



## **6- Governance, Leadership and Management**

### **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**

Most of the quality initiatives of the college are suggested by the IQAC. These initiatives are:

- Accreditation and ranking
- Approval and Affiliation
- Awards and recognition to faculty
- Consultancy, collaborations and linkages
- e-attendance monitoring
- Feedback analysis
- Initiative towards patents filing and incubation centre
- Internal promotion guidance
- Research quality enhancement
- Organising workshops and seminars related to quality enhancement

In addition to the above, the IQAC has also introduced Mini project for all UG students and Mentoring and Professional Counselling for both UG and PG. These practices are aimed at providing enhanced employability opportunities, hassle-free transition from institution to industry and improved ability to cope with stressful situations.

#### **Practice I: Mini project for Undergraduate Students**

The mini-project enables the students gain hands-on experience in a professional environment. The college thus views Mini project training as an impactful strategy for enhancing the employability skills of the outgoing students. The Mini project programme is positioned in the curriculum in a way that it enables the students acquire industry and technical knowledge in time even before facing the recruitment. Mini project is a mandatory programme for all the UG students in their Third semester. The duration of the Mini project is full semester days. Yet students are permitted to stagger the Mini project period based on the mutual convenience of the other department and the students. At the end of the Mini project, each intern should produce a detailed report. Each student will appear for a viva-voce presentation for award of marks. Since the introduction of Mini project, there has been a marked improvement in student placement and their technical knowledge.



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#### **Practice II: *Mentoring and Professional Counselling***

Mentoring and Professional Counselling has assumed greater significance due to the increasing distractions faced by the students due to excessive exposures to social networks. Further, the students from poor academic background generally lack self-confidence and skills to cope with the demands of tertiary-level education. To help the students handle the emotional stress and burnout affecting their academic and non academic behaviour/performance, the IQAC has strengthened mentoring and professional counselling to the students. Structured mentoring is organized nine times a Semester. Mentors to meet their mentees in their allotted rooms. Every semester, all faculty members are engaged in mentoring all the students. The mentoring ratio is approximately 1:20. A Mentor workbook is given to the Mentors to maintain the proceedings of their meetings with their respective students. The workbook contains personal profile, family profile, social profile, and academic profile. After every formal session, the report of the mentors is received and consolidated by the counselling centre and sent to the management for follow up. The views of parents about behavioural modifications of their wards are obtained during parent-teacher meeting.

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