

JAIPURIA INSTITUTE OF MANAGEMENT LUCKNOW



IQAC Policy



VISION

To be an educational institution of choice for all stakeholders which promotes human well-being through continuous learning.



MISSION

To provide learner-centric education that focuses on developing learners as competent, ethical and socially conscious management professionals through continuous improvement in the quality of teaching-learning process and research.



The IQAC Philosophy:

The quality assurance policy of Jaipuria Institute of Management, Lucknow, is derived from the vision of the Institute i.e. to provide learner-centric quality education for stakeholders' wellbeing. The academic quality assurance mechanisms rest on the foundation of ensuring effectiveness of the curriculum for all important stakeholders and for our students in particular. With the formation of IQAC committee the institute has put in place an institute wide academic quality management frame work to gather evidence based information on the quality of its programmers and graduates and to encourage a culture of continuous self-improvement through self-reflection of process.

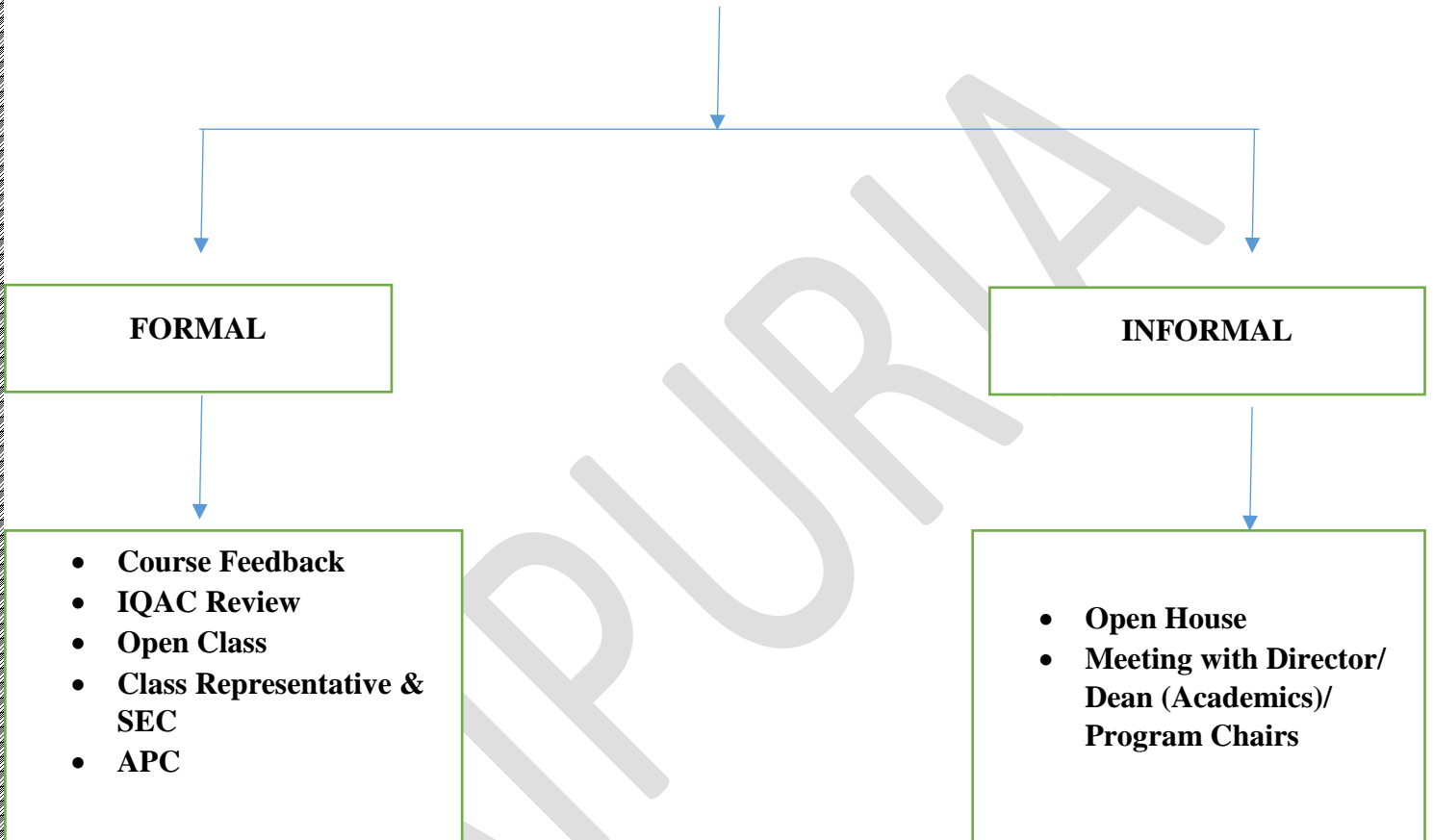
This quality policy document policy is integral to the setting of the internal quality assurance cell (IQAC) in the Institute in accordance with the UGC guidelines, which emphasizes the essential need for an internal mechanism for sustenance, assurance and enhancement of the quality culture of education imparted by higher education institutions and adds that every institute should have an internal quality assurance system , with appropriate structure and processes, and with enough flexibility to meet the diverse needs of the stakeholders.

The IQAC Relevance to our system:

The institute has long been committed to the Quality of its academic output. Various informal and formal mechanisms have existed such as well-structured course feedback system, review and ratification of course outlines at twin levels of specific areas and faculty council. This is coupled with collective review of pedagogy and debate on the rigor and relevance of the overall curriculum. However in the backdrop of the emerging quest of Institute and Program level accreditation and drawing upon the feedback received from the three visits of experts teams of NAAC (Year 2012, 2017), and AIU (Year 2013); the institute committed itself to outcome based education. This commitment is reflected in adoption of a formal academic audit mechanism under the aegis of the IQAC committee, for all the courses, introduction of midterm feedback system in addition to the term end feedback.

Two other mechanisms support this, the system of open classes (attended and reviewed by Dean Academics and Director), and the Academic Program Committee which reviews the functioning/ output of and advises the program committees, examination committee and the IQAC on policy and implementation. In addition Director / Dean (Academics)/ Program Chair Level review of courses takes place intermittently in small and large group meetings with students and faculty members.

IQAC MECHANISM



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IQAC Procedure of Academic Audit

Faculty members will be provided a checklist of documents which must be submitted at the completion of the course to the IQAC office. The documents to be submitted include course profile, self-audit form duly filled by faculty members (Appendix A), all readings/ support material used/ quizzes / cases etc. The files are reviewed by the IQAC office staff at the first level and matched against the check list. The IQAC Committee meetings will be convened to initiate the academic audit process as follows:

1. Matching of course audit form against the course Outline to ensure that the necessary coverage of course and the assessment elements has taken place.
2. A review of question sample assignments is undertaken. All claims in the self-audit form are cross checked and mapped against the course learning outcomes. The sample IQAC assessment form to be filled by the committee members is presented in Appendix 2.
3. The committee makes recommendations based on the audit process which will later be shared at the academic program committee and faculty council level.
4. The observation are shared with faculty members and a need based one to one meeting is scheduled with individual faculty members.

THE IQAC PROCESS

Teaching and Learning



**Course Audit Document & Self
Audit Form submission by Faculty**



**Review and Audit of documents by
IQAC Committee**



**Submission of findings to FCM
and Director**



Sharing of Feedback

The open Class Mechanism:

Faculty Members are encouraged to attend the classes of other colleagues to facilitate peer level feedback, in addition to the Dean (Academics) and Director who also attend classes of faculty members announced/ unannounced as required. The purpose of this activity will be to observe the following aspect of class under progress:

1. Compliance of session plans/ pedagogy etc. as mentioned in course outlines.
2. Review of the pedagogy
3. Use of class engagement mechanisms
4. The quality of content
5. The energy of the class
6. Scope for improvement in the process

The Feedback of the open class will be shared with the faculty members and suggestions on possible improvement in the teaching and learning process will be made.

The Course Feedback Mechanism

The Course feedback will be centrally administered by the office of Dean (Academics). The Students will be required to participate in the feedback process twice (Mid Term and End Term). The feedback will be filled online. The feedback collected will be analyzed by the office of Dean (Academics) to review average, below and above average performers.

Cases of significantly below average performance will be required to appear for a one to one meeting with Program Chairs, Dean (Academics) as well as Director to identify the scope for course correction and necessary counseling and mentoring. The course feedback is a part of faculty annual appraisal process. Faculty members are strongly advised to continually monitor their teaching and learning process in a course in close coordination with the students/ class representatives.