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Empowered Autonomous

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An Institution of
the Society for the Higher Education
of Women in India

IQAC POLICY

1.	Administrative Policy Number (APN): SCWAPN/27	**Functional Area:** Quality in functioning and governance.
2.	Brief Description of the Policy:	Purpose: promoting quality in Academics and administration. Audience: all stakeholders of the organization.
3.	Policy Applies to:	All academic, administrative, and managerial processes in the organization
4.	Effective from the Date:	26th November,2018
5.	Approved by:	College Development Committee (CDC)
6.	Responsible Authority	IQAC Coordinator
7.	Superseding Authority	Principal
8.	Last Reviewed/ Updated:	New policy
9.	Reason for the policy	Quality as the sole criterion for updating
10.	References for the policy	UGC/ NAAC/ University/ RUSA etc.

EMPOWERING WOMEN TO EXCELLENCE

1. **Introduction:** The advancement of an organization heavily relies on the quality it maintains, which is a shared responsibility among all. Upholding quality is the sole path for organizational growth. Improvement in quality should be substantial and measurable through quantitative means. The IQAC Policy acts as a cornerstone among other policies. It aligns with the organization's vision, mission, and objectives, steering the course of quality initiatives.

   IQAC was established in 2003 with the goal of pursuing quality.

2. **Policy Statement:** The institution is dedicated to upholding quality across all aspects of Academics, Administration, and Governance, aiming to benefit both the organization and its stakeholders. Emphasizing continual improvement and the effectiveness of the quality management system, the Quality policy reflects the organizational Vision, Mission, Goals, and objectives. It is formulated, finalized, communicated, and comprehended by all stakeholders within the institution, subject to periodic evaluation for suitability and effectiveness.

3. **Objectives:**

   1. To operate in accordance with institutional, university, state higher education, NAAC, and UGC guidelines.
   2. To enhance:
   3. Infrastructure ensuring safety for optimal utilization.
   4. Develop improved value-based knowledge systems and mechanisms for efficient dissemination.
   5. Acquire new resources like books, reading materials, notes, videos, and recordings to transform the library into a hub of resources.
   6. Foster continuous professional development of teaching faculty through faculty development programs.
   7. Promote self-learning processes for student-centric education using technology, promotional methods, engaging mechanisms, and responsibility-oriented approaches.
   8. Advocate proactive attitudes among employees and stakeholders to cultivate a positive work culture and ethical values.

9. Reinforce institutional values through continuous feedback from various sources to maintain effective mechanisms and uphold quality standards.

4. Definitions

4.1 Quality:

Quality can be described as an essential attribute inherent in any product or service, enabling its comparison with others of its kind. While the term "quality" encompasses various interpretations, it fundamentally pertains to the inherent characteristics of an item that enable it to meet stated or implied requirements. (Geneva Business News)

4.2 Stakeholders:

A stakeholder is an entity with a vested interest in a company and can exert influence on or be impacted by its operations. Traditionally, the key stakeholders in a standard corporation include investors, employees, customers, and suppliers. Yet, as corporate social responsibility gains prominence, this framework has expanded to encompass communities, governmental bodies, and trade associations. (Investopedia).

4.3 Infrastructure:

Infrastructure is the general term for the basic physical systems of a business, region, or nation. These systems tend to be capital-intensive and high-cost investments, and are vital to economic development and prosperity (Investopedia)

4.4 Internal Quality Assurance Cell (IQAC): an institutionalized body created as per the guidelines of NAAC to promote quality in educational institutions.

4.5 IQAC Coordinator: An authority with seniority and experience appointed by the institution to promote, govern and create quality management systems. The IQAC Coordinator works with the IQAC Committee under the leadership of the Principal/ Director.

4.6 Institution: Higher Educational Institution (HEI).

4.7 NAAC: National Assessment and Accreditation Council, an accrediting organization in India for higher educational organizations.

4.8 Institutionalization: The action of establishing something as a convention or norm in an organization or culture. (Oxford Dictionary)

4.9 Internal Quality Assurance System: a holistic mechanism that includes quality control and quality assurance.

5. Processes:

i. Institutionalization of Quality: The process involves

a. Development of an operational Internal Quality Assurance Cell (IQAC) in adherence to NAAC guidelines.

b. Integration of IQAC within the organizational hierarchy, including involvement with key bodies like the managing committee and standing committees.

c. Allocation of a dedicated budget for IQAC activities and ensuring efficient utilization.

d. Appointment of the IQAC Coordinator as a key authority for endorsing organizational initiatives.

e. Regular convening of meetings by the statutory IQAC committee.

f. Formulation of an IQAC Calendar along with an implementation strategy.

g. Assessment of the organizational culture and implementation of mechanisms for enhancement.

h. Annual audits by IQAC with presentation of findings to the apex body each year.

ii. Creation of Policies: Effective policies are vital for outlining the correct methodologies, organizational expectations, and operational procedures for employees. They serve as learning tools and facilitate continuous improvement. The following areas necessitate policy development:

a) Academics: Encompassing teaching methodologies, learning strategies, evaluation procedures, mentoring practices, and remedial measures.

b) Administration: Focused on enhancing effectiveness in work allocation, financial accounting practices, and overall administrative processes.

c) Governance: Involving the establishment and functioning of mechanisms, promoting decentralization and collaborative work practices, and ensuring the efficacy of departments and committees.

d) Safety: Addressing environmental safety, power management, fire prevention protocols, and measures to safeguard student well-being.

Policies play a pivotal role in benchmarking processes and reinforce the organizational value framework, emphasizing ethical conduct throughout the institution.

iii.Audits:

Audit Process Enhancement:

Regular internal and external audits are essential for enhancing effectiveness, ensuring compliance, identifying threats, challenges, and devising strategies for mitigation. The audit processes entail:

a) Audit Design: Formulating the structure and scope of audits.

b) Audit Planning: Strategizing the timeline, resources, and objectives of audits.

c) Audit Preparation: Gathering necessary documentation and resources for the audit.

d) Audit Format Creation: Developing standardized formats for conducting audits. e) Communication of Audit Mechanisms: Clarifying roles, responsibilities, and procedures related to auditing.

f) Audit Execution: Conducting thorough audits as per the predefined plan.

g) Results Analysis and Meetings: Analyzing audit findings and holding discussions to address identified issues.

h) Compliance Pursuance: Taking necessary actions to ensure compliance with established standards and regulations.

i) Compliance Completion and Reporting: Finalizing compliance actions and documenting them in comprehensive reports.

iv. Periodic assessments: accreditations are an important feature of Quality checks.

a) NAAC accreditation,

b) ISO,

c) NIRF

d) Other international accrediting agencies

e) CAS promotion assessments

f) Teacher & teaching-related evaluations

g) others

The processes include inviting the assessment to completion of the assessment.

v. Feedbacks: conducting various technology-assisted system routed feedbacks and their analysis for understanding the stakeholder and taking action on the feedback. This feedback could also be in the form of a Student satisfaction survey, complaint/ suggestion box, ratings, results, survey, advice, etc. the procedures of the feedback mechanism include:

a. Identification of Feedback Areas: Determining the specific areas for soliciting feedback.

b. Timing of Feedback: Establishing the frequency and timing for collecting feedback.

c. Sample Size Determination: Deciding on the appropriate sample size for gathering feedback.

d. Duration Planning: Setting the duration for collecting feedback.

e. Finalization of Key Performance Indicators (KPIs): Defining the essential metrics for evaluating feedback.

f. Analysis and Action Reporting: Analyzing feedback data and generating reports detailing actions taken in response.

g. Presentation to Management and Acceptance: Presenting feedback findings and proposed actions to management for review and approval.

6. Documentation

One of the core responsibilities of the IQAC is documentation, which encompasses the creation, training, dissemination, and clarification of formats. It also involves ensuring meticulous filing, holding individuals accountable for documentation, collecting and

preserving documents, categorizing them, filing them appropriately, and analysing them to gain deeper insights into organizational operations.

7. **Collaborations and partnerships**:

Effective collaboration with various stakeholders is crucial for the growth and success of any organization. The IQAC plays a pivotal role in establishing partnerships for specific purposes such as research, placements, industry-academic interactions, and engagement with governmental agencies, NGOs, philanthropists, etc. The key aspects to consider include

- Objectives of Collaboration and Partnership: Clearly defining the purpose and goals of the collaboration.
- Duration: Establishing the timeframe for the partnership and its associated activities.
- Complementary Skills: Identifying the skills and resources needed from each party and those that can be shared or acquired during the collaboration.
- Advantages: Assessing the potential benefits and advantages derived from the collaboration.
- Key Performance Indicators (KPIs): Establishing measurable indicators to track the progress and success of the collaboration.

The IQAC should ensure:

- Specific Outcome Expectations: Clearly articulating the expected outcomes from each beneficiary.
- Clarity of Terms: Providing a clear understanding of the scope and boundaries of the collaboration or partnership.
- Roles and Responsibilities: Defining the roles and responsibilities of each party involved.
- Stakeholder Awareness: Ensuring that all involved members are aware of their roles and responsibilities within the collaboration.
- Decision-Making Process: Establishing joint decision-making mechanisms and methodologies.
- Investments: Clarifying both financial and non-financial investments required from each party.

- Governance Rules: Establishing governance rules and procedures to govern the collaboration effectively.

8. Promoting value framework:

Values promoted by NAAC and Organizational values count.

Creation of mechanisms to streamline and implement the value systems.

Creation of mechanisms to evaluate the percolation of value systems

9. Technology use:

Promoting technology use in academics, administration, and governance. A technology development, maintenance, upgradation, and utilization policy are a way to promote the technology use.

i. Constructivism in teaching & learning:
Integration of Constructivism in Teaching and Learning:

Embracing a constructivist approach to teaching and learning forms the cornerstone of the IQAC's educational philosophy. The teaching and learning policy must accommodate the needs of adult learners, emphasizing the following principles:

1. Dynamic Teaching Methods: Teaching strategies adapt based on learners' experiences, fostering a dynamic learning environment.
2. Understanding Student Needs: IQAC initiatives focus on enabling educators to comprehend students' perspectives and tailor teaching methodologies accordingly.
3. Valuing Learner Experiences: Recognizing and respecting learners' experiences and ideas as integral to effective learning, drawing inspiration from the Gandhian philosophy of Hand, Head, and Heart.

4. Outcome-Based Education: Embracing outcome-based education where assessments measure student attainments rather than focusing solely on percentages.

5. Diverse Assessment Methods: Implementing diverse assessment techniques and encouraging a collaborative, mentorship-based relationship between teachers and students, shifting away from authoritarian teaching styles.

6. Embracing Alternative Learning Methods: Encouraging learners to explore alternative learning approaches beyond traditional rote memorization, while also emphasizing the teacher's role in adapting to technological advancements in education.

10. Related Documents:

Policy Documents, Standard Operating Procedures, Guidelines, and other Resources

A. Policy Statement

B. Standard Operating Procedures (SOPs)

C. Forms

D. Guidelines

E. Other resources

F. Frequently Asked Questions

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IQAC Coordinator

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