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Shri. Rajiv Sable
President

Shri. Krishna Gandhi
Secretary

Dr. Sonali Burte
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CRITERIA 6 GOVERNANCE, LEADERSHIP & MANAGEMENT

6.5

Internal Quality Assurance System

6.5.1: Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes.



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GOVERNANCE, LEADERSHIP & MANAGEMENT



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Internal Quality Assurance System



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6.5.1 IQAC - Contribution for Quality Assurance strategies




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6.5.1 IQAC - Quality Assurance strategies

Index

Sr. No.	Quality Indices
A	To Work on Assessment and Accreditation by NAAC
B	To Work on IQAC formation
C	IIQA Acceptance by NAAC
D	To Work SSR Preparation
E	To Work on Quality Indicates Factor
F	To Work on Curricular aspect
G	To Work on Teaching Learning and Evaluation
H	To Work on Research Innovation and Extension
I	To Work on Infrastructure and Leaving Resource
J	To Work on Student Support & Progression
K	To Work on Governance, Leadership and Management
L	To Work on Institutional Values and Best Practices
M	Conclusive Report (about 500 words) on Quality assurance strategy.



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6.5.1

**A) To Work on Assessment and Accreditation
by NAAC**



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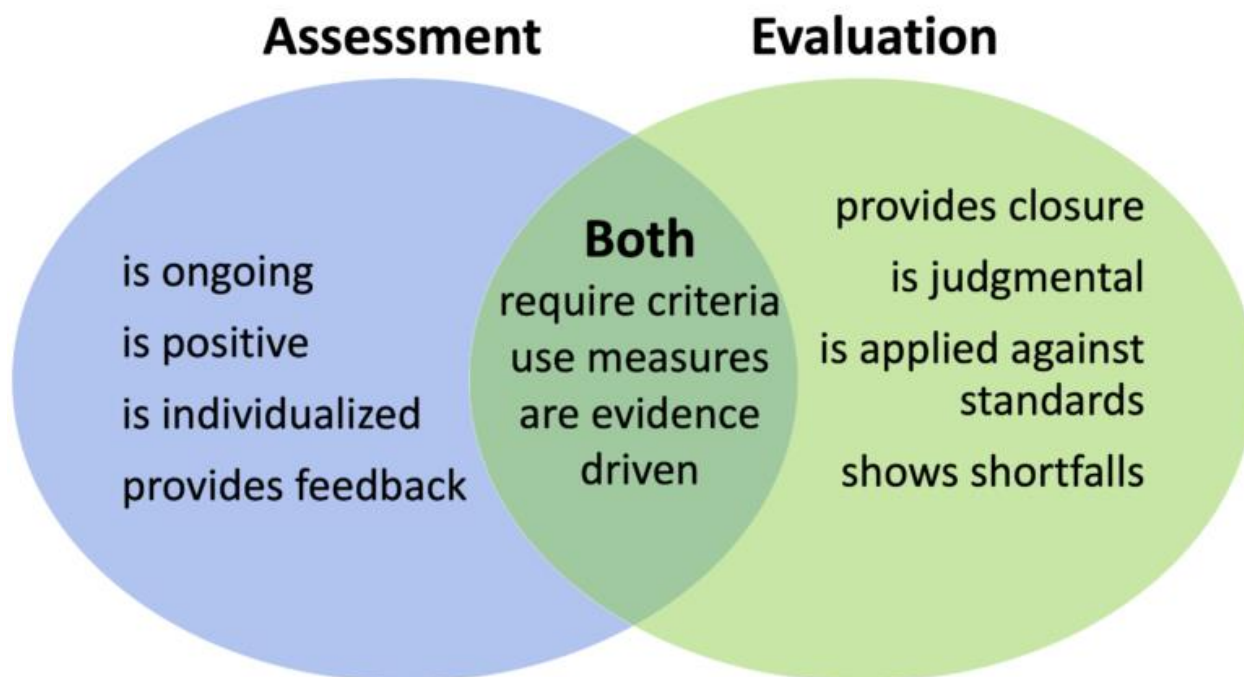
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To work on assessment and accreditation by NAAC

NAAC – National Assessment and accreditation council, Bangalore
Peer Authority – NAAC is peer & pure authority to A & A of HEI

Assessment & Accreditation storage –

Diagram



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Significance of Assessment & Accreditation

Quality education

NAAC accreditation helps society, employers, and funding agencies get reliable information about the quality of education offered by an institution.

Resource allocation

NAAC accreditation helps institutions identify areas for improvement and plan how to allocate resources.

Innovative teaching methods

NAAC accreditation encourages institutions to adopt modern teaching methods.

Collegiality

NAAC accreditation can help institutions experience a sense of collegiality on campus.

Identity

NAAC accreditation can help institutions gain a new sense of identity and direction.

Funding

Funding agencies use the objective data from NAAC accreditation to determine performance funding.

NAAC accreditation is valid for five



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How do College Get NAAC Accreditation

1. The NAAC body has given a set of eligibility criteria for the institutes to apply for Accreditation.
2. If the institute is eligible, they must submit the following documents.
→ Institute's data and report submission
Proof and supporting documents
Verified data
Student Feedback
→ ICT enabled education
3. The institutes can register themselves accreditation on NAAC official website
4. Compile and submit the institute's data for quality assessment (IIQA)
5. Institutes need to submit the self-study reports after the IIQA has gotten through.
6. If the IIQA gets rejected, the institutes get two more attempts to apply for accreditation within a year.
7. The data submitted by the institute is verified and the institute is given a pre-qualifier score
8. After data verification, the Student Satisfaction Survey is conducted.
9. NAAC peer team visits the institute for further verification and assigns the final grade)



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Criteria 6.5.1

B) To Work on IQAC formation



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To Work on IQAC formation

IQAC – Strategies Importance in AA

* Functions of IQAC include ensuring enhancement and coordination among various activities of the institute.

* Internal Quality Assurance Cell is responsible for quality culture in the institute.

* It also prepares the Annual Quality Assurance Report according to standards and parameters set by the NAAC.



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IQAC of the ASDLC

IQAC Committee

Sr. No.	Member	Designation	Committee
1	Dr. Burte Sonali Anant	Principal (Head of Institute)	Chairman
2	Adv. Patnuskar Aditi Ganesh	Senior- Dedicated- Devotional Faculty	IQAC Coordinator
3	Adv. Sugdhare Mahesh Dashrath	Senior- Active Faculty	Teachers Representative
4	Adv. Lokhande Asma Athar	Senior- Active Faculty	Teachers Representative
5	Adv. Chorghe Aparna Nilesh	3. Senior- Active Faculty	Teachers Representative
6	Dr. Pandey J. R.	Management Member	Management Representative
7	Mr. Khade Sushant Siddharth	1 Head of Clerk	Head Administrative Officer
8	Miss. Rajeshirke Nishigandha Dhanraj	2 Senior Clerk (Accountant)	Senior Administrative Officer
9	Mrs. Bamugade Nandini	Social Worker	Veteran Member of Employer
10	Mr. Kshirsagar Arun	Social Worker	Veteran Member of Employer
11	Mrs. Nikita Sable -Jain	Employer	Veteran Member of Employer
12	Mr. Bamugade Nitin	Industrialist	Veteran Member of Employer
13	Mr. Satish Kekane	Alumni	Alumni Member
14	Mr. Jogi Bhagwan Fatru	Student	Student Member (Representative)




Principal

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Criteria 6.5.1

C) IIQA Acceptance by NAAC



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IIQA Acceptance by NAAC

IIQA is a process which ascertains whether an institution is "accreditation ready" or not. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online. NAAC will communicate to the HEI's about the acceptance/rejection within days from the date of receipt of IIQA application. f

The purpose of the IIQA process is:

- To ascertain the eligibility of the institution comprehensive assessment and accredited by NAAC.
- To ensure that the applicant institutions fulfil statutory requirements of agencies which govern it



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IIQA Acceptance by NAAC

The screenshot shows the HEI Portal dashboard for MANGAON SHIKSHAN PRASARAK MANDALS ASHOKDADA SABLE LAW COLLEGE. The main content area displays the following information:

- Home page of MANGAON SHIKSHAN PRASARAK MANDALS ASHOKDADA SABLE LAW COLLEGE**
- APPLICATION STATUS IIQA APPROVED** (approved on 25 Jul 2024)
- PAYMENT STATUS PAID** (paid on 27 Oct 2023)
- LAST LOGIN DETAILS 20 Sep 2024** (From: 43.231.132.18)
- CLARIFICATION** (No Clarification)
- Institution Details** (TRACK ID: MHCOGN115668)

Institution Type	College
Current Cycle	Cycle 1
Previous Cycle	Nil
Previous Grade	Nil
- Support / Helpdesk**

Issues Raised	6
Issues Closed	6
- Important Dates** (Empty table)
- NOTIFICATIONS** (Yellow box)

The left sidebar contains navigation options: Higher Education Institution, Dashboard, Manage IIQA, Manage SSR, Manage DVV, Manage Assessment, Manage Appeal, Manage AQAR, Reports, Visit Feedback, Manage Profile Details, Mock Test, Support/ Helpdesk, and Guidelines.



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Criteria 6.5.1

D) To Work on SSR Preparation



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To Work on SSR Preparation

D (1) SSR- Key step in AA

The Self-Study Report (SSR) is a key step in the accreditation process for higher education institutions (HEIs) by the National Assessment and Accreditation Council (NAAC). The SSR is a self- evaluation process that involves all stakeholders, including management, faculty, students, parents, employers, and alumni. The SSR is a central part of the accreditation process and should include: Evidence of contributing to core values, Action taken to address deficiencies, Efforts to improve quality, and Future plans to improve quality.

The SSR submission process includes: Filling out the SSR form, uploading relevant documents, Paying the primary SSR installment fee online, posting data for each quantitative and qualitative metric, and adding relevant documents.

The NAAC website has guidance for submitting the SSR online.



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D (2) SSR- Foundation of SSR

The SSR is the foundation of the accreditation process and is important for a number of reasons, including:

Assessment

The SSR is used to assess an institution's strengths and weaknesses in teaching and learning.

Accreditation

The SSR is a key part of the accreditation process, and is used to determine the outcome of the accreditation.

Preparation

The SSR can help institutions prepare for the accreditation process, including peer assessment.

Transparency

The SSR can help ensure that institutions are transparent in their operations.



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Compliance

The SSR can help ensure that institutions comply with relevant regulations and norms.

The SSR is a central part of the accreditation process and is used to assess




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D (3) SSR



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Criteria 6.5.1

E) To Work on Quality Indicates Factor




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E -1 Quality Indicates Factor in AA

QIM metrics are based on seven standards of NAAC, including:

Curriculum aspects

- Teaching-learning and evaluation

Research

Innovations and extension

Infrastructure and learning resources

Student support and progression

- Governance, leadership, and management

Some tips for writing QIM metrics include:

- Allocating an experienced team
- Reading each metric carefully
- Providing relevant, clear, and honest answers

Focusing on what matters

Proofreading the copy



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E -2 Importance of Quality Indicates

Introduction:

Quality indicators are the guiding signals, those are taken in to consideration while improving the quality of products and services as it play significant role by providing much needed base for quality work. Library in Higher Education is a service providing unit to its users such as students, faculty members, researcher scholars. administrative staff members and outside visitors. Today, the work of librarian and his staff members is not limited to issue of books and references to their users. Now, they are expected to provide righ information to right users, at right time and also at right cost. It is the revolutionary approach expected today from modern library management by their modern users. Continuous feedback to know the complaints, suggestions, needs and requirements, use of ICT instruments and software to avail the updated required information are some of the important issues in this regard.



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Quality services those are provided to the library users are mostly depend up on organizational issues such as, how the organization (Institution) is structured and management b caring, accessible and approachable to all. Also it is depend up on the motivation given to the employees, their relation with colleagues. It is because the poor relations create a bad and unhealthy atmosphere and result in poor motivation. Working conditions such as numbers of hours worked, number of holidays giver and the atmosphere in which they are asked to work are also affecting the degree of motivation. Obviously clean, safe, specious, pleasant and healthy environment certainly helps to improve the quality of user services.

National Assessment and Accreditation Council (NAAC) Bangalore has indertified, some unique dimensions as "Quality Indicators", such as correctness, reliability, efficiency, integrity, flexibility, responsiveness, accountability etc. According to NAAC, every educational institution which is looking for different aspects of quality



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in Higher Education imparted in senior colleges and universities, should develop their own approaches in accordance with these widely accepted quality indicators

In Library Management, all the library related activities are expected to plan, execute, control and divert towards aims and objectives of the institution. When library activities are managed in accordance with these widely accepted "Quality Indicators fruitful results can be achieved successfully.

In this research work, attempt is made to study the "Quality Indicators suggested by NAAC and those are observed in library management of college under study. It is also tried to assess the strengths and weakness of college library under study and finally suggestions are made to improve the quality of library services provided in this college.



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E -3 Study of Quality Indicators

Manual for Legal Education Colleges(UG & PG)

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Universities	Affiliated/Constituent Colleges	
		UG	PG
Criteria	7	7	7
Key Indicators (KIs)	34	31	32
Qualitative Metrics (Q _i M)	38	37	37
Quantitative Metrics (Q _n M)	82	60	62
Total Metrics (Q_iM + Q_nM)	120	97	99

Table 2 depicts the details of weightage given to the various Key Indicators and Criteria. In view of the variations in the institutional emphasis on the KIs among the three categories of HEIs, weightages have been appropriately demarcated. Each metric is designated a weightage which is indicated elsewhere in this Manual.




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Table 2 Distribution of weightages across Key Indicators (KIs)

Criteria	Key Indicators (KIs)	Universities	Affiliated/Constituent Colleges	
			UG	PG
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	NA	NA
	1.1.*(A)Curricular Planning and Implementation	NA	20	20
	1.2 Academic Flexibility	50	30	30
	1.3 Curriculum Enrichment	30	30	30
	1.4 Feedback System	20	20	20
	Total		150	100



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Criteria 6.5.1

F) To Work on Curricular aspects



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F) To Work on Curricular aspects

F-1.1 Curricular planning and Implementation

1.1 *(A) Curricular Planning and Implementation

The Affiliating/Constituent Colleges have a rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalizes the curriculum within the overall frame work provided, in one's own way, depending on its resource potential, institutional goals, concerns and so on. That is, each college visualizes the way the curriculum has to be carried out activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, and such others.



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F-1.2 Academic

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others, facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choices offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

F-1.3 Curricular Enchantment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current and pressing concerns both nationally and internationally, such as gender, environment and sustainability, human values, professional ethics, and development of creative and divergent competencies. A progressive university would



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provide a wide range of such “value-added” courses for students to choose from according to their interests and inclinations.

F-1.4 Feedback

The process of revision and redesigning of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.

An HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analysing it and identifying & drawing pertinent pointers to enhance the learning effectiveness.



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Criteria 6.5.1

G) To Work on Teaching – Learning & Evaluation



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G) To Work on Teaching – Learning & Evaluation

G 1	The process of admitting students to the programmes is through a transparent, well-administered mechanism complying with all the norms of the concerned regulatory/governing agencies, of the State and Central Governments. Apart from these mandatory compliances the institution must put forth its efforts in ensuring equity and wide access, in providing representation to student community from different geographical areas and socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.
G 2	The HEIs are expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. They would make special efforts to attract students from special categories, reach out to their special learning needs by initial assessment of their learning levels, in addition to understanding possible variations over the years of their tenure at the institution and how and what is done to reach out to such students. In uni-gender institutions



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	explicit efforts are to be made to sensitise students about the other gender/s.
G 3	Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are to be rendered relevant for the learner group. The learner-centric education through appropriate methodologies such as participative learning, experiential learning, collaborative learning and self-learning modes facilitate effective learning. Teachers must provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in the learners and make learning a process of construction of knowledge. The available vast digital resources make learning more individualised, creative and dynamic. Quality of learning provided in the institution depends largely on teacher readiness to draw upon such recently available technology supports as also the initiatives to develop such learning resources to enrich teaching-learning, teachers' familiarity with Learning Management



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	Systems (LMSs), other e-resources available and how to meaningfully incorporate them in the scheme of teaching-learning.
G 4	“Teacher quality” is a composite term to indicate the quality of teachers in terms of their qualification and characteristics, adequacy of institutional recruitment procedures and faculty availability, professional development and recognition of teaching abilities. Teachers must take initiatives to learn and keep abreast with the latest developments in the core and auxiliary subjects, to innovate, continuously seek improvement in their performance and strive for individual and institutional excellence.
G 5	This Key Indicator looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the



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	<p>knowledge and skills acquired by learners, at various levels of the programmes.</p> <p>These specifications are stated as PSOs and COs. The quality of the assessment process in a HEI depends on how well the examination system actually tests the PSOs and COs, quality of questions, extent of transparency in the system, extent of development-inducing feedback system, regularity in the conduct of examinations and declaration of results as well as regulatory mechanisms for prompt action on possible errors (If any).</p>
G 6	<p>The real test of the extent to which teaching-learning has been effective in a HEI is reflected in the student performance in the examinations. Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.</p>



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Criteria 6.5.1

**Conclusive Report on Quality assurance
strategies by IQAC**



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Criteria 6.5.1

H) To Work on Research Innovation and Extension



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To Work on Research, Innovations and Extension

This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.



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Criteria 6.5.1

I) To Work on Infrastructure and Learning
Resource



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To Work on Infrastructure and Learning Resource

The adequacy and optimal use of the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.



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Criteria 6.5.1

J) To Work on Student Support & Progression



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To Work on Student Support & Progression

The highlights of this Criterion are the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences of learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.



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Criteria 6.5.1

K) To Work on Governance, Leadership and Management




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To Work on Governance, Leadership and Management

Effective functioning of an institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.



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Criteria 6.5.1

L) To Work on Institutional Values and Best Practices



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To Work on Institutional Values and Best Practices

An educational institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts, an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality.

Every institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Every institution faces and resolves various kinds of internal pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the institution and these help smooth functioning and also lead to enhanced impact. Such practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a “best practice”. Over a period of time, due to such unique ways of functioning each institution develops a distinctive characteristic which becomes its recognizable attribute.



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Criteria 6.5.1

**M) Conceptual Report (about 500 words) on
Quality assurance strategy.**



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Conceptual Report (about 500 words) on Quality assurance strategy.

Quality education

NAAC accreditation helps society, employers, and funding agencies get reliable information about the quality of education offered by an institution.

Resource allocation

NAAC accreditation helps institutions identify areas for improvement and plan how to allocate resources.

Innovative teaching methods

NAAC accreditation encourages institutions to adopt modern teaching methods.

Collegiality

NAAC accreditation can help institutions experience a sense of collegiality on campus.

Identity

NAAC accreditation can help institutions gain a new sense of identity and direction.

Funding

Funding agencies use the objective data from NAAC accreditation to determine performance funding.

NAAC accreditation is valid for five



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