

**Annasaheb Dange College of Engineering and Technology, Ashta**

**(An Empowered Autonomous Institute)**

Ashta, Sangli, Maharashtra, 416301



## **Institutional Policy**



**Vol. 01: Internal Quality Assurance Cell (IQAC)**

**Operational Manual**

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## PREFACE

Achieving excellence in higher education requires a strong and adaptable internal quality assurance system. At Annasaheb Dange College of Engineering and Technology (ADCET), Ashta, we understand that quality is not a fixed endpoint but a dynamic and ongoing journey. In line with the guidelines of the National Assessment and Accreditation Council (NAAC), the Internal Quality Assurance Cell (IQAC) at ADCET serves as the foundation of our institutional commitment to academic rigour, stakeholder engagement, and holistic development. Concerning the ongoing reforms at Annasaheb Dange College of Engineering and Technology, Ashta, the Strategic Transformation Team (STT), the highest operational team of the institute, identifies a need for a policy document to clarify the operational process for an Internal Quality Assurance Cell (IQAC) in terms of an operational manual.

The IQAC Operational Manual has been carefully drafted to offer a clear, structured, and actionable framework for the IQAC's operations. It details the cell's vision, objectives, governance structure, roles and responsibilities, documentation protocols, and mechanisms for planning, monitoring, and evaluating quality initiatives. Designed to be both comprehensive and practical, the manual serves as a ready reference for faculty, administrators, and stakeholders engaged in quality enhancement processes.

The manual embodies ADCET's principles of participatory governance, transparency, and evidence-based decision-making. It aims to cultivate a culture of continuous improvement, innovation, and accountability across all academic and administrative areas. By institutionalising best practices, aligning with national benchmarks, and adhering to the Sustainable Development Goals (SDGs), the IQAC seeks to ensure that ADCET remains a dynamic, future-ready institution that empowers both students and faculty.

As of the office of the Dean, Institutional Performance and Quality Assurance, we have already published the OBE implementation manual, which received an overwhelming response from all stakeholders. It helped streamline the OBE processes at the institute.

In line with that, I hope this manual will not only guide but also inspire meaningful dialogue, collaboration, and ongoing quality enhancement processes at our beloved institute.

**[Dr. Abhijitkumar Anandrao Jadhav]**

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## OUR INSPIRATION



**Hon. Shri. [Dr.] Annasaheb Dange**  
Founder President, SDSS, Islampur

Dr Annasaheb Dange [Appa] is a visionary leader, social reformer, and educationist who made significant contributions to the development of rural Maharashtra. He is the Founder President of Sant Dnyaneshwar Shikshan Sanstha, Islampur, an institution dedicated to providing quality education and fostering social upliftment. He is also the founder of one of the best spinning mills in western Maharashtra, Deendayal Spinning Mill, located in Islampur.

In addition to his educational contributions, Appa served as the Minister for Rural Development, Water Supply, and Social Welfare in the state of Maharashtra. During his tenure, he implemented impactful policies to improve the quality of life in rural areas.

He is also the author of several books and literary works.

## OUR MENTORS



**Adv. Rajendra R. Dange**  
Secretary, SDSS, Islampur



**Shri. Vishwanath R. Dange**  
Joint Secretary, SDSS, Islampur

## OUR LEADER



**Dr Laxman Y. Waghmode**  
Director, ADCET, Ashta

## Message from the Director

***"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skilful execution; it represents the wise choice of many alternatives"***

It is with great pleasure that I present the IQAC Operational Manual of ADCET, Ashta, a document that embodies our steadfast commitment to quality, transparency, and ongoing institutional growth. In today's rapidly changing educational landscape, the role of the Internal Quality Assurance Cell (IQAC) has become more crucial than ever. It serves not just as a compliance mechanism but as a strategic driver of excellence, innovation, and accountability. At ADCET, we believe that quality assurance should be integrated into every facet of our academic and administrative processes, and this manual stands as a testament to that belief.

Thoughtfully crafted, this manual serves as a practical guide for all stakeholders, including faculty, staff, students, and administrators, who contribute to our institution's quality journey. It outlines the operational framework, responsibilities, and review mechanisms that ensure our practices remain aligned with national standards and global expectations.

I personally congratulate the IQAC team for their dedication to developing this manual with clarity, precision, and foresight. It reflects our institutional ethos of participatory governance, data-driven decision-making, and student-centric development. I am confident that this manual will not only streamline our internal processes but also foster a culture of reflection, collaboration, and continuous improvement, which aligns most closely with the United Nations (UN) Sustainable Development Goals (SDGs).

Let this document serve as a living guide, one that evolves with our aspirations and strengthens our resolve to deliver transformative, high-quality education.

Warm regards,

**Dr Laxman Yadu Waghmode**

Director, Annasaheb Dange College of Engineering and Technology, Ashta

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# 1. INTRODUCTION

Annasaheb Dange College of Engineering and Technology (ADCET), Ashta, founded in 1999 by the visionary leader Hon. Dr Annasaheb Dange [Appa], has become a leading institution in Western Maharashtra, committed to technical education and promoting innovation. Over the past 26 years, ADCET has produced more than 10,000 graduates who have made significant contributions to the world as engineers, technocrats, or leaders for humanity. All eligible undergraduate programs at the institute are accredited by the NBA, New Delhi, in the Tier I Format. The institution is accredited by NAAC with the highest Grade of A++ in the Second Cycle, achieving a CGPA of 3.52 on a four-point scale, valid until July 08, 2028. The accreditation journey began in 2016 when the institute received an A grade from NAAC in the first cycle. The institute gained autonomy (as approved by the UGC) in 2017 and has successfully implemented outcomes-based education and skill development through an advanced, industry-ready curriculum. Recently, Shivaji University, Kolhapur, granted the institute empowered autonomous status, allowing its logo and name to appear on the degree certificates issued by the affiliated university (in this case, Shivaji University, Kolhapur). The institute currently offers nine undergraduate courses in both traditional and emerging fields of engineering, one undergraduate course in management, one undergraduate course in computer applications, and four postgraduate programs.

The Internal Quality Assurance Cell (IQAC) was established at the Institute on September 1, 2014, with its inaugural meeting held on September 15, 2014. In line with its action plan for performance evaluation, assessment, accreditation, and quality enhancement of higher education institutions, the National Assessment and Accreditation Council (NAAC), Bengaluru, recommends that every accredited institution establish an Internal Quality Assurance Cell (IQAC) to sustain quality. Recognising that quality enhancement is an ongoing process, the IQAC is poised to become an integral component of the institution's quality assurance system, dedicated to ensuring both quality enhancement and maintenance.

The primary role of the IQAC is to serve as a catalyst, developing a system for conscious and consistent improvement in the institution's overall performance. In the post-accreditation phase, institutions must focus on promoting holistic academic excellence, including implementing the peer team's recommendations. The establishment of the IQAC marks the initial step towards institutionalising and internalising quality enhancement initiatives. Its success hinges on its sense of belonging and active participation in all the institution's activities. Rather than being another hierarchical structure or a mere record-keeping unit, it will function as a facilitative and participatory entity within the institution. It has the

potential to drive quality improvement through its planned, interventionist strategies to address deficiencies and enhance quality, akin to Quality Circles in industry.

### **1.1 Core Objectives of IQAC (as per NAAC)**

The core objectives of the IQAC are defined to provide a clear, strategic foundation for quality assurance and enhancement within the Higher Education Institute (HEI). They serve as guiding principles that align institutional practices with national accreditation standards, ensuring that every academic and administrative activity contributes meaningfully to continuous improvement. By articulating these objectives, the IQAC can systematically plan, implement, monitor, and evaluate initiatives that uphold excellence, foster innovation, and promote stakeholder engagement. The list of core objectives described by the NAAC is listed below,

- Ensure conscious, consistent, and catalytic improvement in institutional performance.
- Internalise and institutionalise quality enhancement initiatives across academic and administrative domains.
- Promote a culture of participation and facilitation rather than a bureaucratic structure.
- Support the implementation of peer team recommendations from previous accreditation visits.
- Enable systematic documentation and communication of quality-related activities.

### **1.2 Strategic Role of IQAC (as per NAAC)**

The strategic role of the IQAC is pivotal in achieving and sustaining NAAC accreditation. The IQAC serves as the institutional nerve centre for quality planning, implementation, and monitoring, ensuring that every academic and administrative process aligns with the NAAC benchmarks. Its strategic interventions, such as outcome-based education tracking, stakeholder feedback integration, and documentation of best practices, create a structured pathway for continuous improvement, which is a core expectation of NAAC.

The IQAC also plays a crucial role in promoting a culture of evidence-based decision-making. By systematically collecting, analysing, and presenting data on teaching-learning outcomes, research productivity, faculty development, and governance, IQAC enables the institution to demonstrate its quality initiatives with clarity and credibility. This strategic alignment not only strengthens the Self-Study Report (SSR) but also ensures readiness for peer team visits and compliance with evolving accreditation criteria. The list of strategic roles of IQAC, as mentioned by the NAAC, Bengaluru, is as follows,

- Acts as a central hub for quality planning and monitoring.
- Facilitates the submission of the Annual Quality Assurance Report (AQAR), a mandatory requirement for all accredited institutions.



- Aligns institutional practices with NAAC's core values, including:
  - Contributing to national development
  - Fostering global competencies
  - Inculcating value systems
  - Promoting technology use
  - Pursuing excellence

### **1.3 Vision of the NAAC**

The National Assessment and Accreditation Council (NAAC) was set up by the University Grants Commission (UGC) and is headquartered in Bengaluru, Karnataka. Its formation was a strategic response to the recommendations of the National Policy on Education (1986), which emphasised the need for a mechanism to ensure quality assurance in higher education. The vision statement of NAAC is as follows.

***"To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives."***

### **1.4 Mission of the NAAC**

The NAAC will achieve its vision with the help of the following mission statements,

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for the promotion of quality of teaching-learning and research in higher education institutions.
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

### **1.5 Value Framework of the NAAC**

To promote the following core values among the HEIs of the country:

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence

### **1.6 IQAC Functioning as per the NAAC guidelines**

#### **a) Vision of IQAC (As per the guidelines of the NAAC)**

The IQAC is responsible for planning, guiding, and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities within the institution. It is a facilitative and participatory unit that serves as a driving force for improving quality by developing intervention strategies to address deficiencies and enhance quality. The vision statement of IQAC, as per the guidelines of NAAC, is mentioned below,

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

**b) Objectives of the IQAC (As per the guidelines of the NAAC)**

The primary aim of the IQAC is

- To play the role of a catalyst and develop a mechanism to promote conscious and consistent action plans to improve the academic and administrative performance of the institution.
- To promote institutional quality enhancement and sustenance through the internalisation of quality culture and the institutionalisation of best practices.

**c) Strategies for the IQAC (As per the guidelines of the NAAC)**

IQAC shall evolve a mechanism and procedures for

- I. Ensuring timely, efficient and progressive performance of academic, administrative and financial units;
- II. Adoption of relevant and quality academic and research programmes;
- III. Ensuring equitable access to and affordability of academic programmes for various sections of society;
- IV. Optimisation and integration of modern methods of teaching and learning;
- V. Ensuring credible assessment and evaluation processes;
- VI. Ensuring the proper allocation, adequacy and maintenance of support structure and services; and
- VII. Sharing of research findings and networking with other institutions in India and abroad.

**1.7 Functions of the IQAC (As per the guidelines of the NAAC)**

Some of the functions expected of the IQAC are:

- 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;
- e) Dissemination of information on various quality parameters to all the stakeholders.
- f) Organisation of intra- and inter-institutional workshops and seminars on quality-related themes and promotion of quality circles;
- g) Documentation of various programmes/activities leading to quality improvement;
- h) Acting as a nodal agency of the institution for coordinating quality-related activities, including the adoption and dissemination of the best practices;
- i) Development and maintenance of an institutional database through MIS for the purpose of maintaining and enhancing institutional quality.
- j) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and
- k) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

### **1.8 Benefits of the IQAC (As per the guidelines of the NAAC)**

IQAC will facilitate/contribute to

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

### **1.9 Facilities to be provided to the IQAC by the institute as per the NAAC guidelines**

To ensure the effective functioning of the Internal Quality Assurance Cell (IQAC), NAAC recommends that institutions provide adequate infrastructural and administrative support. The essential infrastructural and administrative support for IQAC is listed below.

#### **a) Dedicated Office Space**

A separate, functional office with adequate privacy to conduct IQAC operations and meetings.

#### **b) ICT Infrastructure**

Computers, printers, scanners, internet connectivity, and data storage systems to support documentation, analysis, and reporting.

**c) Administrative Support**

Designated staff or clerical assistance to manage records, coordinate meetings, and facilitate communication.

**d) Meeting and Conference Facilities**

Access to seminar halls or meeting rooms for conducting IQAC meetings, stakeholder interactions, and quality workshops.

**e) Financial Support**

Budgetary provisions for IQAC activities, including training programs, quality audits, documentation, and promotional events.

**f) Access to Institutional Data**

Unrestricted access to academic, administrative, and financial data for analysis and reporting purposes.

**g) Library and Resource Access**

Availability of quality-related literature, NAAC manuals, and institutional reports for reference and benchmarking.

**h) Display and Communication Boards**

Space for showcasing quality initiatives, best practices, and IQAC notices to ensure visibility and stakeholder awareness.

## 2. INSTITUTE VISION AND MISSION

A vision statement is another public declaration used by schools or educational organisations. It describes their high-level goals for the future, "what" they hope to achieve if they successfully fulfil their organisational purpose. A mission statement outlines the practical actions and commitments necessary to fulfil the organisation's vision.

Vision and mission statements are integral to an organisation's identity, providing a sense of purpose and direction. While related, they serve distinct roles in articulating an entity's essence and goals.

### 2.1 Vision Statement Philosophy:

**Definition:** A vision statement outlines an organisation's long-term aspirations and the future state it aims to achieve. It is a concise and inspiring declaration that communicates the desired impact or outcome the organisation aims to achieve.

**Purpose:** The primary purpose of a vision statement is to motivate and guide internal stakeholders (students, faculty, management) and external stakeholders (society, industries, parents, and alumni) by presenting a compelling picture of what the organisation aims to become.

### 2.2 Mission Statement Philosophy:

**Definition:** A mission statement articulates the fundamental purpose of an organisation, explaining why it exists, what it does, and for whom. It concisely expresses the organisation's core values, activities, and overall purpose.

**Purpose:** The mission statement serves as a guiding principle for daily operations and informed decision-making. It provides a framework for aligning actions with the organisation's values and objectives.

In essence, the vision statement looks forward and paints a picture of success in the long run, while the mission statement focuses on the present and describes the organisation's fundamental purpose and activities. Together, these statements contribute to a comprehensive understanding of an organisation's identity, helping to communicate its values, aspirations, and commitment to stakeholders.

The present version of the institute's vision and mission was drafted in 2016. A detailed discussion about the institute's vision and mission is outlined in the next section.

## 2.3. Vision and mission of the institute (ADCET, Ashta)

### Vision of the Institute

**To be a leader in producing professionally competent engineers.**

#### Description:

"To be a leader in producing professionally competent engineers" encapsulates a powerful vision for an educational institution. It highlights an institute's eagerness for continuous improvement. Let's break the above statement down into its components.

#### 1. "To Be a Leader":

This phrase implies aspiring to be at the forefront, set an example, and positively influence others. As an educational institution, being a leader means not merely following existing norms but actively shaping the future of engineering education.

#### 2. "Producing":

Here, "producing" goes beyond imparting knowledge. It signifies a commitment to nurturing and developing engineers ready for real-world challenges. It implies a focus on practical skills, application, and outcomes.

#### 3. "Professionally Competent Engineers":

Professionally competent engineers possess a blend of technical expertise, soft skills, and a strong ethical foundation.

#### *They can:*

- **Apply theoretical knowledge:** Translate classroom learning into practical solutions.
- **Collaborate effectively:** Work in teams, communicate effectively, and lead with confidence.
- **Adapt to changing contexts by staying** current with industry trends and emerging technologies, and demonstrating a lifelong learning attitude.
- **Uphold ethical standards:** Act with integrity and social responsibility.

#### Overall Implications:

By aiming to be a leader in producing professionally competent engineers, an institution (Annasaheb Dange College of Engineering and Technology, Ashta) commits to providing:

- **Quality Education:** Striving for teaching, research, and industry engagement excellence.
- **Holistic Development:** Focusing on both technical skills and character-building.

- **Industry Relevance:** Aligning curricula with industry needs.
- **Continuous Improvement:** Adapting to Evolving Educational Paradigms.

This vision is accomplished with the institute's mission, as mentioned as follows,

#### **2.4. Mission of the Institute (ADCET, Ashta)**

We, Annasaheb Dange College of Engineering & Technology, Ashta, are committed to achieving our vision by,

**M1. Imparting effective outcome-based education.**

**M2. Preparing students through skill-oriented courses to excel in their profession with ethical values.**

**M3. Promoting research to benefit society.**

**M4. Strengthening relationships with all the stakeholders.**

### 3. IQAC AT THE ADCET, ASHTA

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring continuous improvement and maintaining academic excellence within an institution. At ADCET Ashta, the IQAC was established to develop a structured, consistent approach to enhance the quality of education and institutional performance. It serves as a catalyst for promoting a culture of innovation, transparency, and accountability by regularly assessing teaching methodologies, research output, infrastructure, and stakeholder feedback. IQAC also facilitates accreditation processes and helps align institutional goals with national and global standards, making it an essential mechanism for sustaining long-term growth and excellence.

A vision statement outlines an organisation's long-term aspirations and the future state it aims to achieve. It is a concise and inspiring declaration that communicates the desired impact or outcome the organisation aims to achieve. As ADCET has already drafted its vision statement since 2016, the internal quality assurance cell of ADCET, Ashta, has its own vision statement to help the institute achieve its goals.

#### **3.1 Vision statement of the IQAC, ADCET, Ashta**

**"To be a catalyst in continuous quality enhancement of academic and administrative practices, enabling ADCET to be a leader in producing professionally competent engineers."**

#### **Description:**

At ADCET, the Internal Quality Assurance Cell (IQAC) envisions itself as a driving force behind cultivating a vibrant culture of excellence and innovation. By acting as a catalyst, IQAC aims to inspire faculty, students, and administrators to continuously raise the bar in academic and institutional performance. This involves encouraging creative teaching methodologies, promoting research and development, and integrating modern technologies to enrich the learning experience. The goal is to empower the institute to stand out as a leader in engineering education, producing graduates who are not only technically proficient but also ethically responsible and globally competitive.

To achieve this, IQAC emphasises continuous quality enhancement through well-structured and inclusive processes. Academic and administrative practices are regularly reviewed and refined through systematic mechanisms, including feedback analysis, internal audits, and performance benchmarking. Participation from all stakeholders, including students, faculty, alumni, and industry partners, is central to this approach, ensuring that improvements are both meaningful and sustainable. Through this dynamic and collaborative framework, IQAC helps ADCET evolve in response to changing educational demands while

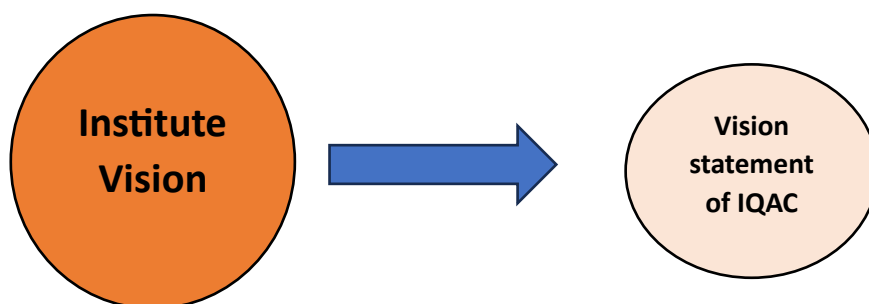


remaining true to its mission of excellence. With this vision of IQAC, ADCET, Ashta, will be able to achieve its own vision and project the institute as a leader in engineering education.

### **3.2 Alignment of the institute's vision statement and the vision statement of the IQAC**

Aligning the institute's vision with that of the Internal Quality Assurance Cell (IQAC) is essential for fostering a unified direction in academic excellence, institutional development, and stakeholder engagement. The institute's vision typically reflects its long-term aspirations, such as nurturing innovation, producing socially responsible graduates, and contributing to national development. In contrast, the IQAC vision focuses on sustaining and enhancing quality benchmarks across teaching, learning, research, and governance. When these visions are harmonised, it ensures that quality assurance mechanisms are not isolated efforts, but are deeply embedded in the institutional ethos, guiding every strategic decision and operational practice.

Such alignment also empowers the IQAC to act as a catalyst for continuous improvement, with its goals seamlessly reinforcing the broader institutional mission. It enables coherent policy formulation, effective resource utilisation, and transparent evaluation systems that resonate with the institute's core values. Moreover, a shared vision fosters collective ownership among faculty, students, and administrators, promoting a proactive culture of quality rather than a reactive one. This synergy is vital for achieving accreditation milestones, enhancing global visibility, and ultimately realising the transformative impact the institute envisions.



***Fig. 01 Alignment between the institute's vision statement and the vision statement of IQAC***

The institute's vision, "To be a leader in producing professionally competent engineers," sets a clear and aspirational goal that emphasises excellence in engineering education and the development of industry-ready graduates. This vision reflects ADCET's commitment to nurturing talent, fostering technical proficiency, and contributing to national and global progress through its alumni. It serves as a guiding beacon for all academic, infrastructural, and strategic initiatives undertaken by the institute.

The IQAC vision complements and operationalises this institutional aspiration by acting as a catalyst for excellence and innovation. Through its emphasis on continuous quality enhancement in academic and administrative practices, IQAC ensures that the systems, processes, and culture within ADCET are aligned

to produce professionally competent engineers. Its participative and systematic approach embeds quality at every level of institutional functioning, thereby empowering ADCET not only to meet but also to exceed its vision through sustained improvement, stakeholder engagement, and evidence-based decision-making.

### 3.3 Mission of the IQAC, ADCET, Ashta

The vision of the IQAC is achieved through its four mission statements.

- **M1: Ensuring effective implementation of outcome-based education (OBE) through a systematic approach of training, resources, planning, assessment, monitoring, and evaluation of predefined outcomes while maintaining continuous improvement.**
- **M2: Promoting skill-oriented and value-based learning opportunities through academic and non-academic events, an enriched curriculum, and stakeholders' feedback.**
- **M3: Encouraging innovative research through the use of best practices.**
- **M4: Strengthening collaborative engagement with society and stakeholders through constant feedback.**

### 3.4 Alignment of the institute's mission statement and the mission statement of the IQAC

<b>Mission Parameters</b>	<b>Institute Mission</b>	<b>IQAC Mission</b>
<b>M1: OBE</b>	Imparting effective outcome-based education	Ensuring effective implementation of outcome-based education (OBE) through a systematic approach of training, resources, planning, assessment, monitoring, and evaluation of predefined outcomes while maintaining continuous improvement.
<b>M2: Ethics</b>	Preparing students through skill-oriented courses to excel in their profession with ethical values.	Promoting skill-oriented and value-based learning opportunities through academic and non-academic events, an enriched curriculum, and stakeholders' feedback.
<b>M3: Research</b>	Promoting research to benefit society.	Encouraging innovative research through best practices.
<b>M4: Stakeholder engagement</b>	Strengthening relationships with all the stakeholders.	Strengthening collaborative engagement with society and stakeholders through constant feedback.

### **3.5 The alignment of the institute's mission with the mission statement and comparative analysis**

#### ***M1: Outcome-Based Education (OBE):***

The institute's commitment to imparting effective outcome-based education is strategically reinforced by IQAC's mission to ensure its systematic implementation. IQAC plays a pivotal role in translating this educational philosophy into practice by establishing structured mechanisms for training faculty, promoting the use of the "OBE implementation manual" prepared by the Office of IPQA and IQAC, allocating resources, planning curriculum delivery, and evaluating student outcomes. Through continuous monitoring and Feedback, IQAC ensures that OBE is not just a policy but a dynamic process that drives academic excellence and measurable student competencies.

#### ***M2: Ethics & Professionalism:***

The institute envisions preparing students to excel professionally while upholding ethical values. IQAC aligns with this by promoting skill-oriented and value-based learning through a blend of academic programs, co-curricular activities, and stakeholder-driven enhancements. By embedding ethics into the curriculum and fostering experiential learning environments, IQAC ensures that students internalise professional integrity and social responsibility, key attributes of a competent engineer.

#### ***M3 : Research & Innovation:***

To fulfil the institute's mission of promoting research that benefits society, IQAC encourages a culture of innovation supported by best practices. It facilitates research quality through workshops, policy frameworks, and performance benchmarks that guide faculty and student initiatives. This alignment ensures that research at ADCET is not only technically sound but also socially relevant, advancing the broader goal of engineering solutions to real-world challenges.

#### ***M4: Stakeholder Engagement:***

The institute's goal of strengthening relationships with stakeholders is operationalised by the IQAC through participative, feedback-driven processes. IQAC institutionalises mechanisms for regular interaction with students, faculty, alumni, industry, and society, ensuring that their insights inform academic and administrative decisions. This collaborative engagement fosters transparency, responsiveness, and mutual trust, which are likely the key pillars in building a vibrant and inclusive institutional ecosystem.

### **3.6 Key Performance Indicators (KPIs) for achieving the vision and mission of IQAC**

The following are sample key performance indicators (KPIs) for identifying the achievement of each mission statement of the IQAC, ADCET, and Ashta.

#### **a) M1: Outcome-Based Education (OBE) Implementation**

1. Percentage of faculty members trained in OBE methodology

2. Percentage of courses mapped to Program Outcomes (POs) and Course Outcomes (COs)
3. Frequency of CO-PO attainment analysis (e.g., per semester)
4. Improvement rate in CO attainment scores year-over-year
5. Number of academic audits conducted per year
6. Preparation of study material (such as OBE implementation manual, IQAC operational manual) and its effective use by the faculty members
7. Continuous improvement in targets and attainment of COs and POs

**b) M2: Skill-Oriented & Value-Based Learning**

1. Percentage of curriculum enriched with skill-based modules or certifications.
2. NEP implementation
3. Number of academic and non-academic events promoting skills and values
4. Student participation rate in skill development programs (NSDC courses)
5. Stakeholder satisfaction score from feedback surveys (students, alumni, employers)
6. Percentage of students completing internships with a stipend or industry projects (Supported)

**c) M3: Research & Innovation**

1. Number of research publications per faculty per year
2. Number of publications in Q1 and Q2 journals per year
3. Percentage of faculty involved in funded research projects
4. Number of patents filed or granted
5. Research-to-society impact score (based on outreach, implementation, or citations)
6. Frequency of workshops/seminars on research/ best practices at the institute level.

**d) M4: Stakeholder Engagement**

1. Number of formal feedback mechanisms implemented (e.g., surveys, focus groups)
2. Response rate and action taken on stakeholder feedback
3. Number of MoUs signed with industry, academia, or community organisations
4. Alumni engagement index (based on events, mentorship, donations, etc.)
5. Community outreach programs are conducted annually.

### **3.7 Composition of the IQAC (As per the NAAC for an autonomous institute)**

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, a few teachers, distinguished educationists, and representatives of 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 and Associate Professors) (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 Employers/Industrialists/Stakeholders
7. One of the senior teachers is 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 plan and monitor quality-related activities. It ensures the cross-sectional participation of various stakeholders and beneficiaries in the institution's quality-enhancement activities. The guidelines provided here are indicative and will help institutions maintain their quality.

- **Period of IQAC:** The membership of the nominated members shall be for a period of two years.
- **Frequency of Meeting:** The IQAC should meet at least once every quarter. (4 times per year)
- **Quorum for the meeting:** The quorum for the meeting shall be two-thirds of the total number of members.
- **Documentation:** The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.

### 3.8 Composition of the IQAC ADCET, Ashta (From Nov. 2025 to Nov. 2028)

Sr	Composition	Name of Member	Affiliation
1	Chairperson: Head of the Institution	Dr Laxman Yadu Waghmode	Director, ADCET, Ashta
2	One member from the management	Adv. Rajendra Ramchandra Dange	Secretary, SDSS, Islampur
3	Teachers to represent all levels (three to eight)	Dr Manoj Mahatmaji Jadhav	Professor and Head, Mechanical Engineering
4	Teachers to represent all levels (three to eight)	Dr. Suhel S. Sayyad	Professor and Head, CSE Engineering
5	Teachers to represent all levels (three to eight)	Dr Suraj Dilip Pawar	Associate Professor and Head, Electrical Engineering

<b>Sr</b>	<b>Composition</b>	<b>Name of Member</b>	<b>Affiliation</b>
6	Teachers to represent all levels (three to eight)	Dr Sunita S Shinde	Professor and Head, Robotics and AI Engineering
7	Teachers to represent all levels (three to eight)	Dr Manoj H Mota	Professor and Head, Civil Engineering
8	Teachers to represent all levels (three to eight)	Dr Prasad D Kulkarni	Associate Professor, Mechanical Engineering and Dean, International Collaborations
9	Teachers to represent all levels (three to eight)	Prof Sandeep Magdum	Assistant Professor, CS (IoTCS) Engineering and Dean, Industry Partnership and campus placement
10	Teachers to represent all levels (three to eight)	Dr Sachin P Patil	Professor, CS Engineering and Dean, E-Governance
11	The senior administrative officer	Dr. Gopinath S	Dean, Academics
12	The senior administrative officer	Dr Shailendra B. Hivarekar	Dean, Faculty & Student Development
13	The senior administrative officer	Dr Amol Subhash Dange	Dean, Research, Innovation and Startup
14	The senior administrative officer	Dr. Rahul R. Gaji	Dean, Alumni Relations and Strategic Partnership
15	The senior administrative officer	Dr Anil R Kadam	Controller of Examinations
16	One nominee each from the Local Society/Trust	Dr Smita Vitthal Lokhande	Medical Practitioner and Co- Coordinator IQAC, ADAMC
17	One nominee each from the Students	Ms Mukta Umakant Dixit	Student Representative
18	One nominee each from the Alumni	Mr Sanchin S Patil	Alumni (Batch 2008) Quality Manager, Kirloskar Brothers Ltd. Kirloskarwadi
19	One nominee each from the Employers/Industrialists	Mr Pratap Patil	CEO, Walstar Technologies Pvt. Ltd.
20	Coordinator of the IQAC	Dr Abhijitkumar Anandrao Jadhav	Dean, Institutional Performance and Quality Assurance

The list above is of the permanent members of the IQAC, ADCET, Ashta for the academic years (2025-26 to 2027-28). In addition to the above list, the following members can be invited to the IQAC meeting based on the requirements and proceedings. These members are called "Invitee members", but their attendance can't be considered for the quorum calculations.

Sr	Designation	Name of Member	Title
1.	Dean, Consultancy & Revenue Generation	Dr Shrirang P. Chavan	Invitee Member
2.	Dean, infrastructure and campus development	Prof. Rahul A Patil	Invitee Member
3.	HoD, Aeronautical Engineering	Dr. Yuvraj S	Invitee Member
4.	HoD, Food Technology	Dr Kishor Kailasrao Giram	Invitee Member
5.	HoD, AIDS	Dr Asma A. Shaikh	Invitee Member
6.	HoD, CS (IoTCS)	Dr Tashseen A Mulla	Invitee Member
7.	HoD, Basic Sciences Department	Dr Santosh Shivji Desai	Invitee Member
8.	HoD, BBA	Prof. Vilobha Kuber Rukade	Invitee Member
9.	HoD, BCA	Prof. Prakash P.Wadkar	Invitee Member
10.	NSS Coordinator	Prof. Sumit V. Patil	Invitee Member
9.	Director, Physical Education	Prof. Rudresh Shivpurjji	Invitee Member
10	Coordinator Student Council	Prof. Kiran K Shinde	Invitee Member

With a total of 20 permanent members in the current IQAC, the calculation for the quorum is as follows.

- **Quorum for the meeting:** The quorum for the meeting shall be two-thirds of the total number of members.

- Quorum for the IQAC Meeting =  $\frac{2}{3} \times$  Total number of permanent members

$$= \frac{2}{3} \times 20 = \frac{40}{3} = 13.33$$

**Quorum for the meeting = minimum 13 members required for the meeting to be conducted**

With this IQAC operational manual serving as policy for management's approval, we propose the following Remuneration chart for all external members attending IQAC meetings.

Sr	Description	Renumeration	Travaling allownace
1.	If an external expert member attends the meeting in the physical mode	<b>Rs. 2000 per meeting</b>	At actual

Sr	Description	Renumeration	Travaling allownace
2.	If an external expert member attends the meeting in an online mode	<b>Rs. 1000 per meeting</b>	No travelling allowance will be paid if the expert attends the meeting online.



## 4. ROLE AND RESPONSIBILITIES OF IQAC

The Internal Quality Assurance Cell (IQAC) is a cornerstone of NAAC's post-accreditation framework, designed to institutionalise and sustain a culture of continuous quality enhancement in higher education. NAAC envisions the IQAC not as a bureaucratic unit, but as a participatory and dynamic system that fosters deliberate and consistent improvements in academic and administrative performance. By aligning institutional practices with national benchmarks, promoting outcome-based education, and facilitating stakeholder feedback, IQAC becomes a strategic driver of excellence. It ensures that quality assurance is not a one-time exercise but an embedded ethos that guides teaching, learning, research, and governance.

From the perspective of Annasaheb Dange College of Engineering and Technology, Ashta, the Internal Quality Assurance Cell (IQAC) of the institute also plays a crucial role in making ADCET a leader in engineering education. At ADCET, the IQAC serves as a strategic nucleus for quality assurance, deeply integrated into the college's operational and academic ecosystem. Beyond compliance, it plays a transformative role in shaping institutional identity, guiding accreditation efforts (such as NAAC/NBA), and fostering a student-centric learning environment. IQAC at ADCET leads the development of operational manuals, affective learning rubrics, and feedback systems that reflect both national standards and local aspirations. It empowers faculty through structured documentation, peer review, and capacity-building initiatives, ensuring that institutional messaging and curricular reforms align with the vision of holistic excellence and transparency.

### 4.1 Core Roles of IQAC (as per NAAC)

The following points describe the Role the IQAC plays in shaping quality standards for an institute after accreditation.

#### a) **Quality Sustenance and Enhancement**

The IQAC is envisioned as the central mechanism for maintaining and improving institutional quality after accreditation. It fosters a culture of continuous improvement in academic and administrative domains.

#### b) **Strategic Planning and Benchmarking**

Develops and monitors quality benchmarks for academic and administrative activities, aligning them with national standards and institutional goals.

#### c) **Facilitation of Outcome-Based Education (OBE)**

Assists in defining or implementing Program Outcomes (POs), Course Outcomes (COs), and designing assessment tools to track student achievement.

**d) Promotion of Student-Centric Learning**

Encourages innovative teaching and learning practices, the integration of edTech tools, and the creation of inclusive learning environments.

**e) Stakeholder Engagement**

Collects and analyses feedback from students, faculty, alumni, and employers to inform quality initiatives and institutional reforms.

**f) Documentation and MIS Reporting**

Maintains systematic records of institutional activities, prepares the Annual Quality Assurance Report (AQAR) OR, as per the new guideline, prepares data for One Nation, One Data (ONOD), and supports data management for NAAC, NBA and other regulatory bodies.

**g) Capacity Building and Best Practices**

Organises workshops, seminars, and training programs to promote quality culture and disseminate institutional best practices.

**h) Alignment with NEP 2020 and Accreditation Goals**

Supports the implementation of the National Education Policy (NEP 2020) reforms and ensures readiness for NAAC/NBA accreditation cycles in association with the office of Dean Academics.

## **4.2 Key Responsibilities of IQAC as per the NAAC**

The Internal Quality Assurance Cell (IQAC), as mandated by the National Assessment and Accreditation Council (NAAC), plays a pivotal role in institutionalising a culture of quality in higher education. Its responsibilities extend beyond compliance to the systematic enhancement of academic and administrative performance through structured planning, documentation, and stakeholder engagement. IQAC acts as a catalyst for innovation, transparency, and accountability, ensuring that quality assurance becomes an integral and continuous process. By coordinating feedback systems, promoting best practices, and preparing essential reports, such as the AQAR and the IQAC report, the institution anchors its efforts toward excellence and accreditation readiness. The following are the responsibilities to be undertaken by the IQAC,

### **1. Developing Quality Benchmarks**

Establish consistent academic and administrative performance standards across departments and programs.

### **2. Facilitating Learner-Centric Environment**

Promote innovative teaching strategies, technology use, and inclusive practices to enhance student engagement and learning outcomes.

### **3. Coordinating Feedback Mechanisms**

Design and implement structured feedback systems that gather input from students, faculty, alumni, and employers to inform institutional improvements and future decisions.

### **4. Documenting Institutional Processes**

Maintain comprehensive records of quality-related activities, including minutes, reports, and data, for accreditation and internal review purposes.

### **5. Preparing the Annual Quality Assurance Report (AQAR)/Uploading the data on ONOD**

Compile and submit AQAR to NAAC, reflecting progress on quality initiatives and compliance with accreditation standards. According to the new guidelines received from NAAC, data must be updated promptly on the One Nation, One Data portal.

### **6. Encouraging Best Practices and Innovation**

Identify, document, and disseminate institutional best practices that contribute to academic excellence and operational efficiency.

### **7. Organising Capacity-Building Activities**

Conduct workshops, seminars, and training programs to foster a culture of quality among faculty, staff, and students.

### **8. Supporting Accreditation and Compliance**

Assist in preparing for NAAC/NBA visits, aligning documentation with criteria, and ensuring readiness for assessment.

### **9. Monitoring and Reviewing Quality Initiatives**

Periodically assess the effectiveness of quality enhancement strategies and recommend improvements.

## **10. Promoting Internalisation of Quality Culture**

Ensure that quality assurance becomes an integral part of institutional functioning, not just a compliance exercise.

## 5. RESPONSIBILITIES OF IQAC AT ADCET

The IQAC of Annasaheb Dange College of Engineering and Technology, Ashta, played a crucial role in the institute's developmental growth in the past. All impactful discussions, planning, and implementation of the IQAC played a crucial role in the development and achievement of accreditation and institutional goals. The previous NAAC peer teams that visited in the two previous cycles also recognised the IQAC's contribution. The efforts made by all stakeholders, in conjunction with guidance from the IQAC, resulted in the following notable achievements.

1. NAAC accreditation with an A++ grade in cycle II
2. NAAC accreditation with an A grade in cycle I
3. All eligible programs are accredited by the NBA in the tier I format.
4. Conferred with Autonomous status by UGC, New Delhi and Shivaji University, Kolhapur (2017). [2017-18 to 2023-24] for the first 6 years.
5. Extension of Autonomous status by UGC, New Delhi and Shivaji University, Kolhapur (2024). [till 2032-33] for 10 years.
6. Conferred with Empowered Autonomous status by Shivaji University, Kolhapur (2024).

The OBE implementation at the institute began in 2013, and the following table represents the accreditation history of ADCET, Ashta.

**Table No. 01 Accreditation history at ADCET, Ashta.**

Sr.	Accrediting Agency	Type of Application	Validity and period	Programs Accredited /Score
1.	NBA	SAR- 2013 (2014)	1 <sup>st</sup> Oct. 2014 to 30 <sup>th</sup> June 2016 (2 years)	<ul style="list-style-type: none"> <li>• UG Mechanical Engineering</li> <li>• UG Electrical Engineering</li> <li>• UG Information Technology</li> </ul>
2.	NAAC	First Cycle (2015)	July 06 2021 (6 years)	Accreditation with an A grade (with 3.01 on the scale of 4)
3.	NBA	SAR 2015 (2017)	10 <sup>th</sup> April 2017 to 30 <sup>th</sup> June 2020 (3 years)	<ul style="list-style-type: none"> <li>• UG Computer Science and Engineering</li> <li>• UG Electronics and Telecommunication Engineering</li> <li>• UG Civil Engineering</li> <li>• UG Automobile Engineering</li> </ul>

Sr.	Accrediting Agency	Type of Application	Validity and period	Programs Accredited /Score
4.	NBA	NBA Compliance (2018)	23 <sup>th</sup> September 2020 to 30 <sup>th</sup> June 2021 (2 years)	<ul style="list-style-type: none"> <li>• UG Mechanical Engineering</li> <li>• UG Electrical Engineering</li> </ul>
5.	NBA	SAR 2015 (2019)	29 <sup>th</sup> April 2019 to 30 <sup>th</sup> June 2022 (3 years)	<ul style="list-style-type: none"> <li>• UG Aeronautical Engineering</li> </ul>
6.	NBA	NBA Compliance (2020)	05 <sup>th</sup> March 2020 to 30 <sup>th</sup> June 2023 (3 years)	<ul style="list-style-type: none"> <li>• UG Computer Science and Engineering</li> </ul>
7.	NBA	Reaccreditation	10 <sup>th</sup> September 2021 to 30 <sup>th</sup> June 2023 (3 years)	<ul style="list-style-type: none"> <li>• UG Mechanical Engineering</li> <li>• UG Electrical Engineering</li> <li>• UG Civil Engineering</li> </ul>
8.	NBA	NBA Compliance (2020)	26 <sup>th</sup> August 2022 to 30 <sup>th</sup> June 2025 (3 years)	<ul style="list-style-type: none"> <li>• UG Aeronautical Engineering</li> </ul>
9.	NAAC	Second Cycle (2023)	July 07 2028 (5- Years)	Accredited with an A++ grade (with 3.52 on the scale of 4)
10.	NBA [Tier I Institute]	SAR 2021	4 <sup>th</sup> June 2024 to 30 <sup>th</sup> June 2027 (3 years)	<ul style="list-style-type: none"> <li>• UG Mechanical Engineering</li> <li>• UG Electrical Engineering</li> <li>• UG CSE</li> <li>• UG Civil Engineering</li> </ul>

This chapter discusses the responsibilities of the IQAC at ADCET, Ashta, which can be discussed during the IQAC meeting.

### 5.1 Prime responsibilities of IQAC at ADCET, Ashta:

- [1] To draft and plan quality benchmarks for improving quality initiatives.
- [2] Articulation, approval, review (periodic), and modification (if needed) of the institute's vision and mission.

- [3] Review and approval of draft submitted by the program, suggestion, review (periodic), and modification (if needed) in the Program Educational Objectives (PEOs).
- [4] Review and approval of competencies and performance indicators drafted by the respective programs.
- [5] Review and approval of the draft curriculum received from the programs. (Adhere to the new educational policies mentioned by the government of India from time to time)
- [6] Review and approval of the draft Course Outcome statements received from the programs.
- [7] Review and approval of the attainment of program outcomes are received from the program for particular academic years.
- [8] Take a review of academic monitoring, academic calendars, academic audits, best and innovative pedagogical initiatives used in the institute, and student feedback on the teaching learning process in association with the Office of the Dean, Academics.
- [9] Take a review of the preparation of the accreditation processes (NBA and NAAC)
- [10] Take a review of the academic progress of the students (Examination result analysis and ATR)
- [11] Review co-curricular and extracurricular activities and student participation.
- [12] Review the student participation in social activities and events, including NSS activities.
- [13] Review the new infrastructure facilities established at the institute and the utilisation of ICT tools within the academic structures.
- [14] Review of the documentation required for the NBA, NAAC accreditation and various national and international rankings.
- [15] Identify the best practices followed at the institute and their review.
- [16] Review the stakeholders' feedback on the facilities and take the necessary steps.
- [17] To start and review quality-circle activities at the institute.
- [18] To review research publications and startup data in association with the Office of the Dean, RIS.
- [19] To review the placement activities and student performances
- [20] Approval of AQAR/ODON

## **5.2 Responsible authorities for sharing the information, analysis and corrective actions with the IQAC.**

As the IQAC coordinator cannot perform all activities related to the quality initiative, all process owners are responsible for a few key tasks, as outlined in the following table, to ensure the smooth functioning of IQAC.

Sr.	Name of the Authorities	Responsibilities
1.	Dean, Academics	<ul style="list-style-type: none"> <li>• Curriculum changes/feedback from stakeholders</li> <li>• Preparation of draft curriculum structure</li> </ul>

Sr.	Name of the Authorities	Responsibilities
		<ul style="list-style-type: none"> <li>• Implementation of Educational Policies as per the directives from the government/UGC/ AICTE/ SUK.</li> <li>• Academic monitoring,</li> <li>• Academic calendars/Academic Planning,</li> <li>• Academic audits,</li> <li>• Teaching Learning processes.</li> <li>• Best and innovative pedagogical initiatives used in the institute,</li> <li>• Student feedback on the teaching learning process.</li> </ul>
2.	Dean, Infrastructure & Campus Development	<ul style="list-style-type: none"> <li>• Campus development</li> <li>• maintenance,</li> <li>• Green initiatives,</li> <li>• Facilities management,</li> <li>• Feedback on the facilities and ATR</li> </ul>
3.	Dean, E-Governance	<ul style="list-style-type: none"> <li>• ERP implementation,</li> <li>• Automation in the governance and initiatives,</li> <li>• Data Management,</li> <li>• Cybersecurity</li> <li>• Institute website</li> </ul>
4.	Administrative Officer	<ul style="list-style-type: none"> <li>• Institutional records,</li> <li>• Legal/statutory compliance,</li> <li>• Administration and HR processes,</li> <li>• Statutory committees and bodies,</li> <li>• Student information and student facilities in the office,</li> <li>• Documentation and official correspondence,</li> <li>• Citizen charter and its implementations</li> <li>• Celebration of national days and commemorative days.</li> </ul>
5.	Dean, Institutional Performance & Quality Assurance	<ul style="list-style-type: none"> <li>• Documentation and preparation of NAAC, NBA, NIRF, ranking frameworks,</li> <li>• Quality audits,</li> </ul>



Sr.	Name of the Authorities	Responsibilities
		<ul style="list-style-type: none"> <li>• Performance monitoring,</li> <li>• Quality initiative and best practices.</li> </ul>
6.	Controller of Examinations:	<ul style="list-style-type: none"> <li>• Examination planning &amp; conduct,</li> <li>• Result processing and its analysis</li> <li>• Examination reforms and the use of E-governance in the examination system.</li> </ul>
7.	Dean, Faculty & Student Development:	<ul style="list-style-type: none"> <li>• Faculty orientation/ faculty development programs</li> <li>• Student skill development programs</li> <li>• Mentoring and counselling support,</li> <li>• Student welfare and participation in various events and their records, (Co-curricular, sports, cultural and social)</li> <li>• NSS activities</li> </ul>
8.	Dean, Alumni Relations and Strategic Partnership	<ul style="list-style-type: none"> <li>• Alumni database management,</li> <li>• Alumni networking, fundraising, and alumni meets,</li> <li>• Leveraging alumni for institutional growth.</li> <li>• E-Governance in Alumni Connect.</li> <li>• Publication of the Alumni's new letter</li> <li>• Alumni associations</li> </ul>
9.	Dean, Research, Innovation & Startup	<ul style="list-style-type: none"> <li>• Research promotion, patents, publications, funding,</li> <li>• Startup ecosystem,</li> <li>• Centres of Excellence</li> <li>• Incubation support.</li> </ul>
10.	Dean, Industry-Institute Interaction & Placements	<ul style="list-style-type: none"> <li>• Placement and internship data</li> <li>• Industry collaborations,</li> <li>• MoUs,</li> <li>• Skill enhancement,</li> <li>• Industry visits.</li> </ul>
11	Dean, Consultancy & Revenue Generation:	<ul style="list-style-type: none"> <li>• Institutional consultancy,</li> <li>• Testing facilities services,</li> </ul>

Sr.	Name of the Authorities	Responsibilities
		<ul style="list-style-type: none"> <li>• Industry projects,</li> <li>• Revenue generation initiatives.</li> </ul>
12	Dean, International Collaborations:	<ul style="list-style-type: none"> <li>• International MoUs,</li> <li>• Student/faculty exchange,</li> <li>• Global collaborations,</li> <li>• Foreign student admissions,</li> <li>• International exposure.</li> </ul>
13	Head of Department	<ul style="list-style-type: none"> <li>• Articulation and review of Departmental Vision, Mission and PEOs</li> <li>• Curriculum development</li> <li>• Academic Monitoring</li> <li>• Implementation of innovative pedagogical initiative</li> <li>• Documentation at the departmental level</li> <li>• Facility creation and its use at the departmental level</li> <li>• Student participation in various activities</li> <li>• Development and review of student clubs, chapters and societies</li> <li>• Student performance in the examination, placement and internship</li> <li>• Student admission and student facilities at the departmental level.</li> <li>• Covey resolutions and MoM from DIQAC to IQAC.</li> </ul>

## 6. GUIDELINES FOR THE DIQAC AT ADCET

In addition to the Institutional Internal Quality Assurance Cell (IQAC), establishing Departmental Internal Quality Assurance Cells (DIQACs) at Annasaheb Dange College of Engineering and Technology, Ashta, is essential to decentralise quality assurance and embed a culture of continuous improvement within each academic unit. While the central IQAC oversees broad institutional benchmarks, DIQACs enable departments to take ownership of academic audits, curriculum alignment, and student-centric enhancements. They facilitate real-time monitoring of teaching and learning processes, ensure timely documentation for accreditation, and promote faculty development tailored to departmental needs. By bridging the gap between institutional policy and classroom practice, DIQACs strengthen ADCET's commitment to outcome-based education and make quality assurance a shared responsibility throughout the institution.

Currently, the departmental internal quality assurance cells (DIQAC) are functional at the institute.

1. DIQAC, Department of Mechanical Engineering
2. DIQAC, Department of Electrical Engineering
3. DIQAC, Department of Computer Science and Engineering
4. DIQAC, Department of Civil Engineering
5. DIQAC, Department of Aeronautical Engineering
6. DIQAC, Department of Food Technology
7. DIQAC, Department of Artificial Intelligence and Data Sciences
8. DIQAC, Department of CSE (IOT and Cyber Security, Including Block Chain Technology)
9. DIQAC, Department of Basic Sciences

We are also in the process of establishing the DIQAC for the following new departments.

1. DIQAC, Department of Robotics And Artificial Intelligence
2. DIQAC, Department of Bachelor of Business Administration (BBA)
3. DIQAC, Bachelor of Computer Application (BCA)

### 6.1 Advantages of DIQAC alongside Institutional IQAC

The Departmental Internal Quality Assurance Cell (DIQAC), operating under the IQAC, serves as a dynamic catalyst for embedding a quality culture at the grassroots level of academic departments. By decentralising quality initiatives, DIQAC empowers departments to set measurable goals, monitor academic outcomes, and implement continuous improvements aligned with institutional benchmarks. It fosters faculty

ownership of quality processes, enhances documentation rigour, and ensures timely compliance with accreditation standards. Through DIQAC, departments become proactive contributors to the institute's strategic vision, driving innovation in teaching and learning, enriching the curriculum, and engaging stakeholders.

A list of the advantages of DIQAC alongside IQAC is listed below,

1. Decentralised Quality Assurance: Empowers departments to lead their own quality initiatives.
2. Continuous Academic Monitoring: Tracks teaching plans, CO-PO attainment, and student performance in real time.
3. Enhanced Documentation Readiness: Maintains updated course files, feedback records, and audit evidence to ensure compliance.
4. Tailored Faculty Development: Organises department-specific training and mentoring programs.
5. Improved Curriculum Responsiveness: Enables quicker updates based on industry and student feedback.
6. Streamlined Accreditation Support: Prepares department-level inputs for NAAC/NBA with minimal central coordination.
7. Student-Centric Quality Culture: Actively responds to student feedback to enhance learning experiences.
8. Evidence-Based Decision Making: Provides granular data to IQAC for strategic planning and AQAR.
9. Peer Review and Internal Audits: Encourages inter-departmental benchmarking and academic excellence.
10. Leadership Development: Builds faculty capacity for quality leadership and institutional impact.

## **6.2 Guidelines for Composition of the DIQAC (As per the directives from the IQAC, ADCET, Ashta)**

Compared with the NAAC's documentation on the composition of the IQAC, the guidelines for the DIQAC are not available in the NAAC guidelines. However, upon examining the advantages of DIQAC in conjunction with IQAC, we at our institute confirmed and committed to establishing a functional DIQAC in each department.

Hence, with reference to the NAAC guidelines for the composition of the IQAC, the internal quality assurance cell (IQAC) of Annasaheb Dange College of Engineering and Technology, Ashta, established the following guidelines for the composition of the DIQAC. All departments are hereby instructed to follow the guidelines and restructure the DIQAC from the academic year 2025-2026.

The composition of the DIQAC should be as follows:

1. Chairperson: Head of the Department
2. Teachers to represent all levels (Assistant, Associate Professors and Professors) (three to five)
3. Member of IQAC: Coordinator of IQAC (Dean, IPQA) / Member appointed by the Director
4. One nominee from the Alumni
6. One nominee is a renowned academician from a specific domain at another autonomous institute.
7. One of the senior teachers is the Coordinator of the DIQAC

According to this composition, the minimum number of DIQAC members should be 8, and the maximum should not exceed 10. Within these constraints, ensure that the DIQAC maintains gender and social diversity in its composition.

#### **Guidelines for DIQAC**

- **Period of DIQAC:** The membership of the nominated members shall be for a period of two years.
- **Frequency of Meeting:** The DIQAC should meet at least once every semester. (2 times per year)
- **Quorum for the meeting:** The quorum for the meeting shall be two-thirds of the total number of members.
- **Documentation:** The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.
- **Information to be submitted to IQAC:** One hard copy of the MoM and ATR must be submitted to the IQAC for information and further processing.

With this IQAC operational manual serving as policy for management's approval, we propose the following Remuneration chart for all external members attending DIQAC meetings.

<b>Sr</b>	<b>Description</b>	<b>Renumeration</b>	<b>Travaling allownace</b>
1.	If an external expert member attends the meeting in the physical mode	<b>Rs. 1500 per meeting</b>	At Actual
2.	If an external expert member attends the meeting in an online mode	<b>Rs. 1000 per meeting</b>	No travelling allowance will be paid if the expert attends the meeting online.

### **6.3 Prime responsibilities of DIQAC at ADCET, Ashta**

The Departmental Internal Quality Assurance Cell (DIQAC) plays a pivotal role in translating the institutional vision of quality enhancement into actionable practices at the departmental level. As an integral extension of the IQAC, DIQAC is responsible for planning, implementing, and monitoring quality initiatives within its respective department. Its core responsibilities include fostering a culture of continuous improvement in teaching and learning processes, promoting outcome-based education, maintaining academic and administrative documentation, and ensuring timely compliance with accreditation and audit requirements. DIQAC also facilitates faculty development, student feedback mechanisms, and the integration of innovative pedagogies, thereby aligning departmental goals with the broader objectives of institutional excellence.

The list of prime responsibilities of DIQAC at every academic department at ADCET, Ashta, is listed as follows,

- [1] To draft and plan quality benchmarks for improvement in the quality initiatives at the departmental level.
- [2] Articulation, approval, review (periodic), and modification (if needed) of the departmental vision and mission.
- [3] Review and approval of the Program Educational Objectives (PEOs).
- [4] Review and approval of Program Specific Outcomes (PSOs)
- [5] Review and approval of competencies and performance indicators drafted by the respective programs.
- [6] Review and approval of the draft curriculum received from the programs. (Adhere to the new educational policies mentioned by the government of India from time to time)
- [7] Review and approval of the draft Course Outcome statements received from the programs.
- [8] Review and approval of the attainment of COs and POs, observations and proposed action on it.
- [9] Take a review of academic monitoring, academic calendars, academic audits, best and innovative pedagogical initiatives and student feedback on the teaching learning process at the departmental level.
- [10] Take a review of the preparation of the accreditation processes (NBA and NAAC)
- [11] Take a review of the academic progress of the students (Examination result analysis and ATR)
- [12] Review co-curricular and extracurricular activities and student participation.
- [13] Review the student participation in social activities and events, including NSS activities.

- [14] Review the new infrastructure facilities established at the institute and the utilisation of ICT tools within the academic structures.
- [15] Review of the documentation required for the NBA.
- [16] Identify the best practices followed in the department and their review.
- [17] To review research publications
- [18] To review the placement activities and student performances
- [19] Approval of data to be submitted to IQAC/AQAR/ODON

## 7. BEST PRACTICES (GUIDELINES)

NAAC encourages institutions to follow and showcase **best practices** because they reflect a commitment to excellence, innovation, and continuous improvement beyond routine compliance. Best practices demonstrate how an institution internalises quality values, such as inclusivity, sustainability, transparency, and student-centricity, and translates them into impactful actions. By documenting and sharing these practices, institutions contribute to a culture of benchmarking and mutual learning across the higher education ecosystem.

Moreover, best practices serve as tangible evidence of an institution's strategic intent and operational maturity. They help NAAC assess not just what an institution does, but how and why it does it, revealing depth, creativity, and stakeholder engagement. Whether it's a green campus initiative, a digital mentoring system, or a community outreach model, these practices showcase the institution's unique identity and its alignment with national priorities, such as the NEP 2020 and the Sustainable Development Goals (SDGs).

Institutional Values and Best Practices form the ethical and operational backbone of a higher education institution, guiding its mission, vision, and day-to-day functioning. Institutional values encompass integrity, inclusivity, sustainability, innovation, and social responsibility principles that shape the culture and character of the campus. These values are reflected in policies, governance, teaching and learning processes, and stakeholder engagement. When consistently practised, they foster a sense of purpose, belonging, and excellence among students, faculty, and staff, aligning the institution's goals with national and global educational standards.

Best practices, on the other hand, are exemplary strategies or models that go beyond routine operations to deliver measurable impact. In the NAAC context, they are expected to be innovative, student-centric, sustainable, and replicable. Examples include structured mentoring systems, green campus initiatives, digital feedback mechanisms, and community outreach aligned with Sustainable Development Goals (SDGs). By documenting and showcasing such practices, institutions not only strengthen their quality assurance framework but also demonstrate their commitment to continuous improvement and social relevance. These practices serve as benchmarks for other institutions and contribute to the overall advancement of higher education.

In the context of the NAAC (National Assessment and Accreditation Council), best practices refer to innovative, impactful, and sustainable institutional strategies that go beyond routine operations and



significantly enhance the quality of higher education. These practices are aligned with NAAC's seven criteria and are expected to be replicable, student-centric, and evidence-based.

### **7.1 Best Practices in NAAC Context**

#### **1. Outcome-Based Education (OBE) with CO-PO Attainment**

- Systematic mapping of Course Outcomes (COs) to Program Outcomes (POs).
- Use of rubrics and attainment analysis to drive curriculum improvement.

#### **2. Academic and Administrative Audit (AAA)**

- Periodic internal audits of teaching, learning, and governance processes.
- Action plans based on audit findings to close quality gaps.

#### **3. Structured Student Mentoring System**

- Faculty mentors are assigned to small groups of students.
- Regular tracking of academic progress, emotional well-being, and career planning.

#### **4. Digital Feedback and ERP Integration**

- Online feedback collection from students, alumni, and employers.
- ERP systems for attendance, assessments, and documentation.

#### **5. Faculty Development and Research Promotion**

- Regular FDPs, STTPs, and incentives for publications and patents.
- Seed funding and interdisciplinary research clusters.

#### **6. Green Campus and Sustainability Initiatives**

- Rainwater harvesting, solar energy, and waste segregation.
- Green audits and eco-conscious student clubs.

#### **7. Community Engagement and ISR Activities**

- Extension programs aligned with SDGs (e.g., education, health, environment).
- Village adoption, awareness campaigns, and student-led outreach.

#### **8. Transparent Governance and Participatory Leadership**

- Decentralised decision-making with stakeholder involvement.
- Regular review of policies, strategic plans, and performance metrics.

#### **9. Industry-Academia Collaboration**

- MoUs, internships, guest lectures, and joint curriculum design.
- Live projects and skill development are aligned with market needs.

#### **10. Comprehensive Documentation and Evidence Management**

- Use of templates, checklists, and digital repositories for SSR and AQAR.
- Real-time data capture and dashboard-based monitoring.

## 7. 2 Best Practices at ADCET, Ashta

At Annasaheb Dange College of Engineering and Technology, Ashta, we have initiated several initiatives that can be listed as best practices for the NAAC. The list of available best practices at the institutions with a responsible authority is mentioned in the following table.

Sr.	Name of Best Practices	Responsible Authority	Quality Benchmark and Documentation
1.	OBE Implementation	Dean, IPQA	<ul style="list-style-type: none"> <li>• OBE Implementation Manual</li> <li>• Faculty orientation and training</li> <li>• CO and PO Mapping</li> <li>• Attainment</li> <li>• Accreditations</li> </ul>
2	Activity-Based Continuous Assessment	Dean, Academics	<ul style="list-style-type: none"> <li>• Curriculum and assessment structure</li> <li>• Academic Audits</li> <li>• Academic Monitoring</li> <li>• Attainment of higher-order POs</li> </ul>
3	Academic Audit	Dean, Academics	<ul style="list-style-type: none"> <li>• Internal academic review</li> <li>• Academic Audit</li> <li>• External and SUK academic Audit</li> </ul>
4	Administrative Audit	Administrative officer	<ul style="list-style-type: none"> <li>• Administrative audit and performance appraisals</li> </ul>
5	Student Mentoring System	Dean, Faculty & Student Development	<ul style="list-style-type: none"> <li>• Student mentoring activity and counselling support</li> </ul>
6	Digital Feedback, ERP and E-Governance	Dean, E-Governance	<ul style="list-style-type: none"> <li>• ERP Implementation</li> <li>• Stakeholders feedback</li> </ul>
7	Faculty Development	Dean, Faculty & Student Development	<ul style="list-style-type: none"> <li>• FDP Programs</li> <li>• Induction programs</li> </ul>
8	Research Promotion	Dean, Research, Innovation & Startup	<ul style="list-style-type: none"> <li>• Seed Money</li> <li>• Funding for paper publication and attending conferences</li> </ul>

Sr.	Name of Best Practices	Responsible Authority	Quality Benchmark and Documentation
9	Green Campus	Dean, Infrastructure & Campus Development	<ul style="list-style-type: none"> <li>• Rainwater harvesting,</li> <li>• solar energy,</li> <li>• Waste Management and processes</li> <li>• Green audits</li> <li>• Energy Audits</li> </ul>
10	Community Engagement and ISR Activities	Dean, Faculty & Student Development  NSS Coordinators	<ul style="list-style-type: none"> <li>• Extension programs aligned with SDGs (e.g., education, health, environment).</li> <li>• NSS Camp in the village</li> <li>• Blood Donation</li> <li>• Plantation</li> <li>• Voter awareness, etc.</li> </ul>
11	Transparent Governance	Dean, IPQA	<ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Orgination structure</li> <li>• IQAC Implementation Manual</li> </ul>
12	Industry-Academia Collaboration	Dean, Industry-Institute Interaction & Placements	<ul style="list-style-type: none"> <li>• MoUs,</li> <li>• internships,</li> <li>• guest lectures,</li> <li>• joint curriculum design.</li> <li>• Skill Development aligned with market needs.</li> </ul>
13	Comprehensive Documentation and Evidence Management	Dean E-Governance and Dean, IPQA	<ul style="list-style-type: none"> <li>• Documentation</li> <li>• Real-time data capturing</li> </ul>

Additionally, during the previous NAAC cycle, we highlighted several best practices that we must continue to implement.

Sr.	Name of Best Practices	Responsible Authority	Quality Benchmark and Documentation
1.	No Vehicle Day	Dean, Infrastructure & Campus Development NSS Coordinators	<ul style="list-style-type: none"> <li>• Implementations</li> </ul>
2.	Celebration of the commemorative day	Dean, Faculty & Student Development NSS Coordinators	<ul style="list-style-type: none"> <li>• Implementations</li> <li>• Competition like speech, essay and poster</li> </ul>
3	Competency Fostering Program (CFP)	Dean, Industry-Institute Interaction & Placements	<ul style="list-style-type: none"> <li>• Internship</li> <li>• Projects</li> <li>• Value-added courses</li> <li>• Skill orientation courses</li> <li>• Curriculum facility</li> <li>• Industrial visit</li> <li>• Competition</li> <li>• Placement and participation in the events</li> </ul>
4	Activity-based internal assessment	Dean, Academics COE	<ul style="list-style-type: none"> <li>• Activity-based assessment</li> <li>• Project-based learning</li> </ul>

In addition to the above-listed best practices, we at IQAC are promoting the following best practices, which can be adopted from the academic year 2025-2026 to ensure proper documentation is maintained until the next NAAC cycle. So that its effectiveness can be analysed with valid proof till the next academic cycle.

<b>1.</b>	<b>Reading club activity for faculty</b>
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**The Objective:**

The Objective of this activity is to enhance faculty members' reading habits and promote a reading culture at the institute.

**Methodology:**

1. Formation of a group of five faculty members
2. Assign a non-technical book for each group to read and

- Each department conducted a presentation on the book review at the end of the semester.

**Quality benth marking :**

- Number of faculty joined
- Number of groups formed
- Number of books read
- Number of reviews conducted

**Responsible Authority :**

- Dean of Faculty and Student Development
- Librarian

<b>2.</b>	<b>Reading club activity for students</b>
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**The Objective:**

The Objective of this activity is to enhance students' reading habits and promote a reading culture at the institute.

**Methodology:**

- Formation of a group of five faculty members
- Assign a non-technical/technical book for each group to read and
- Conducted a presentation on the book review at the end of the semester.

**Quality benth marking :**

- Number of students joined
- Number of groups formed
- Number of books read
- Number of reviews conducted

**Responsible Authority :**

- Dean of Faculty and Student Development
- Librarian

<b>3.</b>	<b>Quality Circle</b>
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**The Objective:**

A quality circle is a volunteer group composed of faculty members who are trained to identify, analyse, and solve work-related problems, and present their solutions to management to improve the organisation's performance. This activity involves Faculty members identifying work-related problems, solving them using the 12-step quality circle methodology, and developing and implementing solutions to contribute to academic empowerment.

**Methodology:**

1. Formation of a group of faculty members
2. Identify the problem statement and develop a solution focused on the pedagogical aspect.
3. Presentation of the solution and case study

**Quality benth marking :**

1. Number of faculty joined
2. Number of problems identified
3. Number of solutions developed
4. Presentation and competition
5. Membership of Quality Circle Forum of India (QCFI)
6. Representation at Quality Circle Forum of India (QCFI)

**Responsible Authority :**

1. Dean, Academics
2. Dean, IPQA

4.	Nurturing social responsibility through the club activities.
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**The Objective:**

- To encourage and enable the students to excel in the social services by providing guidance and support.
- To foster an environment for involvement in social activities.
- To act as a harbinger of social activities.

**Quality benth marking :**

1. Number of clubs formed
2. Number of club members

3. Number of activities conducted
4. The number of people benefited through this activity.

**Responsible Authority :**

1. Dean of Faculty and Student Development
2. NSS Coordinator

<b>5.</b>	<b>Promoting lifelong learning through MOOC courses</b>
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**Objective**

To foster a culture of lifelong learning among faculty and students by encouraging active participation in Massive Open Online Courses (MOOCs) offered through platforms such as SWAYAM, NPTEL, Coursera, edX, and others. This initiative aims to enhance academic depth, interdisciplinary exposure, and professional development, thereby contributing to institutional excellence and individual empowerment.

**Methodology**

1. Awareness and Sensitisation Sessions  
Conduct workshops to introduce MOOC platforms and course selection strategies.
2. Enrollment and Tracking  
Facilitate registration in relevant courses aligned with academic and professional goals.
3. Completion and Certification  
Monitor progress and support learners in completing courses and earning certificates.
4. Integration into Academic Ecosystem  
Recognise completed MOOCs for credit transfer, faculty appraisal, or curriculum enrichment.
5. Showcasing Learning Outcomes  
Organise presentations or reflection sessions to share key takeaways and discuss their applications.

**Quality Benchmarking**

1. Number of Faculty and Students Enrolled in MOOCs
2. Number of Courses Completed with Certification
3. Diversity of Platforms and Disciplines Covered
4. Integration of MOOC Content into Teaching Practices
5. Recognition through Credit Transfer or Appraisal Systems
6. Participation in National MOOC Initiatives (e.g., SWAYAM-NPTEL Local Chapter)
7. Feedback and Impact Assessment on Learning Outcomes

**Responsible Authority**

1. Dean, Academics
2. Dean, IPQA
3. MOOC Coordinator / SWAYAM-NPTEL SPOC