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Internal Quality Assurance Policy **(Policy and Guidelines)**

1. Preamble

The purpose of higher education revolves around four major concepts such as: bringing out of qualified human resources, Training for a research career, Efficient management of teaching provision, and Matter of extending life chances. A well-defined, formal, transparent, and credible approach towards quality assurance is the need of the hour to make the higher education especially, professional education delivery system robust and industry updated in developing countries. In India, implementation of a strong quality assurance policy at the Institute level has become a necessity owing to various factors like higher education reforms, directives by UGC/MHRD, and entry of foreign universities.

At P. R. Pote (Patil) Welfare Trust's College of Engineering & Management (PRPCEM), Amravati, we are committed to deliver quality higher education of truly global standard to all the socio-economic sections of the society. Our approach to quality assurance involves both internal and external mechanisms that would help strengthen and align academic as well as administrative processes followed in the University thereby achieving excellence in all parameters set by regulatory bodies. The quality policy will act as a guide to develop the quality assurance framework stating principles, guidelines, and procedures for implementation of institutional quality assurance system.



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QUALITY POLICY

"We are committed to impart quality technical and management education as per need and expectations of the students."

Vision of the IQAC

"To build and ensure a quality culture aimed at all round excellence at the institutional level."

Mission of the IQAC

"To channelize and systematize the efforts and measures of an institution towards academic excellence."

"To be the driving force for ushering in quality to remove deficiencies and enhance quality."





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Goals of the IQAC

- To develop quality systems for conscious, consistent, and catalytic programmed action to improve the academic and administrative performance of the College.
- To promote measures for institutional functioning towards quality enhancement through inculcation of internationalization of quality culture and institutionalization of best practices.
- To take steps for **periodic internal academic audit** of the teaching learning and research activities of all departments / faculty members and Institutes.
- To **collaborate with other academic institutions and agencies** for improvement of quality and brand image of the Institution.

Objectives of the IQAC

The IQAC of the Institute is constituted to achieve the following objectives:

- To develop and progress a heightened level of clarity and focus in institutional functioning towards creation, sustenance and enhancement of quality and facilitate internalization of the quality culture permeating every sphere of the Institution.
- To facilitate the integration of the various activities of the institution and institutionalize the best practices.
- To provide a sound basis for decision making imbibing all the dimensions of service quality to improve institutional functioning.
- To act as a change agent in the Institution.
- To coordinate and improve internal communication to facilitate greater policy implementation and quality assurance towards its stakeholders.



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IQAC Strategy

IQAC Shall Evolve Mechanisms and Procedures For:

- Ensuring timely, efficient, and progressive performance of academic, administrative and financial tasks
- The relevance and quality of academic and research programmes
- Equitable access to and affordability of academic programmes for various sections of society.
- Optimization and integration of modern methods of teaching and learning
- The credibility of evaluation procedures
- Ensuring the adequacy, maintenance and functioning of the support structure and services
- Research sharing and networking with other institutions in India and abroad.

Functions

The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation in all the constituents of the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies by IQAC to remove deficiencies and enhance quality like the "Quality Circles" in industries.

Some of the Functions Expected of the IQAC are:

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- c) Arrangement for feedback response from students, parents, and other stakeholders on quality-related institutional processes.
- d) Dissemination of information on various quality parameters of higher education.



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- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- f) Documentation of the various programmes/activities leading to quality improvement.
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
- i) Development of Quality Culture in the institution.
- j) Periodical conduct of Academic and Administrative Audit (AAA) and its follow-up.
- k) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.
- l) To facilitate in the preparation of Institutional Annual reports and policies.

IQAC Composition

Composition of the IQAC may be constituted in the institution under the chairmanship of the Principal with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all level (Three to eight)
3. One member from the Management
4. Few Senior administrative officers
5. One nominee each from local society, Students and Alumni
6. One nominee each from Employers /Industrialists/Stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

Role of Management, Principal and Faculty in design and implementation of its quality policy and plans

Role of Management

In order to fulfill Vision and Mission of the institution, Management plan Long term and Short-term

IQAC Cell-Quality Assurance Policy



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goals related to physical infrastructure, academic infrastructure, student facility and financial planning.

Long term plan for development of the Institution is as follow:

S Growth Category

A Physical Infrastructure Growth

- 1 Construction of R&D Centre
- 2 Construction of Repair and renovation centre
- 3 Construction of Mega Auditorium
- 4 Construction of additional building for upcoming courses
- 5 Construction of Boys and Girls Hostel

B Academic Infrastructural Growth

- 1 Submission of Proposal for NBA
- 2 Submission of Proposal for Autonomous Institution
- 3 Proposal for opening of Professional courses in Engg and Science.
- 4 Extension of National and International Linkages
- 5 Extension of Central Library and departmental library
- 6 Plan for in-house professional studies (like GATE, IES, TOFEL etc.) centers, Plan for setting of incubation and innovation centers.
- 7 Plan for Entrepreneur Development Cell

C Student Facility

- 1 Extension of remedial teaching
- 2 Extension of coaching facilities – Football, Cricket, Basketball, Athletics, Gymnasium, Swimming pool and Yoga Centre etc.
- 3 Extension of NSS & SEWA works
- 4 Introduction of Medical-Aid funds
- 5 Extension of Cultural Interaction- Alumni Meet & Technical Competitions, Project Exhibitions, Seminars & International Conference, Training & Placement etc
- 6 Extension of Social Participation

After planning these long-term plan IQAC took initiatives to implement the programme phase wise. Amongst the large number of proposals management were able to introduce and sustain some best practices in our institution.

As per the directions received from management, IQAC usually prepared Annual Plan of Action and try to implement these. Action plan gives the direction to the whole system of education.

Role of the Principal

Though IQAC is the first step towards the internalization and institutionalization of quality enhancement, its success depends upon the sense of belongingness and participation it can
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inculcate in all the constituents of the institution. The IQAC has the potential to work out 'intervention strategies' to remove deficiencies and enhance quality. Though it will be facilitative and participative, decision taking, and goal setting system evolved, its intervention strength is not exploited or even used by the institutions only because it may supersede the so called emperor of the Principal. The functions expected from IQAC, demand accountability of the Principal and thus put a question mark on the performance of the Head of the Institution which is hard enough to be digested by the person in a powered chair. Eg. First expected function of the IQAC is development and application of quality benchmarks/parameters in various activities of the institution. It is expected that the Principal should implement the innovative ideas suggested by IQAC. But, in some cases it may be difficult for the Principal to work on any other's orders though they have come from a democratic systematic mechanism of IQAC. The second suggested function of IQAC is dissemination of information on quality aspects. But unfortunately, the Principal is supposed to keep confidentiality and secrecy of the information. While performing the third suggested function of organization of discussions, workshops, seminars, the word of the Principal is final. If IQAC is expected to record and monitor quality measures of the institution, it directly questions the performance of the Principal as one of the important stakeholders. It is surprising to find the list of stakeholders¹ without the mention of this important powered post: Principal. Though it is ignored in the list, cannot be ignored by any constituent in the institution.

Role of Coordinator:

The role of the coordinator of the IQAC is also crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC should be a senior person with expertise in quality aspects. But unfortunately, the seniority of a person is measured in terms of years of experience and not on the experiments and innovativeness brought by him/her in the work. As quality assurance and enhancement are new concepts, they are very rarely taken in their true sense by many of the senior people. Again, as she/he may be a full-time functionary bearing coordinating responsibility of IQAC as an additional responsibility, hardly provides justice to the work. The coordinator keeps on waiting for the orders of the Principal even for conducting the meetings of the IQAC and writing the AQAR. Academic excellence is a result of democratic, unidirectional targeted teamwork of all the stakeholders together. However, the key role is to be played by the principal and coordinator. Their awareness of their catalytic role when is left unidentified, this totally personalizes and thus paralyses the mechanism of quality enhancement.

The following are the roles and responsibilities carried by coordinator IQAC:

- To coordinate the dissemination of information on various quality parameters of higher education
- To coordinate the documentation of the various programmes / activities leading to quality improvement
- To coordinate the quality-related activities of the institution
- To coordinate in preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.



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- To coordinate the timely and efficient execution of the decisions of IQAC committee.

The routine work to be performed by coordinator is as follows:

At the beginning of an academic year, IQAC send a format to the Heads of Departments and support services to the students to be undertaken throughout the year. This will help IQAC to know the working of each Department and will help to prepare an Action Plan of the Institution. Monitoring of the working of the Departments may be done through meeting of the IQAC and this will direct the future course of action.

- It is the responsibility of the IQAC to motivate and to maintain Academic Diary day wise to the faculty members. It will help ensuring quality of teaching and accountability.
- IQAC should see that teachers are preparing and teaching according to the academic plan (Calendar) in which syllabuses have been unitized.
- Teaching – Learning process is the main activity in any HEI. The same old syllabus & teaching methods must be replaced by some new updated items of teaching and learning centric methods of teaching such as group discussion, project work, field visits, case study, debates, ex tempore, addressing current academic problems etc. as supplement to class room teaching.

A teacher finds it difficult to cope with the rapid advances in knowledge today. However, it is his duty to update his subjects' knowledge in the present scenario of technological advances because at the click of the mouse students can get more information through internet.

Further, the new generation of students demands new skills from the teacher. Only with lecture methods it is difficult to impress upon the students. If a teacher wants to be a good teacher, he should introduce some changes in his approach of teaching. The teacher must be a facilitator, a counsellor, a negotiator & a communicator par excellence.

Thus, if a teacher is to discharge his duty to the satisfaction of students, IQAC has to organize various activities such as faculty development programme which will contribute to the knowledge. The use of advanced teaching aids by the teachers & the use of updated and quality teaching will benefit the learner and make teaching more learners centric.

Role of Faculty

Faculty play important role in implementing IQAC policy of the Institution.

- Faculty should follow all the guidelines given by IQAC Cell.
- Faculty should maintain discipline according to the institution's rules and guidelines.
- Faculty should ensure quality teaching and learning processes.

Ensuring Interaction with the Stakeholders:

Role of Alumni:

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- The alumni should maintain good communication with faculty and the institution by providing market feedback, technology trends, and job opportunities.
- They will maintain goodwill of the college.

Role of Students:

- Students are required to abide by norms, rules, guidelines related to discipline, punctuality, and regularity.
- They have to meet the benchmarks to maintain good attendance, results and to develop required presentation skills.
- Students to provide their feedback to remove any deficiencies in the course curriculum, teaching-learning process.

Action points as a measure of quality sustenance and enhancement in Curriculum planning

To instruct the Deans/Principals of the constituent faculties

- To revise the curriculum periodically.
- To start new programs in the emerging field
- To enrich the curriculum to suit the needs of the industry/society as per the graduate attributes of the programs in line with that of the University.
- To define the Program Educational Objectives (PEOs) and Program Specific Outcomes, Course outcomes of all programs across the constituent colleges of PRPCEM, so as to carry out the mapping of the POs and PEOs and PEOs that leads to student learning outcomes (SLOs)

Learning outcomes –

To coordinate with the heads of all the departments of the constituent units:

- To prepare a well-defined course outcome for all the programs.
- All the course outcomes are to be mapped with the program outcomes.
- To practice Outcome Based Education (OBE) for all the programs offered at PRPCEM

Teacher quality

– Developing quality indicators for the teaching faculty to enhance teaching learning process. The following are the indicators

- Regularly update their skills by attending workshops, conferences and seminars
- Use of e-resources, ICT and LMS for Teaching and Learning
- Number of faculty who are involved in attaining additional qualification related to their field in academics either through online source or part time
- Faculty involved in mapping Best practices within department/institution
- Faculty contributing as a member in designing curriculum of statutory bodies at national level
- Fellowships received by the faculty from national/international agencies



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- Recognitions received by teachers at state/national/international level
- Efforts for beyond curriculum teaching are to be made to improve students' performance
- Promoting pedagogical innovation and encouraging innovative teaching practices among the staff and staff development
- Appropriate balance of theoretical, practical, and experiential knowledge and skills
- Upgrading of teaching methods, targets, implementation plans, monitoring, evaluate impact
- Internal assessment, internal and external moderation, monitoring of student progress

Research culture and innovation–

- Promotion of Research at Institutional level in the form of seed grant to both students and teachers
- Development of Institutional citation Index, Impact factor, Publication papers in Refereed journals
- Awareness to all departments for the development of facilities and motivating for funded Projects
- Promotion of Incubation Centre, Innovation Park, Involvement of faculty and students for new ideas and insight
- Industry-Institution Interaction Centre
- Number of patents registered Intellectual Property Rights and commercialization
- Number of consultancy services provided and its earnings
- Development of resources by National/International funding agencies
- Promoting faculty for their research work for national and international awards
- Faculty and student publications in Journals and conferences and Books

Institutional Ambience

- Promoting and setting of skill development centres, community service groups
- Dissemination of Best Practices within the institution through strong internal communication System (upward and top down)
- Imparting value-based education, Code of Ethics, Research Training and support Ph D students
- Using ICT as learning resources, library and e-resources for research, e-content preparation Integration of library resources into the curriculum and access to students

Student performance

- Analysis of results through College Quality Cell or Quality circle and chalk out strategies to improve the academic performance
- To review learning outcomes of all the programs
- Have MIS with all data related to students from admission, category, social status, fee, results, progress and such other information required by the institution

Leadership and Strategy development

- Set up institutional benchmarking with internal and external institutions



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- To conduct General Body meeting with external experts biannually
- To conduct SWOC analysis periodically
- To conduct periodic workshops/seminar on quality initiatives in teaching learning such as use of ICT enabled TL process, blended learning
- To conduct Academic and Administrative audit periodically once in 5 years
- Recognition of faculties who have done commendable service to the profession
- To instruct the constituent colleges to set up a College Quality Cell/Quality circles

Future Scope of work

To bring Institutional quality handbook– IQAC NewsLetter

To create SOP for all the quality initiatives such as

- Curriculum Assessment and value-added courses,
- Monitoring of progress and review,
- Students' feedback
- Teaching-learning process and use of ICT
- Transparency in Examination
- Research incentives,
- Ethics and collaborations,
- Governance framework 9. Innovations

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