MAHAGURU INSTITUTE OF TECHNOLOGY

Kattachira, Pallickal P.O, Kayamkulam, Alappuzha Dist, Kerala 690503 Ph : +91 479 2331696, Email: office@mahagurutech.ac.in

Affiliated to APJ Abdul Kalam Technological University , Thiruvananthapuram,

Approved by AICTE, New Delhi , Accredited by NBA & NAAC with B++ Grade

Internal Quality Assurance Cell (IQAC)

Quarterly Quality Assurance Report (QAR)

Reporting Period: June 2025 – August 2025

1. Introduction

The Internal Quality Assurance Cell (IQAC) of Mahaguru Institute of Technology conducted systematic quality monitoring and enhancement activities during the quarter June 2025 to August 2025, in alignment with the approved Academic Calendar for the Academic Year 2025–26. The focus of the quarter was on strengthening teaching–learning quality, ensuring outcome-based education, monitoring course delivery, and initiating institutional quality enhancement initiatives.

2. Major Quality Initiatives Undertaken

2.1 Improvement in Teaching–Learning Quality

- IQAC monitored the commencement of classes for S3, S5, and S7 B.Tech programmes in July 2025 as per the academic calendar.

- Emphasis was placed on Outcome-Based Education (OBE) and alignment of teaching practices with Course Outcomes (COs).

- Faculty members were instructed to prepare course plans and course files in advance, ensuring structured and effective course delivery.

2.2 Question Paper Quality Review and Enhancement

- IQAC conducted a systematic scrutiny of internal assessment question papers prior to the First Series Test (completed by 23 August 2025) as per the academic calendar.

- Question papers were reviewed with respect to:

  - CO mapping

  - Bloom's Taxonomy levels

  - Coverage of syllabus

- Observation:
  It was identified that some question papers were not sufficiently stimulating higher-order thinking skills, with a predominance of lower-level cognitive questions.

- Action Taken:

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- o IQAC issued specific guidelines to faculty on framing application-based, analytical, and problem-solving questions.

- o Faculty were advised to ensure balanced representation of higher Bloom's levels (Apply, Analyze, Evaluate) in assessments.

- Outcome:
Improved awareness among faculty regarding quality question paper setting and OBE compliance.

3. Orientation and Faculty Capacity Building

3.1 Orientation Programme for Newly Joined Faculty

- IQAC organized an orientation programme for newly joined teachers during the quarter.

- The programme covered:

  - o Academic regulations and institutional practices

  - o Outcome-based education framework

  - o Course file preparation and assessment methods

  - o Quality assurance mechanisms in the institute

- This initiative ensured smooth academic integration and uniformity in teaching standards.

3.2 Planned Faculty Development Programme

- Based on classroom observations and feedback, IQAC identified the need to enhance faculty skills in engaging Generation Z learners.

- Decision Taken:
IQAC planned a Faculty Development Programme (FDP) on "Engaging Gen Z Students in Engineering Education" scheduled for November 2025.

- The FDP aims to introduce:

  - o Innovative pedagogical tools

  - o Student-centric teaching strategies

  - o Active and experiential learning approaches

4. Course File Audit and Academic Monitoring

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- As per the academic calendar, IQAC conducted the First Internal Academic Audit on 10 September 2025 (preparatory work initiated during this quarter).

- During the quarter, IQAC:

    o Verified the availability and completeness of course files

    o Checked course plans, CO mapping, and lesson plans

    o Reviewed the quality of learning materials provided to students

- Observation:
  Learning materials were generally adequate; however, IQAC recommended:

    o Inclusion of more case studies

    o Use of multimedia resources

    o Integration of recent developments and practical examples

- Action Taken:
  Faculty were advised to upgrade learning materials accordingly.

5. Promotion of Green Initiatives and Agricultural Entrepreneurship

- IQAC initiated and supported activities promoting green practices and sustainability on campus.

- Focus was given to:

    o Encouraging agricultural entrepreneurship awareness

    o Supporting eco-friendly campus initiatives

    o Promoting environmental consciousness among students

- These initiatives align with institutional goals of sustainability and social responsibility.

6. Promotion of Indian Knowledge Systems (IKS) and Universal Human Values (UHV)

- IQAC actively promoted the integration of Indian Knowledge Systems (IKS) and Universal Human Values (UHV) in academic and co-curricular activities.

- Faculty and students were sensitized to:

    o Ethical values

    o Cultural heritage

    o Social responsibility

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- These efforts support holistic education and value-based learning.

7. Challenges Identified

- Inconsistent inclusion of higher-order thinking questions in some internal assessments.
- Need for enhanced pedagogical strategies to actively engage Gen Z learners.
- Variability in the depth and quality of learning materials across courses.

8. Solutions and Continuous Improvement Measures

- Structured guidelines issued for question paper setting aligned with Bloom's Taxonomy.
- Orientation programme conducted for new faculty members.
- FDP planned on engaging Gen Z students.
- Course file audits used as a quality monitoring and improvement tool.
- Strengthened focus on sustainability, IKS, and UHV initiatives.

9. Conclusion

During the quarter June 2025 – August 2025, IQAC played an active role in monitoring academic processes, identifying gaps, and initiating quality enhancement measures. The initiatives undertaken reflect the institute's commitment to continuous improvement, outcome-based education, and holistic development of students. The action plans formulated will be reviewed in subsequent IQAC meetings to ensure effective implementation.

Prepared by

Coordinator, IQAC

Approved by

Chairperson, IQAC / Principal IQAC