

## Criterion VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT (100)

### Key Indicator - 6.5 Internal Quality Assurance System (30)

**6.5.1.QM: 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 and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

**Yes.**

The Institution has a structured composition for the IQAC as per the objectives and roles and responsibilities of UGC with the following objectives and roles and responsibilities.

#### Objectives

- ❖ To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the College
- ❖ To promote measures for institutional functioning towards quality enhancement through internationalization of quality culture and institutionalization of best practices

The institution was accredited by NAAC with A grade for the second cycle for the duration 2015-2020. Following are the post accreditation strategies initiated for the quality assurance.

- **Alignment of curriculum with industry requirements:** With a broad objective of reducing the gap between industry and academia, several initiatives are taken in all the three major pillars of education system viz. Curriculum Design, Curriculum Delivery and Assessment. The details are elaborated in the following section as the first best practice as per the requirement
- **Faculty Development and Assessment Schemes (FADS) for Professional Development:** The institute strongly believes that the “Quality of Education can never be better than the Quality of Teachers”. In that perspective, the institution is very keen in capacity building of the members of the faculty in all-possible dimensions. The details are elaborated in the following section as the second best practice as per the requirement
- **Organizing Capacity Building Programme:** In addition to the above, the IQAC organizes several capacity building programmes for the members of faculty by inviting subject matter experts (SMEs) from institutions of National repute either with the help of funding agencies or with the support from the Management. Most of the programmes are focused

towards enhancing outcome based education, refresher programmes, use of digital tools, and innovative teaching pedagogy

### **Institutionalized Best Practice #1: Alignment of curriculum with industry requirements**

As discussed in criteria-1, the requirement of stakeholders in the context of regional, national and international are well captured through the structured feedback mechanism to reflect on the curriculum design and revision. Towards this strategy initiative, mandatory summer internships after 4<sup>th</sup> semester, Industry driven electives and one-credit courses from 3<sup>rd</sup> semester onwards are introduced. Involvement of industry is seen at every stage right from

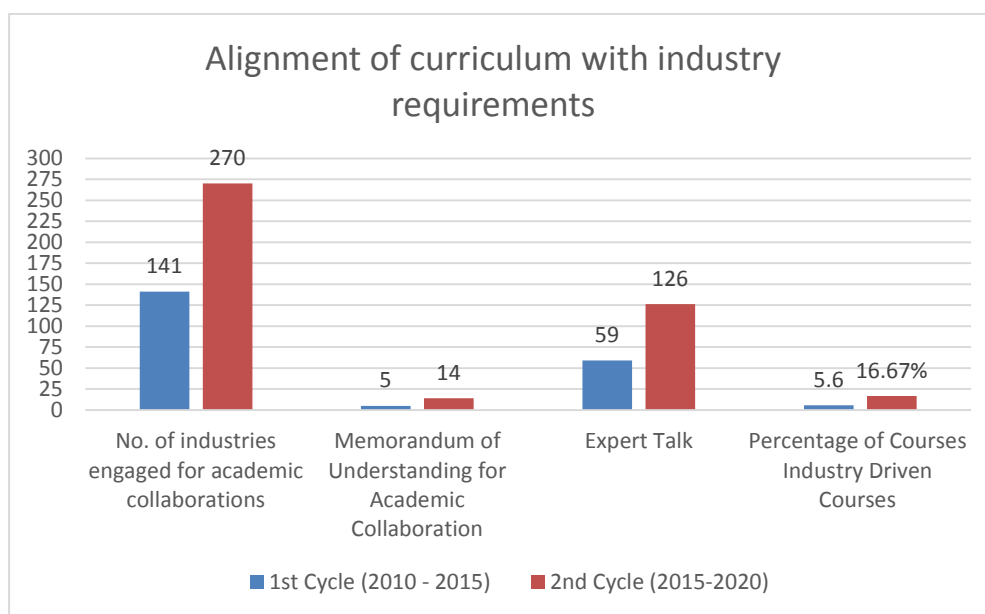
- Curriculum Design
- Curriculum Delivery
- Assessment

While formulating the curriculum design and revision, as discussed in Criteria 1.1.1, mechanism of getting the feedback on curriculum is in place to capture demand driven needs of the industry from time to time to reduce the gap between industry and academia. Further, to provide the experience on industry practices, industry driven courses also offered in the form of 3- and 1- credit courses which are designed and exclusively delivered by the industry SMEs (subject matter experts). To supplement, expert guest lectures are regularly conducted by inviting industry experts across the country. To give a practical insight experience to the students, mandatory summer internships and the flexibility to opt full semester internships are provided apart from industry taking a predominant role in assessment process to assess the students in accordance with the industry standards.

**Table 6.9 Alignment of curriculum with industry requirements**

No.	Initiatives	Industry Engagement Pre and Post Accreditation		Outcomes during the period of 2 <sup>nd</sup> Cycle of NAAC
		1 <sup>st</sup> Cycle	2 <sup>nd</sup> Cycle	
1	No. of industries engaged for academic collaborations	141	270	Tremendous increase in the no. of industries engaged for academic purpose. As furnished in the info graph vide Fig. 6.4
2	Memorandum of Understanding for Academic Collaboration	5	14	As furnished in the info graph vide Fig. 6.4
3	Formal Feedback Mechanism on Curriculum	Informal feedback	Formal feedback	The feedback mechanism is introduced to reflect the voice of various stakeholders as well as to reduce the gap between industry and academia and thereby enriching the curriculum.
4	Industry – Driven 3-, 4- and 1- credit courses	No	Yes	Number of Industry driven Courses Offered a. 3-, 4 - credit courses: 10 b. 1-credit courses: 22
5	Expert Talk	59	126	Response in terms of percentage of increase in expert talks delivered while compared to the 1 <sup>st</sup> cycle. As furnished in the info graph vide Fig. 6.4

6	Curriculum Delivery by Industry Experts	No	Yes	No. of courses offered (face-to-face) by the industry experts:
7	Assessment by Industry Experts	No	Yes	Implemented since 2018 (please check)
8	Industry Engagement for Faculty Internships	No	Yes	Internship at a. Industries: 49 b. Research Organization: 13 c. Research Laboratories at Institution of National Repute: 5
9	Summer Internship	864	4359	Significant Improvement compared with first cycle.
10	Full Semester Internship	No	Yes	As furnished in the info graph vide Fig. 6.4
11	Percentage of Industry Driven Courses	5.6%	16.67%	As furnished in the info graph vide Fig. 6.4



**Figure 6.4 Alignment of curriculum with industry requirements**

### **Institutionalized Practice #2: Faculty Development and Assessment for capacity building**

**Preamble:** The Faculty Assessment and Development Scheme is being introduced in order to usher in the newly established Academic Performance Indicator (API) mechanism of UGC, in lieu of the Incentive Policy for Research & Publication that has been in force hitherto, keeping in mind the Vision and mission of GMR Institute of Technology.

**Objectives:** The objective of initiating FADS is to ensure that the faculty would enhance their academic credentials in line with the UGC expectations by participating more actively in teaching-learning, research, and administrative duties. The policy is also expected to result in a more rational incentivisation of the key areas of Institutional

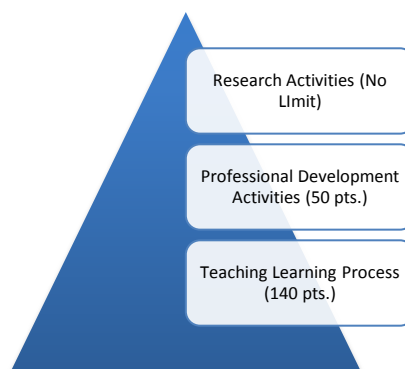


Figure 6.5 FADS

Development reflecting the importance the Institute attaches to these functions. The detailed HR policy may kindly be referred with the following link. [http://www.gmr.it.org/HR\\_Policies\\_Handbook.pdf](http://www.gmr.it.org/HR_Policies_Handbook.pdf).

The FADS is based on three major categories as depicted in figure 6.5.

### Framework

1. Eligibility and other conditions
2. Incentive for Completion of Ph.D. while in service
3. Entitlements for Registration & Travel for presenting papers at National & International Seminars/Conferences
4. Incentives for technical paper publications in indexed journals

Table 6.10 FADS

No.	Professional Activities	No. of Beneficiaries				
		2019 -20	2018 -19	2017-18	2016 -17	2015 -16
1	<b>Conference</b>					
	National Level	NIL	NIL	NIL	NIL	NIL
	International Level (Within India)	4	7	26	17	17
2	Paper Presentation outside India	1	0	1	2	0
3	Workshops	24	13	11	11	17

4	Professional Development Activities*	3	10	10	3	1
5	Publications in Indexed Journals	45	33	23	19	4
6	Incentives for the timely completion of the Ph.D.	2	0	1	0	1

\* Workshops | Participation in GIAN Course | Faculty Development Programme | Seminars

The details of the programmes, which are organized by IQAC for capacity building of the members of faculty for effective teaching – learning process is furnished in addition details. However the number of programmes organized during the second cycle is furnished in table 6.11.

**Table 6.11 IQAC**

No. of Programs				
2019 -20	2018 -19	2017-18	2016 -17	2015 -16
36	21	25	15	14

### File Description

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- Upload any additional information