annually to NAAC, highlighting improvements, innovations, and outcomes.
- viii. Fostering Research and Extension Activities Encourages a conducive environment for research, collaborations, and community extension programs.
- ix. Policy Formulation and Monitoring Assists in framing policies for academic integrity, sustainability, and inclusivity, and monitors their effective implementation.
- x. Internal Academic and Administrative Audits Conducts periodic audits to review internal processes, ensuring transparency, accountability, and compliance with regulatory frameworks.

2.1 Composition of IQAC:

The composition of the Internal Quality Assurance Cell (IQAC) shall be as follows:

- i. Vice-Chancellor of the University as Chairperson.
- ii. Eight senior faculty members and one senior administrative officer as Members.
- iii. Three external experts from the fields of Quality Management, Industry, or the Local Community as Members
- iv. Director of the IQAC as Member Secretary

The members listed under (b) and (c) shall be nominated by the Vice Chancellor in consultation with the Academic Council of the University. Their term of membership shall be for a period of two years.

The IQAC shall convene meetings at least once every quarter. A quorum of two-thirds of the total membership is required for conducting a meeting. All meeting agendas, minutes, and

Action Taken Reports must bear official signatures and be preserved in a retrievable electronic format.

2.2 Role and Responsibilities of the IQAC Director:

- i. Disseminate information on various institutional quality parameters to all stakeholders.
- ii. Oversee the documentation of programs and activities aimed at quality enhancement.
- iii. Facilitate and coordinate institution-wide quality-related initiatives.
- iv. Lead the preparation of the Annual Quality Assurance Report (AQAR) for submission to NAAC, ensuring alignment with quality parameters.
- v. Ensure the timely and effective implementation of IQAC committee decisions.

2.3 IQAC Governance and Responsibilities

- i. The IQAC is led by the Vice Chancellor of the institution. At Himalayan University, the IQAC at the HEI level includes representation from all stakeholders, including alumni, students, faculty across all cadres, administrative staff, and employers of Himalayan University graduates.
- ii. The IQAC convenes meetings twice a year, in accordance with NAAC guidelines, to deliberate on various quality enhancement initiatives.
- iii. Ensures a heightened level of clarity and focus in institutional functioning for continuous quality improvement.
- iv. Facilitates the internalization of a quality-focused institutional culture.
- v. Enhances coordination among institutional activities and promotes the adoption of best practices.
- vi. Provides a structured framework for informed decision-making to improve institutional operations.
- vii. Functions as a dynamic system for driving quality advancements within the institution.
- viii. Establishes an organized methodology for documentation and internal communication.

3.QUALITY ASSURANCE MECHANISM

3.1 IQAC Mechanism

- i. The IQAC is responsible for submitting the Annual Quality Assurance Report (AQAR) of the University to NAAC after obtaining approval from the statutory bodies.
- ii. A functional IQAC and the timely submission of AQAR are Minimum Institutional Requirements (MIR)for volunteering in the second, third, or subsequent cycles of accreditation.
- iii. The IQAC shall establish a dedicated section on the University's official website to ensure regular updates on its activities and timely publication of the AQAR.

3.2 Academic Monitoring:

Curriculum: The Internal Quality Assurance Cell (IQAC) plays a pivotal role in facilitating the seamless integration of processes for curriculum redesign and modernization, ensuring alignment with evolving job market demands. The curriculum serves as a cornerstone in fulfilling the institute's mission and objectives, encompassing intended learning outcomes (LOs) and overall program effectiveness.

A structured review process, incorporating active engagement from key stakeholders, is essential to achieving learning outcomes and enhancing graduates' employability. This includes:

- Systematic course evaluation by instructors.
- Identification of gaps and lapses within the existing curriculum through alignment initiatives.
- Implementation of proactive measures to address gaps, thereby fostering continuous curricular improvement.

Teaching and Learning Methods: Establishing a strong foundation is essential for achieving meaningful learning outcomes. Investing in this aspect significantly contributes to educational excellence and the overall quality of academic programs.

The attainment of learning goals relies on the active engagement and dedication of both students and educators. Instructors play a crucial role in imparting knowledge effectively, ensuring that teaching methods support successful learning experiences.

To foster an engaging and intellectually stimulating academic environment, educators should:

- Implement innovative teaching methodologies that captivate students' interest and maintain focus.
- Encourage a scholarly mindset that sustains continuous academic engagement.
- Create interactive learning experiences that support deep understanding and skill development.

Preparation of Lesson plan: The development of lesson plans is becoming increasingly common in international teaching and learning. It involves outlining the subject matter, learning objectives, and assessment criteria for each class. Consequently, students gain clarity at the beginning of a session about what will be taught, the instructional approach, the methods of assessing learning, and the subjects they are expected to learn.

Student Performance Assessment: Student assessment is a structured process designed to measure the achievement of learning outcomes. It involves the systematic collection, analysis, and interpretation of data to evaluate the extent to which students meet predefined learning objectives. This process serves as the foundation for assessing academic performance and skill development.

An effective and well-designed performance assessment approach is essential to accurately evaluate student progress. Key considerations include:

- Ensuring students are well-informed about the criteria, processes, techniques, tools, and rubrics used in assessments.
- Emphasizing higher-order learning to foster critical thinking, problem-solving, and application-based knowledge.
- Regularly gathering feedback from students and academic departments to refine assessment strategies.

Training & Placement: The quality of graduates is primarily assessed based on their employability and the extent of their contributions to organizations, communities, and national development. Recognizing that career suitability varies among students, effective

career counselling and structured placement programs play a critical role in facilitating appropriate job opportunities and guiding students toward suitable career paths.

The Internal Quality Assurance Cell (IQAC) regularly reviews training and placement activities to ensure that students receive comprehensive guidance for higher education, career advancement, and skill development. These initiatives aim to enhance student's preparedness for professional roles and optimize their employability prospects.

3.3 Empowerment of staff:

Staff Development and Quality Assurance:

It is essential to ensure that staff members across all categories—academic, support, technical, and administrative—are adequately staffed and possess the requisite skills to uphold academic standards and implement effective teaching-learning strategies.

Quality assurance emphasizes continuous training and professional development to strengthen staff competencies and align them with evolving best practices in higher education. To facilitate this, the institute has established a comprehensive staff development policy supported by structured programs for its effective implementation. These initiatives foster skill enhancement, institutional excellence, and long-term professional growth.

Research and Development:

The institute is committed to advancing sustainable development and contributing to societal progress. Research serves as the foundation for creativity and innovation, playing a pivotal role in driving long-term growth and development.

In addition to fostering academic excellence, research enhances the effectiveness of teaching and learning, ensuring a practice-oriented approach that bridges theoretical knowledge with real-world application. To support this endeavor, the institute provides adequate facilities and resources for research activities and actively encourages faculty members and talented students to engage in innovative research initiatives.

4. KEY INITIATIVES OF IQAC

4.1 Faculty Appraisal System:

The institute has a structured faculty appraisal system designed to foster excellence in academic performance and professional growth. The key objectives of this system are:

- i. Enhancing teaching-learning quality by systematically evaluating instructional effectiveness.
- ii. Addressing student's educational needs through continuous monitoring of faculty performance.
- iii. Providing a constructive evaluation framework to identify faculty strengths and areas for improvement.
- iv. Supporting professional growth by establishing a foundation for career development and skill enhancement.

Each faculty member submits a self-appraisal form, which is consolidated by the Head of the Department. A thorough analysis of faculty performance across all criteria is conducted by both the Head of the Department and the Head of the Institute, followed by constructive feedback for further improvement.

The self-appraisal scores, along with recommendations from academic leadership, are carefully considered by management to facilitate career advancements and ensure alignment with institutional goals.

4.2 Learning Management System (LMS):

A Learning Management System (LMS) plays a vital role in improving institutional efficiency while fostering student development. It serves as an IP-enabled online platform designed to deliver subject content seamlessly.

Key features of the LMS include:

- Access to study materials anytime, anywhere, ensuring flexibility in learning.
- Facilitation of forum discussions, enabling students to engage in collaborative academic discourse.
- Integration of online quizzes, particularly for laboratory sessions, to reinforce learning through interactive assessments.

The LMS is widely utilized by undergraduate students, providing them with structured support for academic engagement and resource accessibility.

4.3 ICT Methods

To strengthen teaching and learning processes, the institute has integrated Information and Communication Technology (ICT) tools into its academic framework. Key enhancements include:

- Provision of LCD projectors, laptops/desktops, and Learning Computing Software to support digital instruction.
- Installation of high-speed internet and Wi-Fi across all academic areas, including hostels, guest houses, and the library, ensuring seamless access to online learning resources.
- Establishment of a Teaching Learning Centre to facilitate faculty development and innovative pedagogical practices.
- Utilization of NPTEL and other Open-Source study materials to enhance course delivery and self-paced learning opportunities.
- Implementation of various ICT-driven platforms such as Web Online Public Access System (Web OPAC), Digital Library, and Computer-Based Learning Systems to support academic research and resource accessibility.

4.4 Academic and Administrative Audit

The institution prioritizes continuous improvement in academic and administrative processes. Based on IQAC recommendations, a standardized Academic and Administrative Audit was introduced in the 2016-2017 academic year, focusing on self-evaluation, external assessment, and quality sustainability initiatives.

This audit follows a structured format, covering all critical academic and administrative inputs, including:

- Departmental profiles, student records, workload, research details, and teaching-learning evaluation processes.
- Faculty assessment by higher authorities, evaluating qualifications, punctuality, regularity, and accountability.

- Administrative audit proforma, detailing operations across departments managing admission, examinations, stores, maintenance, accounts, salary, appointments, promotions, administration, and scholarships.
- Library and laboratory audit, encompassing operational schedules, available facilities and services, and management practices.

This process ensures a comprehensive review, promoting institutional efficiency, accountability, and adherence to quality standards.

5. STRATEGIC GOALS AND QUALITY INDICATORS:

The Internal Quality Assurance Cell (IQAC), in collaboration with the Academic Monitoring Committee (AMC), places Vision and Mission statements at the core of the institution's strategic framework. IQAC has developed a comprehensive strategic plan to enhance academic excellence, research, consultancy, extension activities, outreach initiatives, co-curricular, and extra-curricular programs, ensuring alignment with established quality benchmarks and progress indicators.

Additionally, the strategic plan focuses on strengthening essential infrastructural facilities to support long term departmental goals and institutional objectives. These targets have been defined through extensive consultations with key stakeholders, including faculty, students, alumni, parents, and employers, ensuring a collaborative approach to institutional development.

IQAC employs a set of performance measurement parameters to systematically evaluate departmental effectiveness, facilitating continuous improvement and quality assurance across all institutional domains.

5.1 Enhancement of Teaching-Learning Quality:

To ensure continuous improvement in the teaching-learning process, the institution emphasizes the following key components:

- Academic Calendar: Establishing a structured academic schedule to streamline teaching and evaluation activities.
- Teaching-Learning Plan: Designing systematic instructional frameworks that align with course objectives and student needs.

- **Development of Learning Outcomes:** Defining clear and measurable learning objectives to assess student progress effectively.
- **Creation and Dissemination of E-Content:** Developing digital learning resources and ensuring their accessibility for enhanced student engagement.
- **Integration of ICT in Content Delivery:** Leveraging technology to facilitate interactive and innovative instructional methodologies.
- **Assessment Strategy:** Implementing structured evaluation plans to measure achievement of learning outcomes.
- **Continuous Progress Assessment:** Regular monitoring of student performance to ensure steady academic growth.
- **Corrective Measures for Teaching Improvement:** Identifying and addressing gaps in instructional methods to enhance effectiveness.
- **Evaluation Parameters and Benchmarking:** Establishing performance metrics to maintain quality standards and facilitate institutional benchmarking.

5.2 Academic Support System:

The institution is committed to fostering an effective academic support system that promotes student success and continuous learning. Key initiatives include:

- **Mentoring and Counselling:** Providing personalized academic and career guidance to support student development.
- **Feedback Mechanism:** Establishing structured feedback channels to enhance instructional quality and student engagement.
- **Targeted Support for Diverse Learners:** Offering tailored assistance to both academically challenged and high-achieving students to optimize learning outcomes.
- **Training Needs Analysis:** Conducting systematic assessments to identify skill gaps and formulate relevant training programs.
- **Evaluation Parameters and Benchmarking:** Establishing measurable criteria to assess academic performance and institutional effectiveness.

- **Capability Enhancement Activities:** Implementing developmental programs to strengthen student competencies and academic skills.

5.3 Research Facilities:

The institution is committed to fostering a robust research ecosystem by providing state-of-the-art infrastructure and strategic collaborations. Key research initiatives include:

- **Advanced Research Laboratories:** Equipped with cutting-edge technology to support innovative research and experimentation.
- **Publication of High-Impact Journals:** Encouraging faculty and researchers to publish in Scopus- and SCI-indexed journals, ensuring global recognition and academic excellence.
- **Development of Research Proposals:** Facilitating structured research planning to secure funding and drive impactful studies.
- **Funding from Various Agencies:** Actively pursuing financial support from government and private funding bodies to promote research initiatives.
- **Collaborations with Research Organizations:** Establishing strategic partnerships with leading institutions to enhance research opportunities and knowledge exchange.
- **Patent Filing and Innovation Support:** Encouraging intellectual property generation, guiding researchers in patent applications, and fostering innovation-driven projects.

5.4 Entrepreneurship Development and Industry-Institution Interaction:

The institution is dedicated to fostering entrepreneurship and strengthening industry-institution collaboration through structured initiatives. Key focus areas include:

- **Entrepreneurship Development Cell (EDC) Activities:** Providing comprehensive training and guidance to cultivate entrepreneurial skills among students.
- **Strategic MoUs with Training Institutes:** Establishing formal partnerships to facilitate skill development and capacity building.
- **Incubation Centres:** Setting up dedicated spaces to support startups, innovation, and entrepreneurial ventures.

- **EDC Policy Formulation:** Developing a structured framework to streamline entrepreneurship initiatives and support business creation.
- **Industry Collaboration through MoUs:** Strengthening institutional ties with industries to enhance real-world learning opportunities.
- **Internships, Industrial Visits, Training, and Guest Lectures:** Offering students practical exposure to industry trends and workplace dynamics.
- **Industry-Curriculum Alignment:** Identifying emerging industry needs and integrating relevant insights into curriculum development.
- **Opportunities for Industry-Sponsored Projects:** Facilitating industry-based research, project collaborations, and applied learning experiences.

5.5 Training and Placement:

- The institution is committed to equipping students with the necessary skills and guidance for career success through structured training and placement initiatives. Key focus areas include:
- **Career and Higher Education Guidance:** Providing students with expert counselling on career choices and higher education opportunities.
- **Placement Preparation:** Offering targeted training programs to enhance students' employability and readiness for recruitment processes.
- **Soft Skills Development:** Conducting specialized sessions to strengthen communication, leadership, teamwork, and professional etiquette.
- **Personality Development Training:** Supporting students in building confidence, adaptability, and interpersonal skills for career advancement.
- **Campus Placement Facilitation:** Coordinating recruitment drives and industry collaborations to create employment opportunities.
- **Vocational and Job-Oriented Training:** Delivering sector-specific training tailored to local industry needs, ensuring skill alignment with employment demands.

5.6 Quality Assurance and Sustainability:

- The institution is committed to maintaining high-quality standards and fostering sustainable practices across all academic and administrative domains. Key initiatives include:
- **Formulation and Publication of Quality Policy:** Establishing and disseminating comprehensive policies to uphold institutional excellence.
- **Training and Education for Employees:** Conducting regular professional development programs to enhance faculty and staff competencies.
- **Stakeholder Feedback Mechanism:** Implementing structured feedback systems to continuously refine processes and address concerns.
- **Formation of Audit Teams and Process Development:** Establishing dedicated committees to oversee quality assurance audits and institutional evaluations.
- **Regular Audits and Corrective Measures Implementation:** Conducting systematic audits and implementing data-driven improvements to enhance operational efficiency.
- **Integration of Sustainability Practices:** Encouraging eco-friendly initiatives, including energy conservation and waste reduction, to promote a sustainable institutional framework.
- **Benchmarking Against Best Practices:** Aligning institutional standards with national and international benchmarks to ensure continual progress.
- **Technology-Driven Quality Enhancement:** Leveraging digital tools to improve academic governance, teaching methodologies, and administrative workflows.
- **Policy Review and Continuous Improvement:** Establishing an iterative framework for updating policies based on emerging trends and institutional needs.

5.7 Infrastructure Development:

The institution is dedicated to enhancing its infrastructure to foster academic excellence, innovation, and overall student well-being. Key initiatives include:

- **Implementation of Smart Classrooms, Tutorials, and Seminar Halls:** Integrating modern technology to create interactive and efficient learning environments.

- **Modernization of Laboratories and Equipment Upgrades:** Ensuring state-of-the-art facilities to support advanced research and practical learning.
- **Library Infrastructure Enhancement:** Expanding resources, digital accessibility, and study spaces for comprehensive academic support.
- **Establishment of Virtual Labs and Networking:** Providing remote access to laboratory experiments and fostering digital learning.
- **System Upgradation for Enhanced Performance:** Regularly updating technological infrastructure to improve operational efficiency.
- **Provision of Functional E-Learning Facilities:** Strengthening digital platforms to support flexible and technology-driven education.
- **Implementation of Safety and Security Measures:** Establishing robust security protocols to ensure a safe campus environment.
- **Ensuring Adequate Water Facilities:** Maintaining high standards for water supply and sanitation across the campus.
- **Provision of Medical Facilities:** Expanding healthcare services to support student and staff well-being.
- **Development of Indoor and Outdoor Sports Facilities:** Promoting physical fitness and recreational engagement through well-equipped sports infrastructure.
- **Establishment of On-Campus Hostel Facilities:** Ensuring comfortable residential accommodations to support student convenience and academic focus.

5.8 Implementation of Strategic Development

Following approval by the Governing Council, the next phases involve the systematic implementation of the strategic development plan. Throughout this process, progress will be periodically assessed, ensuring alignment with institutional goals and objectives.

To facilitate effective monitoring, clearly defined measurable success indicators are outlined in the implementation document. The Internal Quality Assurance Cell (IQAC), in collaboration with other institutional units, serves as the custodian of the strategic plan, overseeing its structured deployment and ensuring continuous improvement.

5.9 Strategic Plan

The Academic Council conducts periodic reviews to assess the progress and implementation of the strategic plan. The institution employs a structured appraisal system to evaluate the effectiveness of various strategic development initiatives using measurable indicators.

Key aspects of the evaluation process include:

- Annual Performance Analysis: Program heads collect and consolidate academic performance indicators from faculty members.
- Quality Benchmarking by IQAC: The Internal Quality Assurance Cell (IQAC) independently benchmarks quality standards and monitors the attainment of strategic goals.
- Reporting and Decision-Making: Findings are submitted to the Academic Council for comprehensive analysis.
- Recommendations for Improvement: Based on the IQAC report, the Academic Council identifies necessary corrective actions, process refinements, and resource allocations to enhance strategic execution.
- Approval and Implementation: Reports are forwarded for further deliberation and approval by the Governing Council, ensuring alignment with institutional objectives.

6. ACADEMIC AUDIT:

The Academic Audit is a scientific and systematic method for evaluating the quality of academic processes within the institution. It serves as a critical mechanism for continuous improvement, ensuring adherence to institutional standards and best practices.

Key aspects of the academic audit include:

- Comprehensive Self-Study: Departments conduct an internal assessment to analyse and document their academic practices.
- External Peer Review: Independent experts from outside the institution perform a physical verification, offering unbiased evaluation and recommendations.
- Structured Monitoring and Enhancement: The institute adopts a systematic approach to reviewing and strengthening teaching-learning methodologies.

- **Quality Assurance in Core Academic Processes:** The audit focuses on maintaining high standards in instructional delivery, faculty engagement, and resource utilization.
- **Evaluation of Departmental and Faculty Performance:** The process assesses how departments and faculty members organize activities, leverage resources, and collaborate effectively to provide an optimal learning experience for students.

6.1 Stages in Audit:

Conducting an audit usually comprises three stages, namely, pre-audit planning, conducting the audit and post-audit. These stages are described below:

6.2 Pre-Audit Planning:

Effective planning is crucial for ensuring the successful execution of an academic audit. The Internal Quality Assurance Cell (IQAC) follows a structured approach, incorporating the following key components:

- **Proposal Preparation:** IQAC formulates a detailed audit/review proposal for specific faculties or departments, outlining objectives, scope, and evaluation criteria.
- **Timeline Development:** A comprehensive audit schedule is established, covering all phases—from pre-audit planning to final report submission, ensuring systematic execution.
- **Stakeholder Coordination:** Engaging faculty, administrative units, and external auditors in the planning phase to ensure transparency and effectiveness.
- **Resource Allocation:** Identifying and mobilizing necessary resources, including personnel, documentation, and technological support, to facilitate smooth audit operations.

6.3 Conduction of Audit

The audit panel members are required to visit the relevant faculty/entity to carry out the audit exercise based on the provided schedule. Conducting the audit on-site allows panel members to identify and assess evidence. The on-site audit provides an opportunity for the panel to examine additional evidence not previously available. Throughout the on-site audit, the panel is expected to participate in a pre-document review meeting and an exit meeting, during which the draft report is presented to the faculty. The exit report reflects the panel's findings and serves as the foundation for the final report.

6.4 Post-Audit:

Upon completion of the audit, the audit panel is responsible for compiling and submitting the final report to the Internal Quality Assurance Cell (IQAC). The process involves the following structured steps:

- **Report Compilation:** Panel members convene to review findings and consolidate key observations.
- **Deliberation on Audit Outcomes:** A comprehensive discussion is conducted to finalize the audit results and draft a report for the exit meeting.
- **Finalization of the Report:** Based on insights from the exit meeting, necessary modifications and refinements are incorporated into the final document.
- **Submission to IQAC:** The completed audit report is formally submitted to IQAC for evaluation, action, and future strategic planning.

7. GUIDELINES FOR QUALITY ENHANCEMENT

The IQAC plays a crucial role in enhancing academic standards by effectively monitoring teaching-learning activities and promoting student employability.

The primary objective of the IQAC is to facilitate academic monitoring across various departments of the university.

7.1 Best Practices by IQAC

- **Self-Assessment and Accreditation:** Conducting regular self-assessments and participating in accreditation processes to evaluate and enhance the quality of academic and administrative activities.
- **Feedback Mechanisms:** Implementing structured feedback systems to collect insights from students, faculty, and employers, facilitating continuous improvement.
- **Faculty Development Programs:** Organizing and supporting faculty development initiatives to enhance teaching and research competencies, foster innovation, and keep educators informed about advancements in their fields.

- **Student Support Services:** Offering comprehensive student support programs, including counselling, mentoring, and career guidance, to promote holistic development and cater to individual needs.
- **Research and Innovation:** Fostering a culture of research and innovation by providing essential infrastructure, research grants, and incentives for faculty and students, enabling impactful academic contributions.
- **Infrastructure and Learning Resources:** Ensuring the availability of modern facilities, including state-of-the-art laboratories, well-equipped libraries, and advanced information technology resources, to support effective teaching, learning, and research.
- **Sharing:** Establishing a structured platform for departments and institutions to exchange best practices, fostering collaborative learning and continuous improvement.
- **Continuous Monitoring and Improvement:** Developing a robust system for ongoing evaluation of academic and administrative processes, leveraging data-driven insights to implement strategic enhancements.
- **Community Engagement:** Strengthening community involvement through outreach programs, social responsibility initiatives, and partnerships with local communities, promoting inclusive growth.
- **Governance and Leadership:** Upholding transparent and effective governance frameworks, ensuring strong leadership that nurtures accountability, innovation, and sustained institutional progress.
- **ICT Integration:** Seamlessly incorporating information and communication technology to optimize academic operations, streamline administrative processes, and enhance learning experiences.
- **Quality Culture Promotion:** Advancing a culture of excellence by engaging stakeholders through awareness programs, workshops, and seminars focused on quality assurance and continuous improvement.
- **Documentation and Record Keeping:** Establishing a robust system for comprehensive documentation and record-keeping, ensuring accuracy and accessibility for internal assessments and external evaluations.

8 . SAMPLE FORMATS

Format -1

Preparedness report by Department: Before commencement of Semester (10 days in advance)

Monitoring sheet for planning phase		
S. NO.	Activity	Status
1	Availability of Institute calendar	Available/ Not available
2	Availability of Departmental Calendar including assessment plan	Available/ Not Available
3	Load Distribution is completed	Yes/No
4	Subject Expert faculty are allocated for difficult subjects	Yes/No
5	Class Time table is prepared and displayed	Yes/No
6	Exclusive slots are allocated in time table for	
a. Library		Yes/No
b. Language laboratory		Yes/No
7	Ensured availability of required infrastructure	
a. Laboratories (Equipment/software)		Yes/No
b. Consumables		Yes/No
c. Repair/Maintenance of equipment		Yes/No
d. Internet connectivity and accessibility for MOODLE in classroom		Yes/ No
8.	Special provision to train the students for difficult subjects is made so as to improve results	
a. Subject 1:		Yes/No
b. Subject 2:		Yes/No
c. Subject 3:		Yes/No
9	Availability of Course file of all Individual faculty members	Yes/ No
10	Availability of Instructor's & Student's Manual for subjects having PR/TW/Oral/Tut	Yes/No

11	For programming/ computer related subject's multiple problem statement are available for every student/ group of students	Yes/No
12	MOODLE	
	a. All MOODLE activities are completed by all faculty members	Yes/No
	b. Students Enrolment in MOODLE completed	
13	Projects/ Seminar a. List of project /seminar topics proposed by faculty members is available and displayed	Yes/No
14	Co-Curricular and Extra Curricular Activities (Technical)	
	a. Professional chapter activities /student club activities are planned	Yes/No
	b. Guest Lecture and expert lectures are planned	Yes/No
	c. Industrial / Exhibition visit is planned	Yes/No
	d. Planning for various competition	Yes/No
	e. Any other	Yes/No
15	Best Practices	
	a. Identified best practices	Yes/ No
	b. Preparation for implementation of best practices	

Format 2:

Checking of faculty Preparedness by IQAC

IQAC Audit Sheet

Department:

Course:

Name of the Subject Teacher:

Class & Divi Date

Module Name:

a. Grading of Course File:

[Grades: A: Excellent B: Good C: Average]

SL. NO.	Details	Grade
1	Teaching plan and use of various instructional methods	
2	Unit wise Notes/PPT content	
3	CO-PI- PO-PSO Mapping	
4	Assessment Plan with proper use of assessment tool	
5	Model answer papers (University exam)	
6	List of reference books/web links/NPTEL/other resources	
7	E content developed (availability on Moodle, YouTube, Podcast, any Digital Platform)	
8	Instructional manual (LAB)	
9	Plan for weak and bright students	

b. Quality of Internal Assessment

[Grades: A: Excellent B: Good C: Average]

SL. No.	Details	Relevant Coverage of syllabus	Relevant to CO	Appropriate Blooms Level	Appropriate Marking Scheme	Grades
1	Test paper					
2	Assignment					
3	MCQs					
4	Activity					

Module Coordinator
HOD

NBA Prog Coordinator

Format 3:

COURSE SPECIFICATIONS FORM: To be filled by course teacher

Faculty Name.....

Department.....

Course Specifications

Name of the Program (s)

Academic year/Level

A- Basic Information

Title of the Course:

Code:

Credit:

Number of Lectures:

Number of Tutorial:
Total:

Number of Practical:

B- Professional Information

1. Overall aims of course

.....
.....

2. Intended learning outcomes of the course (COs)

a. Knowledge

i.

ii.

iii.

b. Skills

i.

ii.

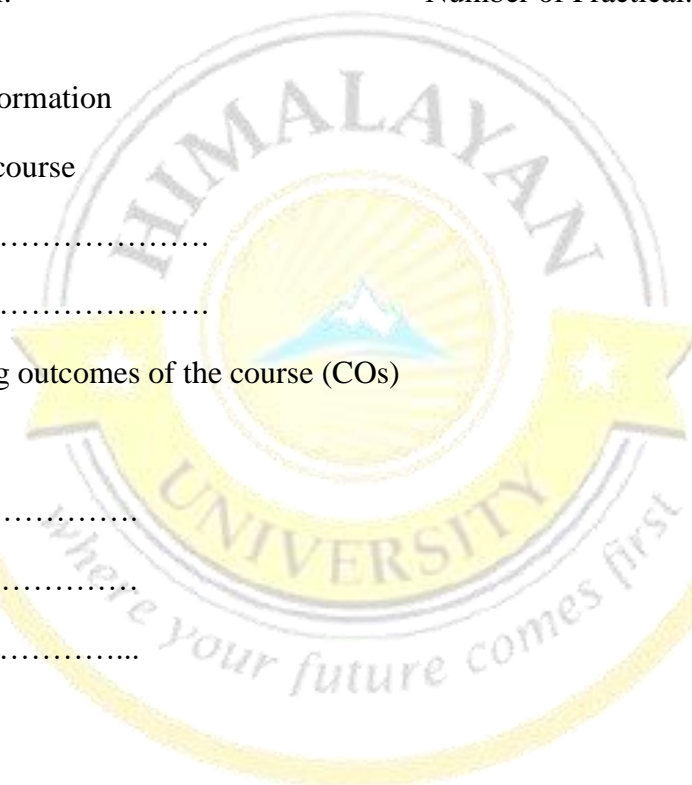
iii.

c. Attitude

i.

ii.

iii.



3. Contents:

Total lectures planned	
Total practical's planned	
Tutorial/Practical	

4. Teaching and learning methods

- a.
- b.
- c.
- d.

5. Student assessment methods

- a.
- b.
- c.
- d.

6. Assessment schedule

- Assessment 1 Week
- Assessment 2 Week
- Assessment 3 Week
- Assessment 4 Week

7. List of References

- a. Course notes
- b. Essential books (text books)
.....
- c. Recommended Reference books.....
- d. Periodicals, Websites, etc.....
.....

.....
8. Facilities required for teaching and learning.....
.....

Format 4:

TEMPLATE FOR COURSE REPORTS (to be filled by AMC)

External evaluator

FacultyDepartment.....

Course coordinator

I. Basic Information

1. Code and Title:

2. Name of the Program(s):

3. Year /Level/Semester of programs:

4. Units/ Credit hours conducted:

Lectures

Tutorial

Practical

Total:

5. Assessment completed as per plan:

6. Remedial sessions for slow learners are conducted by faculty member as per plan:

II. Statistical

Information 1. Target

Result set:

2. No. of students attended the course: Avg. %

Format 5

Lecture monitoring report (Lecture session)

Academic Year: 20 - 20

Semester I/II

Department: _____

Class: _____

Lecture Date and Time: _____

Subject Teacher: _____

Subject: _____

S. No.	Particular	Rating (Scale 1 to 5)	Remark
1	Lecture contents Preparation (Methodology & Models used)		
2	Presentation Skills <ul style="list-style-type: none">• Body Language• Effective opening• Audience engagement• Eye contact		
3	Reference to real life application in classes		
4	Discussion about university question and marking scheme on the topic covered		
5	Conduction of Lectures as per the plan.		
6	Effective utilization of time in class room		
7	Utilization of ICT Tools		
8	Overall Performance of the faculty		

Note-Meeting with HOD to brief about performance of faculty

Sign of HOD

Sign of IQAC

Format 6:**Library Utilization report**

Academic Year: 20 - 20

Semester: I / II

Date --/-- /20

S. No.	Department	Number of students who have utilized library	Number of Faculty member who have utilized library	Number of students who have browsed e-Journals/ e books	Number of Faculty members who have browsed e- Journals/ e -books	Students are attending the library as per allocated time table (YES/ NO)

Signature of Librarian