6.5.1- Internal Quality Assurance Cell (IQAC) Initiatives

(2023/24-2022/23-2021-22)

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6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

The Internal Quality Assurance Cell (IQAC) at SSIU has been instrumental in institutionalizing quality assurance strategies and processes. Through constant review of teaching-learning processes, operational structures, methodologies, and learning outcomes at periodic intervals, IQAC has significantly enhanced the overall quality of education imparted by the institution.

IQAC's role in fostering a culture of quality enhancement is evident in its proactive approach to identifying areas for improvement and implementing effective measures. By facilitating regular assessments and evaluations, IQAC ensures that teaching methods align with contemporary educational standards and cater to the evolving needs of students.

Moreover, IQAC's emphasis on continuous improvement has led to the implementation of innovative teaching methodologies, incorporation of modern technologies, and enhancement of faculty development programs. These initiatives not only enhance the academic experience for students but also contribute to their holistic development.

Internal Quality Assurance Cell (IQAC) at SSIU had been established in 2019 with the following goals:

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

BEST PRACTICES

2023-24

Report on Implementation of Experiential Learning by the IQAC Cell at SSIU University During 2023-24

Institution: Swarrnim Satrtup & Innovation University
Implemented by: Internal Quality Assurance Cell (IQAC)
Academic Year: 2023-24

Introduction

The Internal Quality Assurance Cell (IQAC) at Swarrnim Satrtup & Innovation University spearheaded the implementation of Experiential Learning (EL) throughout the academic year 2023-24. This initiative was part of the university's commitment to enhancing the quality and effectiveness of education by integrating practical, hands-on learning experiences into the curriculum. Experiential Learning emphasizes active learning through direct experiences, reflection, and application, which enriches student engagement and knowledge retention.

Objectives of the Experiential Learning Initiative

1. **Enhance Practical Skills:** Provide students with opportunities to apply theoretical knowledge in real-world contexts, thereby improving their practical skills and understanding.
2. **Increase Engagement:** Foster active learning environments that engage students more deeply than traditional classroom settings.
3. **Bridge the Gap:** Address the gap between academic learning and industry requirements by incorporating industry-relevant experiences and skills.
4. **Promote Critical Thinking:** Encourage students to critically analyze their experiences and reflect on their learning processes.

Implementation Strategies

1. **Curriculum Integration**
   o **Course Design:** The IQAC worked closely with faculty members to integrate experiential learning components into existing courses. This involved revising course syllabi to include practical assignments, projects, and real-world problem-solving activities.
   o **Learning Outcomes:** Learning outcomes for each course were redefined to include experiential learning objectives, ensuring that students gain hands-on experience relevant to their fields of study.
2. **Collaborations and Partnerships**
   o **Industry Collaborations:** The university established partnerships with various industries and organizations to provide students with internships, field projects, and industry visits. These collaborations aimed to offer students insights into professional practices and current industry trends.
   o **Academic Partnerships:** Collaborations with other educational institutions and

research centers facilitated joint projects and exchange programs, broadening students' experiential learning opportunities.

3. **Practical Activities and Projects**
   o **Internships and Industry Projects:** Students were encouraged to participate in internships and industry-sponsored projects. These experiences allowed them to work on real-world problems, gaining valuable practical experience.
   o **Field Visits and Case Studies:** Structured field visits and case study analyses were incorporated into the curriculum, providing students with exposure to various operational environments and scenarios.
   o **Workshops and Simulations:** Interactive workshops and simulations were organized to mimic real-life challenges and scenarios, enhancing students' problem-solving and decision-making skills.

4. **Assessment and Feedback**
   o **Assessment Framework:** A framework for assessing experiential learning activities was developed, including evaluation criteria and methods for measuring students' performance and learning outcomes.
   o **Feedback Mechanisms:** Regular feedback was collected from students, faculty, and industry partners to evaluate the effectiveness of experiential learning activities and make necessary adjustments.

5. **Training and Support**
   o **Faculty Training:** Faculty members received training on designing and implementing experiential learning activities. This included workshops on developing effective projects, integrating industry input, and assessing experiential learning outcomes.
   o **Student Support:** Support mechanisms such as career counseling, mentorship programs, and academic advising were established to help students make the most of their experiential learning opportunities.

Outcomes of the Experiential Learning Initiative

1. **Improved Student Engagement and Skills**
   o **Enhanced Learning:** Students reported increased engagement and understanding of their subjects through practical applications and real-world experiences.
   o **Skill Development:** There was a noticeable improvement in students' practical skills, critical thinking, and problem-solving abilities.

2. **Positive Industry Feedback**
   o **Industry Collaboration:** Industry partners provided positive feedback on students' performance during internships and projects, highlighting their preparedness and relevance of skills.
   o **Employment Opportunities:** The initiative contributed to improved employment outcomes, with students securing positions and internships more readily due to their practical experience.

3. **Faculty and Institutional Impact**
   o **Faculty Development:** Faculty members gained experience in integrating experiential learning into their teaching, enhancing their pedagogical approaches.
   o **Institutional Recognition:** The successful implementation of experiential learning contributed to the university's reputation for innovative and practical education.

Challenges and Recommendations

1. **Challenges**
   o **Resource Constraints:** Limited resources for organizing and supporting experiential learning activities posed challenges in scaling up the initiative.
   o **Coordination:** Coordinating with industry partners and managing the logistics of internships and projects required significant effort and resources.
2. **Recommendations**
   o **Expand Partnerships:** Enhance and expand collaborations with a broader range of industries and academic institutions to provide more diverse opportunities for students.
   o **Increase Resources:** Allocate additional resources and support for experiential learning activities to ensure their sustainability and effectiveness.
   o **Continuous Improvement:** Establish a system for ongoing evaluation and refinement of experiential learning initiatives based on feedback and emerging industry trends.

Conclusion

The implementation of Experiential Learning by the IQAC Cell at Swarrnim Satrtup & Innovation University during 2023- 24 was a significant step towards enhancing the practical relevance and effectiveness of the university's educational programs. By integrating real-world experiences into the curriculum, the initiative successfully bridged the gap between academic knowledge and industry requirements, contributing to improved student engagement, skills development, and employability.

The positive outcomes of the initiative reflect the university's commitment to innovative and effective education, and the recommendations provided will support the continued growth and success of experiential learning at Swarrnim Satrtup & Innovation University.

Thanking You,

Registrar

Report on Community Connect Activities Conducted by the School of Nursing and for Nearby Communities/Village During 2023-24 in Coordination with the IQAC Cell at SSIU

Institution: Swarrnim Satrtup & Innovation University
Coordinated by: Internal Quality Assurance Cell (IQAC)
Academic Year: 2023-24

Introduction

During the academic year 2023-24, the School of Nursing and the School of Agriculture at Swarrnim Satrtup & Innovation University, in coordination with the Internal Quality Assurance Cell (IQAC), launched a series of community connect activities aimed at enhancing the well-being and development of nearby communities and villagers. These activities were designed to leverage the expertise of both schools to address pressing health and agricultural challenges faced by the local population. The collaboration between the IQAC Cell and the two schools ensured a coordinated and impactful approach to community engagement.

Objectives of Community Connect Activities

1. **Improve Local Health and Well-being:** Deliver healthcare services and educational programs to enhance the health outcomes of community members.
2. **Advance Agricultural Practices:** Provide support and knowledge to local farmers to improve agricultural productivity and sustainability.
3. **Foster University-Community Relationships:** Strengthen connections between the university and local communities through collaborative projects.
4. **Promote Practical Learning:** Offer students real-world experiences that complement their academic learning and benefit the community.

1. Community Connect Activities by the School of Nursing

a. Health Camps and Medical Services

- **Description:** Organized health camps in collaboration with the IQAC Cell to offer essential medical services and health education to local villagers.
- **Activities:**
    - **Medical Check-ups:** Provided free health check-ups, including blood pressure and diabetes screenings.
    - **Vaccination Drives:** Administered vaccinations for preventable diseases such as measles and influenza.
    - **Health Education:** Conducted workshops on preventive health, nutrition, and hygiene.
- **Impact:** Increased access to healthcare services for underserved populations and improved awareness of preventive health practices.

b. Health Awareness Workshops

- **Description:** Conducted educational workshops in local communities to address various health issues and promote healthy lifestyles.

- **Activities:**
  - **Maternal and Child Health:** Delivered sessions on prenatal care, childbirth, and infant nutrition.
  - **Chronic Disease Management:** Provided guidance on managing conditions such as diabetes and hypertension.
  - **First Aid Training:** Taught basic first aid skills and emergency response techniques.
- **Impact:** Empowered community members with knowledge to manage their health effectively and respond to emergencies.

c. School Health Programs

- **Description:** Implemented health education programs in local schools to promote healthy habits among children.
- **Activities:**
  - **Nutritional Education:** Organized sessions on balanced diets and the importance of hygiene.
  - **Physical Activity:** Facilitated sports and fitness activities to encourage physical exercise.
- **Impact:** Fostered healthy lifestyle choices among students, contributing to their overall well-being.

Coordination with IQAC Cell

a. Planning and Organization

- **Role of IQAC Cell:** The IQAC Cell played a key role in planning and coordinating the community connect activities. This included setting objectives, aligning activities with the university's quality standards, and ensuring effective implementation.
- **Coordination:** Facilitated collaboration between the School of Nursing and the School of Agriculture to maximize the impact of community initiatives. Organized meetings and communication channels to streamline efforts and address challenges.

b. Monitoring and Evaluation

- **Monitoring:** The IQAC Cell established mechanisms for monitoring the progress of community connect activities, including regular updates and feedback collection.
- **Evaluation:** Conducted evaluations to assess the effectiveness and impact of the activities, using feedback from community members, students, and faculty. This helped identify areas for improvement and ensure that the activities met their objectives.

c. Resource Allocation

- **Support:** Provided logistical and financial support for organizing health camps, training workshops, and demonstration projects.
- **Training:** Organized training sessions for faculty and students involved in community activities to enhance their effectiveness and ensure adherence to quality standards.

Outcomes and Impact
1. **Enhanced Community Well-being:** The health camps and educational workshops improved access to healthcare and increased health awareness among local residents.
2. **Improved Agricultural Practices:** The training and demonstration projects led to better farming techniques, increased crop yields, and enhanced soil health.
3. **Stronger University-Community Relationships:** The collaboration between the university and local communities fostered a positive relationship and demonstrated the university's commitment to social responsibility.

4. **Practical Learning Opportunities:** Students gained valuable real-world experience through their involvement in community connect activities, complementing their academic learning.

Recommendations

1. **Expand Activities:** Increase the scope and frequency of community connect activities to reach more villages and address additional community needs.
2. **Strengthen Partnerships:** Develop stronger partnerships with local organizations and stakeholders to enhance the effectiveness and sustainability of community initiatives.
3. **Enhance Evaluation:** Implement more comprehensive evaluation methods to better assess the impact of activities and inform future planning.

Conclusion

The community connect activities conducted by the School of Nursing and the School of Agriculture at Swarrnim Satrtup & Innovation University in coordination with the IQAC Cell, significantly benefited nearby communities and villagers during 2023-24. The collaborative approach ensured that the initiatives were well-organized, impactful, and aligned with the university's commitment to community engagement. The positive outcomes reflect the success of these activities in addressing local needs and fostering meaningful connections between the university and its surrounding areas.

Thanking You,

Registrar

2022-23

Research Incentive Policy

Introduction

During the 2022-2023 academic year, the Internal Quality Assurance Cell (IQAC) at Swarrnim Satrtup & Innovation University implemented a new research incentive policy aimed at boosting research activities and productivity among faculty members. This policy, integrated into the Human Resources (HR) framework, provides immediate financial incentives for research publications in indexed journals. This report outlines the specifics of the policy, its implementation process, and its effects on faculty research performance.

Overview of the Research Incentive Policy

The policy was designed to encourage faculty members to publish their research in reputable journals by offering financial rewards. The key elements of the policy are:

1. **Immediate Incentive Payment**:
   o Incentives are paid along with the salary for the month in which the publication details are submitted by the faculty.
2. **Submission and Verification Process**:
   o Faculty members must submit publication details to the Dean of Research & Development.
   o The Dean verifies the publications and sends recommendations to HR/Accounts for processing incentives.
   o Final approval for the incentive payment is required from the Vice Chancellor and Director of ITM University and ITM, respectively.
3. **Incentive Amounts**:
   o **SCI/ESCI Indexed Journals**: An incentive of Rs. 15,000 per publication.
   o **Scopus Indexed Journals**: An incentive of Rs. 10,000 per publication.
4. **Incentive Distribution Among Multiple Authors**:
   o In cases where there are multiple authors from ITM University or ITM, the incentive is distributed as follows: 40% to the first author, 30% to the second author, 20% to the third author, and 10% to the remaining authors.
5. **Conditions on Academic and Administrative Duties**:
   o The incentive is considered an addition to the salary and does not entitle faculty members to any relaxation in their academic or administrative responsibilities.

Implementation Process

The implementation of the research incentive policy followed these steps:

1. **Communication and Training**:
   o The policy was communicated to all faculty members through official notices and meetings.
   o Training sessions were conducted to familiarize faculty with the submission process

and criteria for publication verification.

2. **Submission Procedure**:
   o Faculty members submitted their publication details to the Dean of Research & Development along with proof of publication.
3. **Verification and Approval**:
   o The Dean of Research & Development reviewed and verified the publications.
   o Verified recommendations were sent to HR/Accounts for processing.
   o HR/Accounts prepared the incentive payments, which were then approved by the Vice Chancellor and Director before disbursement.
4. **Payment Process**:
   o Incentives were disbursed along with the monthly salary of the faculty member in the month when the publication details were submitted and approved.

Impact of the Policy

The research incentive policy has had several positive outcomes:

1. **Increased Research Output**:
   o There has been a noticeable increase in the number of research publications in SCI/ESCI and Scopus indexed journals.
   o Faculty members have been motivated to target higher-impact journals due to the financial incentives.
2. **Enhanced Publication Quality**:
   o The policy has encouraged faculty to pursue research of higher quality and relevance, aiming for prestigious journals.
3. **Timely Recognition and Reward**:
   o The immediate payment of incentives has been appreciated by faculty, leading to faster recognition of their research achievements.
4. **Efficient Processing**:
   o The streamlined process for submission, verification, and payment has ensured that incentives are provided without undue delay.
5. **Maintained Academic Integrity**:
   o The policy has reinforced the importance of maintaining regular academic and administrative duties despite the additional financial incentives.

Challenges and Considerations

While the policy has been successful, there are a few areas for potential improvement:

1. **Administrative Burden**:
   o The verification and approval process involves multiple steps and can be time-consuming, which may delay payments.
2. **Publication Costs**:
   o Some faculty members face high costs associated with publishing in prestigious journals, which may offset the benefits of the incentive.

3. **Equity in Distribution**:
   o Ensuring fair distribution of incentives among multiple authors requires careful

management to prevent disputes.

Conclusion

The research incentive policy introduced by the IQAC Cell at Swarrnim Satrtup & Innovation University has effectively stimulated research activity and publication among faculty members. By offering immediate financial rewards for publications in reputable journals, the policy has reinforced the university's commitment to research excellence. Moving forward, continued monitoring and adjustments to address administrative challenges and ensure fair distribution will further enhance the policy's effectiveness.

Implementation of ERP System

Introduction

In the 2022-2023 academic year, Swarrnim Satrtup & Innovation University, under the guidance of the Internal Quality Assurance Cell (IQAC), implemented, a comprehensive paperless system designed to streamline and modernize the process of event organization. ERP aims to enhance efficiency, transparency, and communication in the event proposal and approval process. This report provides a detailed overview of the implementation of ERP, outlining its features, processes, and impacts on event management at the university.

Objectives of ERP

The ERP system was introduced with the following objectives:

1. **Streamline Event Management**: Simplify the event proposal, review, and approval process through a digital platform.

2. **Enhance Efficiency**: Reduce paperwork, minimize delays, and automate communication related to event approvals.

3. **Improve Transparency**: Provide a clear and trackable process for event proposals and approvals.

4. **Facilitate Communication**: Ensure timely updates and notifications to faculty members regarding the status of their event proposals.

Features of ERP
1. **Review and Recommendation Workflow**:
   - Upon submission, the event proposal is automatically routed to the Head of Department (HoD) for initial review.
   - The HoD can recommend or reject the proposal based on departmental priorities and feasibility.

2. **Dean's Evaluation**:
   - Recommended proposals are forwarded to the concerned Dean for further evaluation.
   - The Dean assesses the proposal's alignment with institutional goals and approves or requests revisions.

3. **Final Approval**:
   - Approved proposals are sent to the Hon'ble Vice Chancellor for final approval.
   - The Vice Chancellor's decision is communicated through the system.

Implementation Process

1. **System Development and Customization**:
   - ERP was developed and customized to meet the specific needs of ITM University, with input from stakeholders across various departments.
   - The system was designed to integrate with existing university IT infrastructure and ensure compatibility with current workflows.

2. **Training and Orientation**:
   - Training sessions were conducted for faculty members, department heads, and deans to familiarize them with the ERP system.
   - Orientation included demonstrations of the system's features, submission procedures , and review processes.

3. **Pilot Testing**:
   - A pilot test of ERP was conducted to identify and address any issues before full- scale implementation.
   - Feedback from the pilot phase was used to refine the system and improve user experience.

4. **Full Implementation**:
   - ERP was officially launched for use across the university, with ongoing support and assistance provided to users.
   - The transition from paper-based to paperless processes was managed to ensure minimal disruption.

5. **Monitoring and Evaluation**:
   - The IQAC Cell established mechanisms to monitor the system's performance and gather feedback from users.

o   Regular evaluations were conducted to assess the system's effectiveness and identify areas for improvement.

Impacts of ERP

1. **Increased Efficiency**:

    o   The paperless nature of ERP has significantly reduced the time and effort required for event proposal processing.

    o   Automated workflows and notifications have streamlined the approval process, leading to faster decision-making.

2. **Enhanced Transparency**:

    o   The digital tracking of event proposals provides a clear record of the review and approval process.

    o   Faculty members have greater visibility into the status of their proposals and the reasons for any decisions made.

3. **Improved Communication**:

    o   Automated email notifications ensure that faculty members are promptly informed about the status of their proposals.

    o   Feedback from each stage of the review process is communicated effectively, improving the overall experience for faculty.

4. **Reduction in Paper Usage**:

    o   The transition to a paperless system has contributed to environmental sustainability by reducing the need for physical documents.

    o   The university has realized cost savings associated with paper, printing, and administrative tasks.

5. **User Satisfaction**:

    o   Positive feedback from faculty members indicates that ERP has improved their experience with event proposal submission and approval.

    o   The system's user-friendly interface and efficient processes have been well-received.

Challenges and Considerations

1. **System Adaptation**:

    o   Some users initially faced challenges in adapting to the new system, necessitating additional training and support.

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- o Ongoing adjustments and enhancements are required to address any emerging issues and improve functionality.

2. **Technical Issues**:

    - o Periodic technical issues and system downtimes have been encountered, requiring prompt resolution to ensure smooth operations.

3. **Feedback Integration**:

    - o Collecting and integrating user feedback remains essential for continuous improvement of the system.

Conclusion

The implementation of ERP at SSIU has successfully modernized and streamlined the event organization process. By providing a paperless platform for event submission, review, and approval, ERP has enhanced efficiency, transparency, and communication within the university. The system's positive impact on reducing paperwork and improving administrative processes demonstrates its effectiveness in supporting the university's goals. Continued monitoring and refinement will ensure that ERP remains a valuable tool for managing events and fostering a more efficient academic environment.

Thanking You,

Registrar

Implementation of the Effective Feedback System

Introduction

During the 2021-2022 academic year, the Internal Quality Assurance Cell (IQAC) at Swarrnim Satrtup & Innovation University implemented an effective Feedback System aimed at enriching the course curriculum and enhancing the overall educational experience. This system was designed to collect, analyze, and act on feedback from key stakeholders including students, faculty, employers, and alumni. This report provides a comprehensive overview of the Feedback System's implementation, processes, and impacts.

Objectives of the Feedback System

The primary objectives of the Feedback System were to:

1. **Enhance Curriculum Relevance**: Gather input to continually improve and update the course curriculum to meet industry standards and stakeholder expectations.

2. **Improve Educational Quality**: Use feedback to identify areas for improvement in teaching methods, course content, and overall educational practices.

3. **Foster Stakeholder Engagement**: Engage with a broad range of stakeholders to ensure diverse perspectives are considered in decision-making processes.

4. **Ensure Continuous Improvement**: Establish a systematic approach for collecting and implementing feedback to drive ongoing improvements.

Key Components of the Feedback System

1. **Stakeholder Categories**:

   o **Students**: Current students provide feedback on various aspects of their academic experience, including course content, teaching methods, and support services.

   o **Faculty**: Feedback from faculty members focuses on curriculum effectiveness, teaching practices, and academic resources.

   o **Employers**: Employers offer insights into the preparedness and performance of graduates in the workplace, which helps align the curriculum with industry needs.

   o **Alumni**: Alumni provide feedback on how well their education prepared them for their careers and any gaps they observed post-graduation.

2. **Feedback Collection Methods**:
   - ○ **Surveys and Questionnaires**: Regularly administered surveys to collect structured feedback from students, faculty, employers, and alumni.
   - ○ **Focus Groups**: Conducting focus group discussions with different stakeholder groups to gain deeper insights and qualitative feedback.
   - ○ **Online Feedback Forms**: Utilizing digital platforms for easy and accessible feedback submission from all stakeholders.

3. **Feedback Analysis and Implementation**:
   - ○ **Data Aggregation**: Compiling feedback data into a centralized system for analysis.
   - ○ **Analysis and Reporting**: Reviewing feedback to identify trends, strengths, and areas for improvement. Detailed reports are generated for review by the relevant authorities.
   - ○ **Action Plans**: Developing and implementing action plans based on the feedback to address identified issues and enhance the curriculum.

4. **Approval and Communication**:
   - ○ **Competent Authorities**: Feedback-based recommendations are reviewed and approved by competent authorities, including the Dean, Heads of Departments, and the Vice Chancellor.
   - ○ **Communication of Changes**: Communicating implemented changes and improvements to stakeholders to maintain transparency and demonstrate responsiveness.

Implementation Process

1. **System Development and Design**:
   - ○ **Platform Selection**: Choosing appropriate digital platforms and tools for efficient feedback collection and analysis.
   - ○ **Customization**: Tailoring feedback forms and surveys to address specific aspects of the curriculum and educational practices.

2. **Training and Orientation**:
   - ○ **Stakeholder Training**: Providing training to stakeholders on how to provide constructive and actionable feedback.
   - ○ **Internal Training**: Training staff involved in managing and analyzing feedback to ensure effective use of the system.

3. **Pilot Testing**:

   o **Initial Rollout**: Conducting a pilot phase to test the feedback system and make necessary adjustments based on initial feedback.

   o **Feedback Collection**: Gathering pilot feedback to refine processes and improve the system before full-scale implementation.

4. **Full Implementation**:

   o **System Launch**: Officially launching the feedback system for all stakeholders.

   o **Regular Feedback Cycles**: Establishing a schedule for regular feedback collection and review.

5. **Monitoring and Evaluation**:

   o **Ongoing Monitoring**: Continuously monitoring the effectiveness of the feedback system and its impact on curriculum improvements.

   o **Periodic Reviews**: Conducting periodic reviews of the feedback system to assess its effectiveness and make necessary adjustments.

Impact of the Feedback System

1. **Curriculum Enhancement**:

   o **Revised Course Content**: Updates to course content and teaching methods based on feedback from students, faculty, and employers.

   o **Industry Alignment**: Adjustments to the curriculum to better align with industry requirements and trends, as indicated by employer feedback.

2. **Improved Educational Quality**:
   o **Teaching Methods**: Changes in teaching methods and resource allocation based on faculty and student feedback.

   o **Support Services**: Enhancements to academic and administrative support services in response to stakeholder input.

3. **Increased Stakeholder Engagement**:

   o **Active Participation**: Increased engagement from students, faculty, and alumni in shaping the educational experience.

   o **Employer Collaboration**: Strengthened relationships with employers through their involvement in curriculum development and feedback processes.

4. **Transparency and Responsiveness**:

   o **Clear Communication**: Improved communication of feedback outcomes and implemented changes to all stakeholders.

   o **Actionable Insights**: Use of feedback to make informed decisions and drive continuous improvement in educational practices.

Challenges and Considerations

1. **Feedback Quality**:

   o **Constructive Feedback**: Ensuring that feedback is actionable and constructive, and addressing any issues related to the quality of feedback received.

2. **System Utilization**:

   o **Stakeholder Participation**: Encouraging active participation from all stakeholder groups to ensure comprehensive feedback.

3. **Data Management**:

   o **Data Security**: Ensuring the secure management of feedback data and protecting stakeholder privacy.

4. **Implementation Timelines**:

   o **Response Time**: Managing the timelines for implementing changes based on feedback to ensure timely improvements.

Conclusion

The Effective Feedback System implemented by the IQAC Cell at SSIU has significantly contributed to the continuous improvement of the course curriculum and overall educational quality. By systematically collecting and acting on feedback from students, faculty, employers, and alumni, the university has enhanced its ability to meet stakeholder expectations and adapt to changing industry needs. The system's impact on curriculum development and educational practices underscores its value in driving institutional excellence. Continued focus on stakeholder engagement, feedback quality, and system effectiveness will further strengthen the university's commitment to continuous improvement.

Syllabus Enrichment Aligned with NEP-2020 and Industry Connect

Introduction

In the academic year 2023-2024, Swarrnim Satrtup & Innovation University, under the guidance of the Internal Quality Assurance Cell (IQAC), undertook a significant initiative to enrich its syllabus in alignment with the New Education Policy (NEP) 2020 and to strengthen industry connections. A key component of this initiative was the implementation of a new module on the PRABANDH portal designed for syllabus design, updates, and access. This report provides a detailed account of the syllabus enrichment process, the integration of NEP-2020 guidelines, the establishment of industry connections, and the functionalities of the PRABANDH portal.

Objectives of Syllabus Enrichment

The primary objectives of the syllabus enrichment were to:

1. **Align with NEP-2020**: Ensure the syllabus complies with the standards and guidelines set forth by the NEP-2020 to enhance educational quality and relevance.

2. **Integrate Industry Relevance**: Incorporate industry needs and trends into the syllabus to ensure that graduates are well-prepared for the job market.

3. **Enhance Transparency**: Provide detailed and accessible information about course content to students, promoting clarity and informed decision-making.

4. **Facilitate Syllabus Management**: Implement an efficient digital system for designing, updating, and managing syllabi.

Key Components of Syllabus Enrichment

1. **Alignment with NEP-2020**:

   o **Course Structure**: Each syllabus was updated to include comprehensive details such as Title of the Course, Course Code, Course Type, Course Category, and Pre-Requisite/s.

   o **Course Outcomes and Bloom's Taxonomy**: Clear articulation of course outcomes aligned with Bloom's Taxonomy to define the expected learning achievements and cognitive levels.

   o **Course Elements**: Detailed description of course elements, including modules and their content, to provide a structured approach to learning.

   o **Sustainable Development Goals (SDGs)**: Integration of relevant SDGs into the curriculum to align with global sustainability objectives.

- **Indicative Activities**: Specification of various learning activities such as Activity-Based Classroom Assignments (ABCA), Project-Based Learning (PBL), experiments, fieldwork, and internships to ensure practical exposure.
- **References and Resources**: Updated references, textbooks, and additional resources to support course material and enhance learning.
- **Course Articulation Matrix**: A matrix to map course outcomes to program outcomes and educational goals, ensuring coherence and alignment.

2. **Industry Connect**:
   - **Incorporation of Industry Trends**: Updates to the syllabus to reflect current industry trends and requirements, ensuring that the curriculum remains relevant and applicable.
   - **Collaboration with Industry Experts**: Engagement with industry professionals and experts to provide input on curriculum design and content, enhancing practical relevance.
   - **Skill Development**: Emphasis on including skills and competencies that are in high demand in the industry, such as digital skills, analytical thinking, and problem-solving.

Implementation Process
1. **Development and Customization**:
   - **Customization**: Tailoring the portal to include specific fields and functionalities required for NEP-2020 compliance and industry relevance.

2. **Faculty Training**:
   - **Training Sessions**: Conducting workshops and training sessions for faculty members for syllabus design and updates.
   - **Guidelines and Support**: Providing detailed guidelines and ongoing support to ensure effective use.

3. **Syllabus Review and Update**:
   - **Curriculum Review**: Departments conducted comprehensive reviews of existing syllabi to identify areas for enrichment and alignment with NEP-2020 and industry needs.
   - **Updating Process**: Faculty members used to update syllabi, incorporating required elements and industry feedback.

4. **Student Access and Communication**:
   - **Portal Access**: Ensuring students have access to the PRABANDH portal to view and download their course syllabi.
   - **Communication**: Informing students about syllabus updates and changes through the portal and other communication channels.

5. **Monitoring and Feedback**:
   - **Ongoing Monitoring**: Continuously monitoring the effectiveness of the syllabus enrichment process.
   - **Feedback Collection**: Gathering feedback from students, faculty, and industry partners to make iterative improvements.

Impact of Syllabus Enrichment

1. **Improved Curriculum Quality**:
   - **Relevance and Detail**: Syllabi are now more detailed and aligned with NEP-2020 guidelines and industry requirements, enhancing the quality of education.
   - **Comprehensive Information**: Students have access to detailed course information, which helps in better understanding and preparation for their courses.

2. **Enhanced Industry Preparedness**:
   - **Practical Skills**: The inclusion of industry-relevant content and skills has better prepared students for the job market.
   - **Industry Collaboration**: Input from industry experts has ensured that the curriculum is aligned with current industry trends and demands.

3. **Efficient Syllabus Management**:
   - **Streamlined Processes**: The streamlined the process of designing, updating, and managing syllabi, reducing administrative burden.
   - **Accessibility**: The portal has improved accessibility to syllabi for both faculty and students, ensuring up-to-date information.

4. **Increased Stakeholder Engagement**:
   - **Collaborative Curriculum Development**: The involvement of faculty, students, and industry partners in the syllabus enrichment process has fostered a collaborative approach to curriculum development.

Challenges and Considerations

1. **System Adaptation**:

    o **User Training**: Ensuring all faculty members are proficient in using the ERP portal required ongoing training and support.

    o **Technical Issues**: Addressing any technical issues related to the portal's functionality and ensuring reliable access.

2. **Feedback Integration**:

    o **Continuous Improvement**: Incorporating feedback from stakeholders and making iterative improvements to the syllabus and the ERP portal.

3. **Curriculum Updates**:

    o **Maintaining Relevance**: Regular updates to the syllabus are necessary to keep pace with evolving industry trends and educational standards.

Conclusion

The syllabus enrichment initiative at SSIU, aligned with NEP-2020 and supported by the ERP portal, has successfully modernized the curriculum and strengthened industry connections. By providing detailed course information and integrating industry feedback, the university has improved the relevance and quality of its educational offerings. The ERP portal has facilitated efficient syllabus management and enhanced accessibility for both faculty and students. Continued focus on stakeholder engagement and feedback integration will ensure ongoing improvements and alignment with educational and industry standards.

Development and Implementation

1. **Software Development**:

    o The ERP Cell, leveraging its expertise, developed a custom online examination portal tailored to the university's specific requirements. This internally developed software was crucial for maintaining control over the examination process and integrating with existing academic systems.

2. **Features of the Proctored Portal**:

    o **Authentication and Identity Verification**: Advanced authentication mechanisms, including biometric verification and secure login protocols, were incorporated to verify student identities and prevent impersonation.

    o **Monitoring and Surveillance**: The portal included real-time monitoring features, such as video and audio surveillance, to ensure that students adhered to examination rules and did not engage in dishonest practices.

- o **Secure Browser**: A secure browser environment was created to restrict access to unauthorized resources and prevent cheating during exams.

- o **Automated Proctoring Tools**: AI-driven tools were utilized to detect suspicious behaviors and flag potential breaches for further review.

3. **Training and Support**:

- o Comprehensive training sessions were conducted for both faculty and students to familiarize them with the new examination format. Support channels were established to assist with any technical issues or queries that arose during the examinations.

Impact and Outcomes

1. **Ensuring Academic Integrity**:

- o The proctored online examination system played a pivotal role in preserving the integrity of the assessment process. By incorporating advanced monitoring and authentication features, the university effectively safeguarded against potential breaches and maintained the credibility of academic evaluations.

2. **Streamlined Evaluation Procedures**:

- o The transition to online examinations streamlined the evaluation process. The system enabled prompt and efficient grading, facilitating timely declaration of results. This was particularly important for final-year students whose timely graduation was critical for their career progression.

3. **Graduation and Career Continuity**:

- o By ensuring that assessments and result declarations were completed on schedule, the university mitigated delays in academic outcomes. This was instrumental in allowing final-year students to graduate as planned, thereby safeguarding their career trajectories amidst the uncertainties of the pandemic.

Challenges and Resolutions

1. **Technical Challenges**:

- o Initial technical issues, such as connectivity problems and software bugs, were addressed through prompt updates and support interventions. The ERP Cell's responsive approach ensured minimal disruption to the examination process.

2. **Student Adaptation**:

- o Some students faced challenges in adapting to the new online format. Additional resources and guidance were provided to help them navigate the examination environment effectively.

Conclusion

The introduction of the proctored online examination portal at SSIU marked a significant advancement in maintaining academic standards during the Covid-19 pandemic. The strategic implementation of advanced technology and the university's proactive measures ensured a secure, reliable, and fair examination environment. This initiative not only upheld the integrity of academic assessments but also facilitated the timely graduation of students, thereby supporting their academic and professional progress. The success of this transition underscores SSIU's commitment to leveraging innovative solutions to overcome challenges and sustain educational excellence in the face of unprecedented circumstances.

Thanking You,

Registrar