PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi

REGULATION ON QUALITY MANAGEMENT AND ASSURANCE

November 2019
[Version 1.0]

[As Approved at the 13th Meeting of BOM and ratified by the BOG at its 13th Meeting, both held on November 9, 2019]

REGISTRAR

1. SHORT TITLE AND COMMENCEMENT

1.1. The Regulation shall be called as Presidency University "Regulation on Quality Management and Assurance".

1.2. It shall come into force with effect from the date of its approval by the Board of Management.

1.3. This Regulation shall define the Quality Management and Assurance in the University.

1.4. Nothing in these Regulations shall be deemed to bar the University to amend these Regulations subsequently.

2. DEFINITIONS

i. **"Assessment"** means the process of the systematic gathering, quantifying, and using of information in view of judging the instructional effectiveness and the curricular adequacy of a higher education institution as a whole (institutional assessment) or of its educational programs (programs assessment), or its domain specific Departments.

ii. **"Authorities of the University"** mean the Board of Governors, the Board of Management, the Academic Council and the Finance Committee of the University.

iii. **"Dean"** means the Deans of the Faculty/School of the University.

iv. "**Director (QA**)" shall be a Principal Officer of the University responsible for the Management of the Quality Assurance System and Processes by whatever designation called.

v. **"Deputy Director (IQAC)"** shall be the Officer of the University and shall assist the Director (QA) in the management of the Quality System within the University.

vi. **"Faculty Members"** shall comprise of Professor/s, Associate Professor/s and Assistant Professor/s in the University.

vii. **"IQAC"** means the Internal Quality Assurance Cell (IQAC) of the Presidency University.

viii. **"Quality Assurance"** means the activity of providing evidence needed to establish confidence among all concerned that the quality-related activities are being performed effectively.

ix. **"Quality Audit"** means the process of quality assessment by which an external body ensures that (i) the institution or program, relevant quality assurance procedures or (ii) that the overall (internal and external) quality assurance procedures of the system are adequate and are actually being carried out.

x. **"Quality Management"** is a method of ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance.

xi. **"Quality Management System"** (QMS) is a system that outlines the policies and procedures necessary to improve and control the various processes that will ultimately lead to improved institutional performance**.**

Words and expressions used herein and not defined but defined in the Act shall have the same meaning as assigned to them in the Act.

3. INTRODUCTION

The purpose of this Regulation on "Quality Management and Assurance" is to ensure the delivery and maintenance of excellence in instruction, learning, acquisition, research, academic and administrative/support services, student welfare, governance and community service.

This Regulation has been formulated to organise the development and implementation of an Internal Quality Assurance System (IQAS) towards quality enhancement and the fostering of a culture of continuous improvement. The IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The development of a Quality Management system at the University is therefore not regarded as an event but rather as an ongoing process.

4. OBJECTIVES

The Regulation aims to provide a framework for an efficient and functional Quality Management System (QMS) with enforceable rules and procedures focusing on the:

4.1. Establishment and development of a quality assurance culture across all of the University operations.

4.2. Establishment and development of an overarching and functional Internal Quality Assurance Cell (IQAC) for the University.

4.3. Promotion of quality assurance, enhancement and improvement actions at institutional level.

4.4. Definition of the internal and external quality assurance procedures and practices necessary to realize the vision and mission as well as uphold the core values of the University.

4.5. Creation of the framework to ensure that quality assurance systems are coordinated and managed with maximum effectiveness.

4.6. Empowerment of staff in the execution and implementation of quality management assurance systems, processes and mechanisms.

4.7. Co-ordination and monitoring of quality assurance activities within various functional units of the University (Faculty, Schools, Departments, Directorates, Centres, Units, Divisions, Support Services as well as Staff and Student Welfare in general)

5. SCOPE

The scope of this Regulation extends to all stakeholders of the university as a general guide to the process of implementing, monitoring and evaluating quality in all aspects of the University operations. It applies to:

5.1. All constituent units and other institutional structures operating under the umbrella of the University.

5.2. All staff, temporary and permanent, who are active in teaching, research and providing any form of support service to the core functions of the University.

5.3. All students enrolled with the University.

5.4. All infrastructure, learning resources, governance/institutional set up, information dissemination structures and social amenities belonging to the University.

6. AUTHORITY, POWER AND FUNCTIONS OF IQAC

6.1. An Internal Quality Assurance Cell (IQAC) shall be constituted under this Regulation in line with the UGC/NAAC guidelines, to develop a system for conscious, consistent and catalytic action, to improve the academic and administrative performance of the institution.

6.2. The Cell would also promote measures for institutional functioning towards quality enhancement through internalization and institutionalization of quality culture and best practices. The composition of the Committee shall be as follows:-

- **Chairperson**: Head of the Institution
- Teachers to represent all level (Three to eight)
- One member from the Management
- Few Senior administrative officers
- One nominee each from Local Society, Students and Alumni
- One nominee each from Employers /Industrialists/Stakeholders
- **Member Secretary**: One of the senior teachers as the coordinator/Director of the IQAC

6.3. Powers and Functions of the IQAC

i. Development and application of quality benchmarks.

ii. Identifying parameters for various academic and administrative activities of the institution.

iii. 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.

iv. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.

v. Dissemination of information on various quality parameters to all stakeholders.

vi. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.

vii. Documentation of the various programmes/activities leading to quality improvement.

viii. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.

ix. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.

x. Periodic conduct of Quality Audit and its follow-up (both Academic and Administrative).

xi. Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of the National Assessment and Accreditation Council (NAAC), National Board of Accreditation, or any such Quality Assurance Agencies (QAA).

7. DIRECTOR (Quality Assurance)

The Director (QA) shall be the Principal Officer of the University entrusted to look after all quality matters concerning Academics and Administration. He shall be appointed by the Vice Chancellor on the formal approval of the Chancellor. The Chancellor at his discretion may remove the Director (QA) at any time during his term.

7.1. Functions of Director (QA)

    i.   To ensure smooth and effective functioning of the IQAC.

   ii.   To coordinate the quality aspects of the University and ensure their timely review.

  iii.   To ensure clarity and focus in institutional functioning towards quality enhancement.

  iv.   To provide a sound basis for decision-making to improve institutional functioning.

   v.   To build an organised methodology of documentation and internal communication.

  vi.   To coordinate the dissemination of information on various quality parameters of higher education.

 vii.   To coordinate in the preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

viii.   To coordinate the timely and efficient execution of the decisions of IQAC.

8. CREATION OF POLICIES AND GUIDELINES PERTAINING TO QUALITY MANAGEMENT AND ASSURANCE

Based on this Regulation on Quality Assurance Management, Policies and Guidelines would be formulated by Board of Management which would be subject to revision from time to time. These Rules and Regulations inter alia have following items: -

1. Quality Assurance of Core and Support Functions
   a. Teaching-Learning and Evaluation
   b. Research, Innovation and Consultancy
   c. Outreach Activities
   d. Support Services
      i. Administration
      ii. Student/Faculty Welfare
      iii. Human Resource
      iv. Information and Communication Technology

2. Quality Assurance Bodies and their Roles and Responsibilities
   a. **Quality Mandate of QAAs**: contribute to the overall improvement and standardization of Quality Higher Education, thus enhancing the credibility and reputation of educational institutions.
      1. **Accreditation**: Quality Benchmarks and Standard-validation in terms of Infrastructure, Faculty, Curriculum, Teaching-methods, Assessment Processes, and Student Support Services.
      2. **Quality Assessment**: Quality of Academic Programs, Research Activities, Faculty Qualifications and Quality of Development Programs, Student-learning Outcomes, and overall Institutional Governance norms.
      3. **External Evaluation**: Expert Third-party interviews with Faculty and Students, Scrutiny of Documentation, and Analysis of Institutional Data.
      4. **Feedback and Improvement**: Evaluation of feedback from various stakeholders, including Students, Faculty, Employers, and Alumni to assess the Quality of Educational Institutions.

REGISTRAR

5. **Continuous Monitoring**: Regular reporting, Follow-up Evaluations, and Periodic reviews to Assess Compliance with Quality Guidelines.
6. **Collaboration and Networking**: Foster collaboration and networking among Educational Institutions/Schools within the University to facilitate the exchange of best practices, sharing of resources, and mutual learning.
7. **Quality Enhancement**: Organizing Workshops, Training Programs, Capacity Building Initiatives, and Sharing of Research and Innovation-experiences.
8. **Transparency and Accountability**: Ensures that institutions are accountable for the Quality of Education they provide, thus ensuring access to the public can to accurate information about the Education Quality at the Institution.

b. **Mechanism/Procedures/Systems of QA**
1. Establishing robust mechanisms, processes, procedures and system for Quality Assurance towards ensuring and maintaining the Quality of Education in the University.
2. Establish a dedicated Quality Assurance Cell within the University to oversee the implementation of Quality Assurance measures.
3. Develop a comprehensive Quality Assurance Manual that outlines the Policies, Processes, Procedures, and Standards for various Academic-centric Processes. This Manual serves as a guide for Faculty, Staff, and Students in understanding and implementing Quality Assurance measures.
4. Establish a clear Quality Policy and set of objectives for the University, outlining its commitment to ensuring and continuously improving the quality of Teaching-Learning Processes. These objectives should align with the mission and vision of the University.
5. To engage various stakeholders, including Students, Faculty, Administrators, Employers, Alumni, and External Bodies such as Regulatory Authorities and professional organizations through Surveys, Feedback-mechanisms, Focus Group Discussions and participation in Academic and Administrative decision-making processes.
6. Ensure that the Curriculum is designed and reviewed regularly to meet the needs and expectations of Students, Employers, and Society. Further ensuring a systematic process for curriculum development, review, and revision based on industry demands, emerging trends, and feedback from stakeholders.
7. Implement innovative and effective Teaching-learning Methodologies to enhance Student-engagement and Learning Outcomes viz. Faculty Development Programs, ICT-enabled Learning Tools, Experiential-learning approach, Student-centric Learning Environment.
8. Develop a fair and transparent Assessment and Evaluation system that aligns with the Learning Outcomes and Program Objectives through a blend of Continuous Internal Assessment and End-Term Examination, well-defined grading criteria, and mechanisms for feedback and improvement.

9. Encourage and support Research and Innovation-activities by establishing Research Ethics Committee, providing SEED Grant and facilitating inter/multi-disciplinary collaborations.

10. Ensure adequate infrastructure and facilities to support Teaching, Learning, Research and Student-support services with well-equipped Laboratories, Libraries, Information Technology, Classrooms and Physical-spaces that foster a positive and inclusive Learning Environment.

11. Adopt processes for Continuous Improvement based on regular self-assessment exercises and external evaluations involving Analyzing Data, identifying areas for improvement and monitoring the effectiveness of these measures.

12. Ensuring compliance with the Guidelines, Regulations, and requirements set by Regulatory Bodies such as the University Grants Commission (UGC), Quality Assurance Agencies, and other relevant Statutory Regulatory Authorities (SRAs).

13. Collaborating and networking with other Institutions, Industry Partners, and Professional Organizations to exchange best practices, share resources, and foster a culture of Continuous Improvement.

c. **Compliance to mandate of SRAs**

Statutory Regulatory Bodies play a vital role in ensuring compliance with established Rules, Regulations, and Policies. This may include the following:

1. Institutions must meet the specified criteria and standards set by the regulatory bodies viz. UGC, AICTE, BCI, etc and other accreditation bodies viz. NAAC, NBA, etc

2. Approval of Academic Programs and Curriculum by ensuring they align with the provisions of NEP 2020 and meet the required standards viz. new programs, revision in existing programs, and the introduction of inter/multi-disciplinary or niche courses.

3. Evaluating the availability of Classrooms, Laboratories, Libraries, ICT resources, Hostels, Sports-facilities, and other Student-support Amenities.

4. Evaluating the quality of the Faculty Members of the University in terms of Academic Qualifications and experience, Doman expertise and Research inclination as specified by the Regulatory Bodies.

5. Assessing the evaluation processes and declaration of results for the various Continuous Internal Assessment, Mid-Term Examination and End-Term Examinations in alignment with the Examination Regulation as approved by various SRAs.

6. Enforcing the ethical guidelines mandated by the Regulatory Bodies from time to time.

7. Submit various reports sought by the Regulatory Bodies under the Management Information System.

8. Establishing a robust Grievance Redressal Mechanisms to address complaints from stakeholders, including students, faculty, staff, and other members of the

institution and a structured process to handle complaints and ensure timely resolution.

9. AMENDMENTS

In the event that any statement in the Regulation is not relevant or there is a need to introduce new statements brought about by developments in the higher education environment, government policies, or as a result of market forces, etc. such statements may be changed or modified at the recommendation of appropriate authorities.