

**KIRLOSKAR INSTITUTE OF ADVANCED MANAGEMENT STUDIES
YANTRAPUR, HARIHAR 577601
GUIDELINES OF IQAC.**

1. Introduction

Kirloskar Institute of Advanced Management Studies (KIAMS) was set up in 1991 by the Kirloskar Group in Harihar to put its illustrious leader Mr. Shantanurao Laxmanrao Kirloskar's thoughts to practice.

A pioneer of the Indian industry, Mr S. L. Kirloskar was a visionary who possessed the drive and determination to accomplish his vision.

The emergence and subsequent success of the Kirloskar Group of Companies in the engineering industry in India marked the realization of one of his visions. KIAMS dedicated itself to the task of Management Development in the Kirloskar Group and other companies by understanding the need to promote managerial and organizational excellence.

In 1998, KIAMS ventured into training bright, young minds in high-quality management education to meet the managerial leadership needs of the country. This was offered as a two-year fully residential Post Graduate Diploma in Management (PGDM) in Harihar. Encouraged by the success of its alumni in the industry, KIAMS opened its second campus in Pune in 2010. The All India Council of Technical Education (AICTE), New Delhi, approves both campuses.

2. Guidelines to Establish Internal Quality Assurance Cell (IQAC) in Institute.

Maintaining the momentum of quality consciousness is crucial. Internal Quality Assurance Cell, in fact, is conceived as a mechanism to build and ensure a quality culture at the institutional level.

The internal quality assurance mechanism of the institution could be called "Internal Quality Assurance Cell (IQAC)".

An internal quality assurance system, thru suitable structure and processes, sufficient elasticity to meet the varied needs of the stakeholders.

Planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the Institution is the prime duty of IQAC.

The IQAC may channelize and systematize the efforts and measures of an institution towards academic excellence.

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It should not be yet another hierarchical structure or record-keeping exercise in the institution; it would be a facilitative and participative organ of the institution.

The IQAC should become a driving force for accompanying in quality by working out involvement strategies to remove shortages and enhance quality.

3. The Structure of IQAC

The IQAC shall be constituted under the leadership of Director. A Coordinator who shall be a senior faculty member may assist the Chairperson. The faculty member concerned may hold this position as an additional charge.

4. Composition of the IQAC

The IQAC shall have the following composition:

- a) Director - Chairperson
- b) Two senior Faculty and one senior administrative official - Member
- c) Two external experts on Quality Management/ Industry/Local Community - Member
- d) Director / Coordinator – Member Secretary

The members at b) and c) of the above shall be nominated by the Director of the Institute in consultation with the academic body of the Institute (Academic Committee of the Institute).

The membership of such nominated members shall be for a period of two years.

The IQAC should meet at least once in a quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

5. Goals

1. To bring in a quality system for mindful, reliable and catalytic programmed action to improve the academic and administrative performance of the Institute.
2. To promote measures for institutional functioning towards quality enhancement through quality culture and institutionalisation of best practices

6. The IQAC shall have the following function

- To develop and apply the quality standards/limits for the various academic and administrative activities of the Institutes;

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- To Facilitate and creation of a learner-centric atmosphere favorable for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes;
- To disseminate information of the various quality parameters of higher education;
- To document various programmes/activities of the Institute, leading to quality improvement;