Haribhai V. Desai College of Arts, Science and Commerce, Pune.

IQAC POLICY

1.	Administrative Policy Number (APN): 01/2018-19	**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:	1st 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.

I. **Introduction:** Quality plays a pivotal role in the progress of the organization. Quality is everyone's responsibility and the only way an organization can rise. Quality needs to improve meaningfully and should be measured quantitatively also. IQAC Policy is a policy of Policies. Quality policy promotes the vision, mission and goals of the organization. The quality policy will be governed by the IQAC.

IQAC was established in 2004 with the goal of pursuing quality.

II. **Policy Statement:** The institution is committed to imparting **quality** in every process of Academics, Administration, and Governance for the welfare of the organization and its stakeholders with continual improvement and the effectiveness of the quality management system. The Quality policy is with reference to the organizational Vision, Mission, Goals, and objectives. The quality policy is framed, finalized, communicated, and understood by all stakeholders within the institution and will be reviewed periodically for its suitability and effectiveness.

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III. Objectives:

i.   To work in conformity with institutional management /University/ state Higher Education/ NAAC/ UGC.

ii. To upgrade:

    a) Infrastructural safety for effective and best use

    b) Better value-based knowledge systems and mechanisms for its effective dissemination.

    c) Resources such as books, reading material, notes, videos, and recordings to make the library a resource creator.

    d) Mechanism of updating of the teaching faculty through faculty development processes.

    e) Processes of self-learning for student centricity through technology, promotional learning, enthusiastic mechanisms, and responsibility-based focuses.

    f) Proactive approaches in the employees and stakeholders for promoting a good work culture and value system.

    g) The institutional values through effective multiple continuous feedback from all sources for keeping mechanisms and thus quality in place.

IV. Definitions

i.   **Quality:**

Quality could be defined as a basic tool for a natural property of any good or service that allows it to be compared with any other good or service of its kind. The word quality has many meanings, but basically, it refers to the set of inherent properties of an object that allows for satisfying stated or implied needs. (Geneva Business News)

ii. **Stakeholders:**

A stakeholder is a party that has an interest in a company and can either affect or be affected by the business. The primary stakeholders in a typical corporation are its investors, employees, customers, and suppliers. However, with the increasing attention on corporate social responsibility, the concept has been extended to include communities, governments, and trade associations. (Investopedia)

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iii. **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)

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

v. **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.

vi. **Institution:** Higher Educational Institution (HEI)

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

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

ix. **Internal Quality Assurance System:** A holistic mechanism that includes quality control and quality assurance.

V. Processes:

i. **Institutionalization of Quality:** The process involves

a) Creation of an active and functional Internal Quality Assurance Cell (IQAC) as per the guidelines of NAAC

b) Institutionalize IQAC by associating it with the apex bodies of the organization such as the Managing committee, Development committee, and other bodies of the organization.

c) IQAC budget coordinator for quality activities and assuring budget utilization.

d) IQAC Coordinator plays a role of important signatory for the promotion of the organization.

e) Conduct of regular meetings by the statutory IQAC committee

f) Preparing IQAC Calendar and its implementation methodology.

g) Understanding the organizational culture and developing mechanisms to improvise it.

h) IQAC audits every year and its presentation to the apex body every year.

ii. **Creation of Policies**: Policies need to be created so that employees know the correct working methodology and working procedures of the organization. They also make a tool for learning and continuous upgradation. Areas of policy-making are

a) Academics: Teaching, Learning, evaluation, mentoring, remedial
b) Administration: Effectiveness, work allocation, financial accounting
c) Governance: Mechanism building and functioning, decentralization and work sharing, departmental and committee effectiveness
d) Safety.: Environment, power, fire, student safety

Policies help achieve benchmarking processes and support the value framework and ethicality of the organization.

iii. **Audits:** Regular Internal and External auditing promotes effectiveness, reviews compliances, helps us to know threats and challenges, and decide strategies to overcome.

The processes of audits will include

a) Designing audits
b) Planning audits
c) Preparing for audits
d) Creating audit formats
e) Communicate the auditing mechanism and responsibility.
f) Conducting audits
g) Analysing results and meetings
h) Compliance
i) Completing the compliances and reporting them.

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

a) NAAC accreditation,
b) ISO,
c) NIRF

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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) Areas of feedback to be taken

b) Time of the feedback

c) Sample size decided

d) Duration decided

e) Key performance indicators to be finalized

f) Analysis and action taken report

g) Presentation to the management and its approval.

vi. **Documentation**: A prime function of IQAC is documentation. It includes preparation, training, circulation, and explanation of formats. It also includes getting them filed critically, and fixing accountability of documentation. Collection of documents, its preservation, classification, filing and analysing the documents for understanding the organization better.

vii. **Collaborations and partnerships**:

Every organization prospers when it is with the working community. The job of IQAC is to set-up collaborations for specific purposes such as research, placements, industry – academic interactions, government agencies, social areas such as NGO's, philanthropists, etc. the features would be

- Objective of collaboration and partnership
- Duration
- Complementary skills needed/ used and earned

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- Advantage potential from the collaboration
- Key Performance indicators to measure the progress

The IQAC in this aspect needs to look into:

- Specific outcomes each beneficiary expects.
- Clarity on what is in and what is not in the collaboration or partnership.
- Clear mention of the roles and responsibilities of either party.
- Marked awareness by the members of either party who will be involved in this association.
- Joint decision-making parameters and methodology.
- Investments: financial and non-financial.
- Governance rules for the said collaboration.

viii. **Promoting value framework:**

Values promoted by NAAC and Organizational values count.

Designing of mechanisms to streamline and implement the value systems.

Devising mechanisms to evaluate the percolation of value systems

ix. **Technology use:**

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

x. **Constructivism in teaching & learning:**

The Constructivist approach in teaching and learning is the key fundamental of IQAC.

The teaching and learning policy must include the aspect of adult learners. The constructivist approach will include:

1. Learners' experiences and thus the teaching methods would dynamically shift.

2. IQAC approaches would focus on helping the teaching fraternity understand the students and design teaching methodologies.

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3. Respect the learner's experiences for effective learning. Their experience and their ideas make the base of learning. The Gandhian philosophy of Hand, head, and heart would play an important role.

4. Teaching methodologies would get associated with outcome-based education and assessments would relate to "Attainments" rather than percentages.

5. The assessment methodologies would become diverse and the teacher will need to be trained to relate to students with a "friend-by-side concept "rather than the authoritarian methodology. This changes the teacher into a "mentor "making the teacher more empowered and responsible for developing students with values.

6. Learners would possibly be made to use learning methods other than the classical rote methods and technology shift of the teacher becomes evident.

VI. 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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