

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Few of the initiatives taken by IQAC for qualitative improvement in teaching learning process and structures and methodologies can be summed up as follows:

1. Ensuring Continuous Academic Excellence: IQAC has taken the initiative to implement the Outcome Based Education across various departments. IQAC has also made efforts to successfully implement CBCS as per the affiliating university norms. For maintaining academic excellence, IQAC has always made efforts for taking feedback on course curriculum and delivery from its all stakeholders such as Students, Faculty, Alumni, Employers and Parents. Through the feedback received from its all stakeholders on course curriculum, delivery, assessment, other academic activities etc proper analysis is done and action is initiated. Some of the other practices adopted by IQAC for quality improvements can be summed up as follows: Identifying slow learners and arranging remedial classes for them. Informal counseling of students having poor academic record by the Student Counselor/ HoDs/ Dean Mentor and faculty members teaching them. Encouraging students to undertake SWAYAM courses. Inviting external experts and persons from industry for additional study sessions. To arrange the Academic and Administrative Audit regularly.
2. Mentor- Mentee Relationship Mentorship programme is a unique feature of the institute as it provides right kind of guidance to students. The system enables productive interaction, mentorship and guidance to the students. The class mentor shares with mentees information about his/her career path, as well as provide guidance, motivation, emotional support and role modeling. Class wise faculty mentors are assigned to the students. Average 15-20 students are assigned to a mentor (teacher). Mentors provide expert guidance to students about making of their career and placements. Mentors also identify slow learners and accordingly make efforts for resolving their problems. IQAC members time to time meet the HODs/Dean of the departments and discuss with them about how mentor mentee relationship can be further strengthened. Concerned mentors of all classes have to keep a proper record of mentor-mentee sessions. IQAC can ask for such records from the departments for scrutiny at any time.

IQAC has played an instrumental role in developing the culture of research based academics in the institute