

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.

The IQAC is actively involved in monitoring and evaluating the teaching and learning processes, operational structures, and methodologies of the institution to ensure their effectiveness and alignment with established norms and standards.

Conducting periodic reviews of the teaching-learning process and learning outcomes is one of the IQAC's primary functions, typically twice per semester. These reviews involve various activities, such as analyzing student performance, gathering feedback from students and faculty, assessing the effectiveness of teaching strategies and methodologies, and evaluating the institution's educational goals and objectives.

The IQAC's review process follows established norms and standards, which may be developed internally or by external accrediting bodies. These standards encompass various factors, including teaching and learning strategies, curriculum development, faculty development, student support services, and institutional governance.

The IQAC has prioritized the implementation of practices that facilitate a meaningful and effective teaching-learning process, as one of its primary objectives. This is critical in improving the quality of both academic and co-curricular initiatives of the college, in alignment with its vision and mission.

The IQAC employs three primary practices to accomplish this goal.

1. IQAC conducts annual academic audits, in which departments are required to conduct a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of their performance based on factors such as results, research projects, effective curriculum implementation, and the use of pedagogical methodologies that incorporate information and communication technologies (ICTs). Based on the findings of the audit, the IQAC provides constructive feedback to departments and suggests measures for internal quality enhancement. Furthermore, it encourages departments to engage in self-evaluation and to set higher goals in order to meet new challenges.
2. Gathering feedback from stakeholders, such as students, parents, staff, and alumni, to facilitate reforms in the teaching-learning process. This approach provides an objective and candid assessment of the institution's performance, particularly in academics. Regular assessments of teacher performance are conducted through student feedback. The feedback received is carefully analyzed and communicated to the teachers, enabling them to enhance their teaching skills and strengthen their relationship with students.
3. Focusing on signing Memorandums of Understanding (MoUs) that have academic and industrial significance. Both the IQAC and the placement cell have emphasized the importance of signing such MoUs to enhance and improve internship opportunities, research initiatives, and placement prospects for students. The College Principal and

HoDs have discussed areas where MoUs can bring maximum benefits to students, such as curriculum enrichment, internship and training opportunities, English proficiency, and entrepreneurship. As a result, the college has signed MoUs with various industries and organizations that provide our students with the opportunity to complete their project work, participate in internships, and receive training on emerging technologies that prepare them for the industry.

Ultimately, the IQAC's aim is to ensure that the institution's teaching and learning processes are effective and responsive to students' needs. Additionally, it strives to ensure the institution continually enhances its educational offerings to meet the evolving needs of stakeholders.