

## **6.5 - Internal Quality Assurance System**

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities.**

### **Response:**

The Internal Quality Assurance Cell (IQAC) was set up on 3<sup>rd</sup> August, 2004 in the institution as per the guidelines of NAAC to enhance quality education. From its inception the Cell has been making significant contributions to institutionalize quality assurance strategies and processes in the operation of the Institution. It undertakes quality strategies through various means and creation of seventeen (17) sub cells that works for the fulfillment of action plans formulated for the purpose. Major actions are mentioned as under:

#### **Formulates action plan:**

The IQAC formulates the Action Plan of the institution for quality enhancement at the beginning of every academic session. All committees and Cells of the Institution are expected to implement the Action Plan and fulfill the goals. The IQAC coordinates, guides and directs the activities of various Committees and Cells for the effective implementation of the Action Plan

#### **Students' Evaluation of Teachers (SET):**

The IQAC introduces a system of SET as the Best Practice of the College. In this system, students evaluate their teachers using a prescribed form developed by the IQAC. Teachers were assessed by students on the basis of different criteria- regularity, punctuality, communication skills, subject knowledge, responsiveness, etc.

### **Peer Mentoring:**

Teacher-student mentoring has been the practice initially. However, a noticeable weakness of this system is that a portion of student-mentees feel hesitant to reach out to their teacher-mentors. As such, it was decided that, henceforth, peer-mentoring will be practiced. To overcome mediocre mentoring, it was also decided that mentoring will also be purely voluntary. Mentorship will last for a period of 1 year, that is, a span of 2 semesters. Awareness was given to all the 5th semester students regarding the benefits of being a peer mentor. Only those who were willing signed up as mentors and subsequently given guidelines and briefed on mentoring practices. Students from the 1st semester were also given awareness on the benefits of peer mentoring. Only those willing were signed up as mentees. Mentors and mentees were matched as far as possible to fulfill each other's expectations. Mentor-mentee ratio is approximately 1:4. Members of the Mentoring Cell also acted as Mentor supervisors. Informed consent forms were given to mentees, which also stated that confidentiality will be maintained within the mentoring relationship. Guidelines as well as format for report writing were also given to the mentors to record their meetings.

### **Conduct regular meeting:**

Periodic meetings and Review meetings of the IQAC has been convened to monitor, review and appraise the action taken against the action plan and activities undertaken by various departments, committees and cells.

### **Decentralisation in decision making:**

The IQAC has been instrumental for quality enhancement through decentralisation in decision making. Various committees, cells and teams were formed with specific areas of autonomy; major activities and decisions effecting the operations of the institution were taken up and made in the meetings.

### **Promoting research culture:**

As the main unit in fostering quality development of the teachers, the IQAC has been promoting research culture by exhorting the teaching faculty to mobilise resources from various funding agencies for research activities for personal as well as professional development.

### **Conduct feedback from various stakeholders:**

To ensure quality in teaching-learning and extra/co-curricular activities, feedbacks from the stakeholders were collected. The feedbacks were analyzed confidentially and the summary of the feedbacks were displayed in the Institution's website. Teachers and departments were appraised according to the feedbacks and plans were formulated to address any shortcomings.

### **Conduct programmes and add-on courses:**

The IQAC has been the major unit of the institution that provides curricular/co-curricular and extracurricular activities to augment classroom learning and facilitating the gaining of information and knowledge, acquiring life skills of the students. Hence, various seminars, workshops, training programmes as well as Talks in observance of national and international days have been organised. Further, value added courses such as Spoken English Class, Skills and Personality Development Course and Certificate Course on Computer Concepts were conducted under the auspices of the IQAC.

### **Provide financial support and welfare schemes:**

The Institution makes a provision for financial supports and welfare schemes which can be availed by the staff and students. Staff Welfare Committee has been providing monetary or nonmonetary support through loans to the members. The institution also provides financial support to the staff for attending seminar/workshop/training etc. The students also provided financial support through Student Aid Fund.

**Green initiatives and eco-friendly campus:** Green initiatives was undertaken for eco-friendly/plastic free campus by organising talks, environmental workshop and campus cleanliness work of staff and students through Eco Club, NSS and Campus Beautification Committee.

**Academic and Administrative Audit(AAA):** IQAC has taken steps as per the proforma issued by the Directorate of Higher and Technical Education, Government of Mizoram. The Coordinator and Assistant Coordinators were entrusted to prepare AAA under the supervision of the Principal, the last audit was done on 5<sup>th</sup> June.2021.