

## 6.5 Internal Quality Assurance System Feedback analysis and action taken report

The academic audit aims to establish a rigorous and broad-based review of the academic associated with teaching-learning process. The institute follow a faculty-driven model of ongoing self-reflection, collaboration, teamwork. The strategy aims manage the internal quality audit process as open, ongoing and also underpins all the process documents. The institute places a high degree of importance at the Internal Quality audit process since quality of learner assessment is dependent upon it.

### **Process flow of IQAC-Academic Audit**

The IQAC Academic Review Report is to be filled by each faculty teaching a specific course, at the end of each trimester. All courses are taken into account. The process is done electronically. The academic audit forms are available in the Moodle dashboard of the course instructor

IQAC Academic Review Report has been divided into three parts which are as follows;

**Part One:** Comprises of Sections A, B, C and D.

Section A: Quantitative Compliance with Course Outline

Section B: Planned/Actual Assessment of CLO Attainment; Deviations from CLO (if any)

Section C: Alignment of assessment task with CLO

Section D: Any innovation in Course Delivery and/or Evaluation (with evidence)

This portion is to be filled and signed by the concerned faculty. Furthermore, it is to be submitted to the IQAC Department within the given deadline at the end of every trimester.

**Part Two:** Area Level Review with all Area Members. Under this, the concerned Area members meet and evaluate the course on the basis rubrics given in part two. The rubrics takes into account the four criteria: a) Compliance, b) Innovation, c) Quality of Continuous Component and d) Quality of Central Component.

Based on the rubrics, the course is evaluated and graded accordingly by the Area. The rubrics for evaluation criteria are as follows

**Part Three:** IQAC Committee Review- Comprises of the Director, Dean Academics, IQAC Chair. During this, the IQAC Committee meets to discuss the IQAC Report of all courses. On the basis of the Area rating, the Committee gives specific comments pertaining to the course and thereafter, gives its final rating.

**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 ( For first cycle - Incremental**

**improvements made for the preceding five years with regard to quality For second and subsequent cycles – Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

The internal Quality audit Committee confirms that the assessment criteria are being adhered to for all the courses in curriculum at the campus as per the criterion points mentioned above. Internal peer audit team holds regular meetings (usually trimester end), for record review of the audit process with assessor team (Area Chairs and area members), thrice in an academic year. After the rigorous verification of the documents, the report of the observations of the peer team members is prepared by the IQAC Coordinator or designate and presented to the Chair. The meeting is conducted to brief the outcome of the review process with the Assessor team by the Chair or designate.

Quality Assessor for Academic Audit (Area Chairs and area members): The role of the team is objective assessment of the range of evidences that an instructor produces to exemplify their competence to meet the assessment criteria. To strengthen this objectivity, cross-verification a few samples of assessed material by the office of Area Chair are being done. Assess evaluation components and agreed evidences that establishes transparency among assessor. Actions are taken for validating and verifying midterm & end term examination paper, quizzes, assignments, project and other assessment components for mapping Course level outcomes with assessment components, followed by identification of achievements and gaps in teaching and assessment. This is followed by assigning audit ratings to courses taught in particular trimester.

**Actions taken:**

Based on review, recommendations are made which further discussed at area level are for identifying specific actions to fill the gaps identified. The gaps identified in nine courses in academic year 2018-19 on basis on benchmark of 2 rating, whereas in academic year 2019-20, 2 courses were identified, were with non-compliance. 2020-21

The courses where audit team identified gaps in academic year 2018-19, were majorly with respect to no or less than 2 guest talks from industry experts. Also, in few courses' quizzes conducted as a part of internal component were less than planned. Another gap was in the quality of assignments and documentation of sample for cross verification were missing.

The major contribution in Academic year 2020-21 is three level IQAC process via Moodle dashboard. The flowchart of the process is described earlier. The first level is academic audit form filled by course faculty. Some new features were added in the form like student attainment level as per the assessment component and the assessment component were also classified as per the Bloom's taxonomy. This helped in better understanding of the difficulty level of assessment and measure the student outcome. The statistics (Average, Maximum, Minimum) of all the assessment component results were mentioned in the audit form to show attainment level of the students.

Another significant change was in level 2 audit form where the audit team now comprises of the all the area members led by area chair. All the course faculty presents their audit form via zoom meeting, and the rating were finalized in mutual consent with all the area members. The process also helped the area members to learn the best practice in the form of pedagogy, assessment tools, innovation used in teaching and assessment. The attached document like question paper, assignment and projects were also verified on the sampling basis in the meeting. All the meeting were recorded and duly documented.

It was also decided that the minimum no of guest sessions in any course should be 2 and preferably from the industry. The guest instructor should be made well aware with the level of students (domain knowledge) and their expectations from the sessions as some gaps were identified in last academic year between the student experience and guest instructor delivery. It was also decided that immediately after the guest session a feedback form will be filled by the students via Moodle dashboard to measure the effectiveness of the session and to know the gap area if any.

Another major action was automation of self-assessment audit form, area review and rating form for course instructors in Moodle platform. This was done to ensure transparency, and mandate for sample assignments, projects & other class activities. In absence of online upload

of sample documentation, quality audit report can't be uploaded. The audit by peer/area team has also been taken to online platform. The courses where audit identified gaps were taken in area review meetings and in curriculum review for the validation of the content of the course. This also led to a course been dropped in next in annual curriculum review as, the content of the course and objective were not aligned and relevant.

In academic year 2019-20, the benchmark was decided in programme committee. To ensure quality actions for this ongoing academic year, mandate taken on the attainment level of the assessment component, experiential assignments and industry experts for guest talk should be new and not repetition along with mandate with more senior level executives and to ensure originality and inhibit copying tendencies among students, mandatory Turnitin based Moodle assignment as part of internal component was introduced.

In 2016-17 the audit team identified some gaps in few courses, to fill the gaps to fill the gaps following actions were taken like: remedial classes, increase no of quizzes, assignment, consultation sessions and mentoring sessions introduced. Another gap was in the quality of assignments and sample documentation for cross verification. The action taken were FDP, Area meetings to regularly check meet the expectation of IQAC standard.

The courses where the audit team identified gaps in the academic year 2017-18, In Data Interpretation and excel and workshop on professional ethics the course does not have a midterm hence a more detail group project assignment should be a part of assessment and increase the weight of individual assessment. In business communication assessment component are not planned, scenario based quiz was conducted which is appreciable, rest Overall course was well delivered meeting expected standards and intent meticulously. No discrepancy was found. faculty did a satisfactory job as was observed in her mirroring session by Area Chair. They are meticulously delivered the topic. The improvement areas were apprised to her post mirroring. Quizzes and Guest lectures were conducted as planned

