TECHNO
INSTITUTE OF HIGHER STUDIES
Transforming Dreams Into Reality...

Criterion - 6

Governance, Leadership and Management

Key Indicator – 6.5
Internal Quality Assurance System

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For an Educational Institute, quality maintenance in education is a top priority. Through qualitative measures, IQAC plays a crucial role in standardizing the institute's teaching-learning process. All program curriculums are reevaluated on a regular basis in accordance with the UGC's Model Curriculum. By locating and proposing innovative uses for teaching aids and creating appropriate infrastructure, IQAC aims to raise and maintain the standard of education.
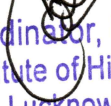
IQAC has implemented reformative measures like the establishment of **"add-on courses"** and **career counseling** to bridge the industry-academia gap. According to the XII Plan norms for the establishment and monitoring of the internal quality assurance cells (IQACs), which are in accordance with UGC norms, IQACs are operational in the institute. The institute's quality assurance (QA) and quality enhancement (QE) activities are planned, supervised, and tracked by the IQAC. To plan, direct, implement, and evaluate the teaching (curricular and non-curricular) and publication activities in the institute, the IQAC has a regulatory meeting on a quarterly basis. Different strategies and procedures are used by IQAC to accomplish its goals which are: -

1. ASSISTANCE AND GUIDANCE FOR FAST LEARNERS AND SLOW LEARNERS

All newly admitted students are given an orientation program by the institute to familiarize them with course structure, programs' various courses, examination scheme, and employment opportunities. The college has implemented a policy to distinguish between advanced/fast learners and slow learners as of the 2022–2023 academic years by-

➤ Entry-level exam
➤ First-term performance
➤ Evaluation of their prior coursework and score

The person in charge of the class or the mentor will analyze and assess the data to classify students as fast or slow learners and then administer appropriate guidance based on their circumstances.

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The institution envisioned and carried out particular programs for slow learners, like mentor-assisted counseling, guest lectures, remedial classes, and class assessments. These activities help slow learners understand complex subjects more readily, recall answers to questions, have clarity in their understanding of experiments, cope with English language difficulties, enhance their confidence, and aid in overall growth. The institute also provides special activities for advanced learners, including conferences and seminars, poster writing, group projects, and participatory learning, to encourage creativity and leadership. Additionally, it helps advanced students strengthen their subject knowledge, self-confidence, and scientific temperament.

2. RESPONSE FEEDBACK SYSTEM

IQAC created an offline and online Proforma to get feedback from students on their courses, objectives, teaching style, and accessibility of learning technologies. Over the past five years, an online feedback system has been implemented to enhance the effectiveness of student feedback, thereby improving teaching and learning quality.

Faculty members receive student feedback to improve teaching, while students post suggestions on the institute's dashboard. The data resources cell analyzes the system, built by IQAC.

The goal of IQAC is to increase administrative effectiveness among both teaching and support employees. While the registrar monitors the non-teaching personnel, the institute has a **Proctorial board** that works well to prevent ragging offences and check the antisocial element among students and teaching staff.

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