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(Affiliated to Hemchandra Yadav Vishwavidyalaya, Durg)  
A NAAC ACCREDITED INSTITUTE ("B" Grade, CGPA 2.36 )  
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## Internal Quality Assurance Cell

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes.**

### Introduction

In pursuance of its action plan for performance evaluation, assessment and accreditation and quality upgradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bengaluru proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a vital part of the institution's quality assurance system and work towards ensuring quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of its institution. For this, during the post-accreditation period, institutions need to channelize their efforts towards promoting holistic academic excellence including the implementation of peer team's recommendations.

The guidelines provided in the following pages will facilitate the institution in the creation and operation of the IQAC. The establishment of the IQAC is the first step towards institutionalization and internalization of quality enhancement initiatives. Its success depends on its sense of belongingness and participation in all the activities of the institution. It will not be yet another hierarchical structure or a record-keeping unit of the institution but will be a facilitative and participative unit of the institution. It has the potential to become a vehicle for ushering in quality enhancement through its planned and interventionist strategies to remove deficiencies and enhance quality, as in Quality Circles in industries.

### IQAC – Vision

To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

### Objective

*The primary aim of the IQAC is*

- To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.
- To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.





## **Strategies**

### ***IQAC shall evolve a mechanism and procedures for***

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial units;
- b) Adoption of relevant and quality academic and research programmes;
- c) Ensuring equitable access to and affordability of academic programmes for various sections of the society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) Ensuring credible assessment and evaluation processes;
- f) Ensuring the proper allocation, adequacy and maintenance of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

## **Functions**

- a) Development and application of quality benchmarks;
- b) Setting parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all the stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters to all the stakeholders;
- e) Organization of intra- and inter-institutional workshops and seminars on quality- related themes and promotion of quality circles;
- f) Documentation of various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality;
- i) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and
- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.



## **Benefits**

### ***IQAC will facilitate / contribute to***

- a) Ensuring clarity and focus in the institution's march towards quality enhancement;
- b) Ensuring internalization of quality culture;
- b) Ensuring enhancement and coordination among the various units and activities of the institution and institutionalizing all good practices;
- c) Providing a sound basis for decision-making to improve institutional functioning;
- d) Acting as a dynamic system for quality changes in HEIs; and
- e) Building a sound methodology for documentation and internal communication.

### ***Composition of the IQAC***

The IQAC should be constituted in every institution under the chairpersonship of the Head of the Institution with heads of key academic and administrative units and a few teachers and a few distinguished educationists and representatives of the local management and stakeholders as members.

The composition of the IQAC should be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all levels (Assistant Professor and Associate Professor) (Three to eight)
3. One member from the Management
4. The senior administrative officer (Office Superintendent/Manager)
5. One nominee each from the Local Society/Trust, Students and Alumni
6. One nominee each from the Employer/Industrialists/Stakeholders
7. One of the senior teachers as the Coordinator of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution and accordingly the representation of teachers may vary. The IQAC helps the institution in planning and monitoring quality-related activities. It ensures the various stakeholders' and beneficiaries' cross-sectional participation in the institution's quality-enhancement activities. The guidelines given here are only indicative and will help the institutions in their quality-sustenance activities.

The membership of the nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-thirds of the total number of members. The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.



**While selecting these members, several precautions need to be taken. A few of them are listed below:**

- It is advisable to choose persons from different backgrounds who have earned respect for their integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- It is advisable to change the Coordinator every two/three years to usher in new thoughts and activities in the institution.
- It would be appropriate to choose senior administrators and persons in charge of institutional services such as library, computer centre, estate office, student welfare, administration, academic tasks, examination and planning and development.
- The management representative should be aware of the institution's objectives, strengths and limitations, and should be committed to its improvement. The local Society/Trust representatives should be of a high social standing and should have made significant contributions to society and to education, in particular.

### **The Role of the Coordinator**

The role of the Coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The IQAC Coordinator may be a senior and competent person with rich experience and exposure to quality aspects. He/She may be a full-time functionary or a senior academician/administrator entrusted with additional responsibility as the IQAC Coordinator. Secretarial assistance should be ensured by the administration. It is essential that the coordinator has a sound knowledge of computers and data management.

### **Operational Features of the IQAC**

Quality assurance is a by-product of the ongoing efforts of an institution to define its objectives and chalk out a work plan to achieve them and also specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The IQAC has to ensure that whatever is done in the institution for higher education is done efficiently and effectively. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on the various aspects of the functioning of the institution. The IQAC Coordinator has a major role in implementing these functions. The IQAC may derive support from the already existing units and mechanism that contribute to the functions listed above.

Institutions are requested to submit the AQAR every year and the submission should start after one year from the date of accreditation. A functional IQAC and timely submission of the AQAR are the minimum institutional requirements to go in for the second, third and subsequent cycles of accreditation. During the institutional visit, the NAAC peer team will interact with the IQAC to know about its functioning, progress, and the quality sustenance initiatives undertaken by it.



The AQAR may be part of the Annual Report. It shall be approved by the statutory body/bodies of the HEIs (such as the Syndicate/Governing Council/Executive Council/Board of Management) which will also monitor the quality enhancement measures undertaken by the IQAC.

The IQAC may create its exclusive window tab on its institutional website for keeping the documents pertaining to NAAC, Peer Team Reports, AQAR, and Certificate of Accreditation. It shall regularly upload/report on its activities and host the AQAR as well.

**Two practices institutionalized at Government College Khertha with IQAC initiatives are: (i) Academic Audit of Departments and (ii) Feedback mechanism.**

### **Academic Audit of Departments**

The IQAC initiated the Academic Audit of Departments primarily to take account of teaching-learning and extension processes in all disciplines and to institutionalize documentation and record-keeping of all academic and extension matters of every department. The internal academic audit is conducted by IQAC coordinator every year for fulfillment of IQAC-driven practices toward quality assurance. The process requires a self-regulated assessment of teaching-learning processes and a systematic management of documents of extension activities. The review based audit evaluates the fulfillment of the following procedures in teaching-learning processes and extension activities:

- The IQAC coordinator assesses the documents related to the following: preparation of academic calendar; selection of papers to be taught; timely distribution of time table; submission of lesson plan and compliance report of curriculum delivery as per the schedule; and delegation of responsibilities and formation of internal committees for department AND extension activities.
- Teaching methodology, use of ICT facilities, and opportunities for experiential learning are also apprised of at the audit meeting.
- Documents of internal assessment, policy for moderation of marks, steps taken to assist slow learners, and analysis of the results of end-semester examinations are examined meticulously as part of the audit process.
- It also assesses if the teacher-student mentoring program, which provides a meaningful platform for engaging with students and addressing their concerns, takes place regularly.
- The auditors also determine if the laboratories in the college follow proper organization and management procedure; conduct stock verification of laboratory equipment and consumables; examine the status of the AMC of equipment; and check if biochemical, chemical and other laboratory waste are segregated and disposed of as per guidelines.
- Documentation of faculty achievements (paper presentation/participation in faculty development courses, publications, honors and distinctions) is also registered at the audit.
- Documentation of extension activities like various days, jayanti, internal sports activities and events are also registered at the audit.



## **Feedback mechanism**

The IQAC at Government College Khertha has implemented a feedback system for students based on institutional parameters such as infrastructure and facilities, curriculum delivery and pedagogy, discipline and environment, staff and support, and so on. Feedback system is crucial to institutional progression as it allows for self-reflexivity and reform. The submitted feedbacks are analyzed, and measures are taken for reform and redressal. They function as the catalyst for up gradation of teaching-learning processes, developments in infrastructure and facilities, skill-enhancement and professional development of the staff, capacity building and enrichment of students. The feedback mechanism at Government College Khertha offers a constructive self-assessment procedure integral to fostering and enhancing academic excellence and institutional development.

**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 approach of IQAC has always been focused on learner-centric teaching learning process and has designed the policy to assess and evaluate it from time to time. Accordingly, IQAC complements the Teaching, Learning activities and modify after taking the review, suggestions. In order to perceive learning outcomes, the IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, up gradation and addition of the requisite material, equipment, infrastructure etc. Therefore college has identified two examples of institutional reviews and implementation of teaching learning reforms facilitated by IQAC.

Two institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are: (I) Academic Review (II) Teaching and Learning reforms.

### **Academic Review**

The college follows a comprehensive mechanism of reviewing the teaching-learning processes and learning outcomes:

The Academic and Administrative Audit (AAA) is the primary teaching-learning review conducted every year. The AAA evaluates the fulfillment of institutional parameters of planning, execution and record-keeping of teaching practices, curricular, and co-curricular activities. With the implementation of the AAA, there is uniformity in conceptualization of the structure and methodology of academic and extracurricular routine in every academic session. All the departments in the college abide by the institutional norms (initiated by the IQAC) such as: timely submission of workload requirement for forthcoming session; timely distribution of time table among faculty; course completion according to lesson plan;



academic and extracurricular work delegation within the department; use of ICT in teaching practices, wherever applicable; execution and moderation of internal assessment(s); assessment of learning-outcome by identifying high performing and low performing students, analysis of annual examination results, and so on. Such detailed institutional parameters have been instrumental in strengthening the competitive spirit on campus and streamlining the entire process of teaching-learning.

Review of learning-outcome takes place by evaluating students' interactions in classroom, participation in extracurricular activities, and their performance in internal assessment and annual examination. Every department presents a report of students' academic performance at the audit meeting. The Internal Assessment Committee also reviews and regulates the practices of evaluation of students (conducted through internal assessments like tests, assignments, presentations, and projects). This exercise is based on the final internal assessment reports submitted by the teachers-in-charge of all departments.

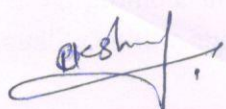
#### **Teaching and Learning reforms:**

The IQAC at Government College Khertha encourages and ensures continual reforms in teaching-learning methodologies. It lays impetus on the adoption of ICT and participatory learning in teaching practices.


- ❖ Teachers use free and trial versions of software like ChemDraw, Argus Lab, and Simulations for virtual laboratory for chemistry; free statistical tools; Tally.ERP 9 for financial accounting; and online/offline video lecture, short video and others.
- ❖ Teaching-learning has been supported by various virtual platforms. These tools are used for video-lecture and interaction, sharing study materials, and assessing assignments. Digital library facilities like INFLIBNET-N LIST and other e-resources provide a repository of articles and e-books for teaching and research purposes.
- ❖ To complement curricular learning, participatory learning and experiential learning takes place through educational tours, industrial visits, field study, film screenings, skill-based workshops and webinars. Apart from this, capacity building programs called "Bouddhik Paricharcha" organized by NSS, Entrepreneurship Development Cell (EDC), Eco Club, Youth Red Cross, RRC and NSS enhance the entrepreneurial, leadership and organizational skills.
- ❖ Certificate courses in MS Office and Tally, Legal Awareness Program, and other skill-enhancement activities have also sharpened the skill sets of students.

#### **Quality assurance initiatives of the institution include:**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements
2. Collaborative quality initiatives with other institution (s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (IS Certification, NBA)



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