

6.5.1

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



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The Internal Quality Assurance Cell (IQAC) at Pragati Engineering College has been instrumental in institutionalizing quality assurance strategies and processes, resulting in visible incremental improvements in quality over the past five years. The IQAC's efforts during the first cycle focused on establishing a strong foundation, while subsequent cycles witnessed the implementation of post-accreditation quality initiatives. These initiatives included outcome-based education, research and innovation, industry-academia collaborations, and continuous monitoring. The collective impact of these initiatives has significantly enhanced the quality of education and overall institutional development at Pragati Engineering College, positioning it as a center of academic excellence.

First Cycle: Incremental Improvements in Quality Assurance:

During the initial phase of quality assurance implementation, the IQAC focused on establishing a robust framework to enhance the quality of education and overall institutional performance. Several key strategies were implemented, resulting in incremental improvements:

- a. **Curriculum Enhancement:** The IQAC collaborated with academic departments to review and revise the curriculum regularly, incorporating industry trends and emerging technologies. This process ensured that the curriculum remained relevant and aligned with the needs of the industry and society.
- b. **Faculty Development Programs:** Recognizing the pivotal role of faculty in delivering quality education, the IQAC in consultation with departments organized regular faculty development programs. These programs aimed to enhance teaching and research skills, promote innovative pedagogical approaches, and foster a research-oriented environment among the faculty members.
- c. **Student Support Services:** The IQAC worked towards strengthening student support services, including academic counseling, mentoring, and career guidance. This holistic approach provided students with the necessary guidance and support to excel in their academic journey and fostered a conducive learning environment.
- d. **Infrastructure Development:** The IQAC collaborated with the college administration to improve the infrastructure facilities. Upgrades were made to laboratories, classrooms, and library resources, creating a conducive environment for effective teaching and learning.

The implementation of these strategies resulted in a gradual improvement in the quality of education and overall institutional performance. The feedback from stakeholders, including students, faculty, and employers, reflected the positive impact of the IQAC's initiatives.

Two practices institutionalized as a result of IQAC initiatives

Outcome-Based Education (OBE) Implementation: At Pragati Engineering College, the IQAC introduced Outcome-Based Education (OBE) practices across different academic programs. OBE centers on setting clear learning goals for students and aligning teaching, curriculum, and assessments to reach these goals. The IQAC collaborated with faculty to redesign course content and establish measurable learning objectives.

1. **Mapping Learning Outcomes:** The course teacher engages in mapping learning outcomes to specific course objectives, ensuring alignment between what students are expected to learn and what each course aims to achieve.
2. **Continuous Assessment:** Students are consistently evaluated through various methods, including class tests, assignments, mid-term examinations, and semester-end exams. These assessments offer regular feedback to both students and faculty, allowing for quick adjustments in teaching methods.
3. **Rubrics and Feedback:** The IQAC supported the creation of assessment rubrics that define how student performance aligns with learning outcomes. This guarantees fair and consistent evaluation. Teachers also give constructive feedback to students, helping them identify their strengths and areas needing improvement.
4. **Collecting Feedback:** Regular feedback from students, alumni, and industry partners is collected and analyzed by the IQAC. This ensures that the education offered stays in sync with students' and industry needs.

Student Mentorship and Holistic Growth: Understanding the importance of well-rounded development, the IQAC initiated a mentorship program that nurtures students' academic, personal, and professional growth.

1. **Personalized Support:** Every student receives dedicated guidance from an assigned faculty mentor who assists with academic challenges, offers career insights, and provides a supportive environment for addressing individual concerns and growth.
2. **Goal Setting and Skills:** Through mentoring, students were guided in setting goals and developing essential skills. Mentors work closely with them, identifying strengths and areas for improvement while fostering abilities like communication and teamwork. This approach enhanced their holistic growth and prepared them for diverse challenges in both academic and professional spheres.

3. **Emotional Support:** Mentors offer a safe space for discussing emotional well-being. This early intervention identifies stress or mental health issues, allowing for timely support.
4. **Career Insights:** Mentors help students explore careers, internships, and industry trends, bridging the gap between academics and the professional world.