Internal Quality Assurance
By-laws

**Centre for Quality
AssuranceUniversity of
Ruhuna**

Amended on

16th Mar 2023

By-Laws approved by the Council of the University of Ruhuna under subsection (1) of Section 135 of the Universities Act No. 16 of 1978 in respect of Internal Quality Assurance under the Circular No. 04/2015 and 09/2019 of the University Grants Commission.

1. Preamble

1.1 These By-Laws may be cited as the Quality Assurance By-Laws of the University.

1.2 The term University is referred to the University of Ruhuna. CQA and IQAC stand for Centre for Quality Assurance and Internal Quality Assurance Cell, respectively. QAC stands for Quality Assurance Council of University Grants Commission (UGC).

1.3 As a policy, the University shall commit to ensure that the total educational experience it offers is of highest quality, based on following principles:

    1.3.1 Comply with all applicable statutory laws and regulations.

    1.3.2 Continuous improvement of the effectiveness of the quality management systems.

    1.3.3 Make best use of resources in all quality matters

    1.3.4 Review performance against the quality objectives throughout the University regularly.

    1.3.5 Adopt a forward-looking view on future developments of higher education, which may have a positive impact on quality and demand in higher education.

    1.3.6 Institutionalize quality assurance practices to produce world-class graduates with high professional standards.

2. Quality Objectives

2.1 In these By-Laws, the term '*quality*' implies the highest standards and relevance of academic programmes, research and services of the University.

2.2 These By-Laws enable the University of Ruhuna to setup an internal quality assurance mechanism that ensures continuous improvement of quality of all academic programmes, research and services.

3. Governing Bodies and mechanisms

3.1. The University shall establish Senate Standing Committee on Quality Assurance (SCQA)

3.2 Composition of the SCQA shall be;

    a. Vice-Chancellor (Chair of the Committee)

    b. Deputy Vice-Chancellor

    c. Director, CQA

    d. Deans of all Faculties

e. Chairpersons of the Internal Quality Assurance Cells

f. Registrar or nominee

g. Bursar or nominee

h. Librarian or nominee

i. Director, staff Development Centre

j. Director, Distance and Continuous Education Unit

k. DR/SAR/AR of the Academic Establishment Branch

l. SAR/AR of the CQA, as the convener

m. Any other member appointed by the Council

3.3   In order to perform duties related to quality assurance at Faculty or any other relevant entity, each Faculty or such relevant entity shall setup an IQAC.

3.3.1 Composition of Faculty IQAC, except that of the Faculty of GraduateStudies shall be

Composition of IQACs ofFaculties

    a. One senior academic staff member who has a keen interest in maintaining quality, from each Department

    b. Deputy Senior Student Counsellor

    c. Immediate past Chairperson (For a period of six months)

    d. Any other member/s appointed by the Senate on the recommendation of Faculty Board

    e. SAR/AR of the Faculty (Member and the Secretary)

A suitable Chairperson shall be selected from among the IQAC members and be appointed by the Senate on the recommendationof the Faculty Board.

3.3.2 Faculty of Graduate Studies

    a. Chairpersons of Boards of Studies

    b. Postgraduate Course Coordinators

    c. Immediate past Chairperson (for a period of six months)

    d. Any other member/s appointed by the Senate on the recommendation of the Faculty Board of Graduate Studies

    e. SAR/AR of the Faculty (Member and the Secretary)

A suitable Chairperson shall be selected from among the IQAC members and be appointed by the Senate on the recommendation of the Faculty Board

3.3.3. Members of the IQACs of other relevant entities shall be decided by the Senate, on the recommendation of SCQA.

4. Responsibilities of CQA and IQAC

4.1   Responsibilities of CQA:

4.1.1   The CQA shall commit to establish appropriate mechanisms to improve quality of academic programmes and allied services of the University.

4.1.2   The CQA shall be responsible to review and monitor quality parameters as prescribed by the University.

4.1.3   The CQA shall support for preparing the University for external reviews conducted by the QAC and accreditation bodies and, the implementation of recommendations.

4.1.4   The CQA shall involve in strategic Planning of the University,particularly in the areas related to quality assurance.

4.1.5   The CQA shall submit recommendations to uplift the status of the University based on stakeholder feedbacks, public surveys statistics and other information.

4.1.6   CQA shall ensure that university procedures and academic programmes are in line with UGC guidelines, national requirements and national reference points such as Sri Lanka Qualification Framework and Subject Benchmark Statements.

4.1.7   CQA shall institutionalize the culture of quality within University, through capacity building activities and by introducing and/or reviewing relevant by-laws and standard operational procedures.

4.2   Responsibilities of IQAC:

4.2.1   The IQACs of the Faculties shall commit to establish 10 Criteria described in the policy guidelines (Annex 1) at respective Faculties through appropriate mechanisms.

4.2.2   The IQACs of other entities shall commit to improve the quality standards of activities they involve with.

4.2.3   The IQAC shall be responsible for preparing the Faculty for programme reviews conducted by the QAC, coordinating the preparation of action plan in response to the programmee review recommendations and the monitoring of the progress of the implementation of the action plan.

4.2.4   The IQAC shall submit recommendations to uplift the status of the Faculty based on stakeholder feedbacks, public surveys statistics and other information.

4.2.5 IQACs shall provide information requested by the CQA in order to operate its activities efficiently.

4.2.6 IQAC of each Faculty shall cooperate with the CQA in reviewing and monitoring the quality of academic programmes, research and services provided by faculties.

5. Meetings and Reporting

5.1 SCQA shall meet once a month and report the progress of its activities to the Senate. The number of meetings per year shall not be less than ten.

5.2 IQAC of each Faculty shall meet once a month and report the progress to the CQA. The number of meetings per year shall not be less than ten.

6. Appointment of Review and Monitoring Panels

6.1 The Director of the CQA shall request the Senate of the University to appoint panels for reviewing and monitoring of quality parameters. Senate shall appoint relevant senior academic and administrative staff members for these panels.

6.2 The members appointed to the Review and Monitoring panels shall work cooperatively with the CQA as per the given Terms of Reference and submit their reports in time, when requested by the CQA.

6.3 Academic entities shall cooperate with the Review Panel in order to facilitate its independent review.

7. Introduction of New Academic Programmes

7.1 Faculties shall be responsible for identifying new academic programmes based on the demand and need.

7.2 When submitting a new proposal for an academic programme, 'a Proposal Brief' of the new programme shall be submitted to the CQA, together with the recommendation of the IQAC and Faculty Board.

7.3 The CQA shall forward the 'Proposal Brief', with the observations of the SCQA for the consideration of the Senate.

7.4 If the approval of the Senate is granted, the relevant Faculty shall prepare and submit the detailed proposal together with the recommendation of the IQAC and Faculty Board to the CQA.

7.5 IQAC shall ensure that the proposal aligns with national reference points such as SLQF and subject benchmark statement/s.

7.6 The detailed proposal shall be submitted to the Senate together with the recommendations of SCQA. The Senate shall appoint two external reviewers to review the detailed proposal.

7.7 Based on the recommendations made by the external reviewers, the relevant Faculty shall revise the detailed proposal and forward the same to the CQA. The CQA shall ensure that the recommendations made by the external reviewers are properly addressed in the revised detailed proposal.

7.8 The CQA, on the recommendations of SCQA shall submit the revised proposal to the UGC through the Senate and the Council.

7.9 Faculties with the observations of the IQAC shall submit proposals according to prescribed guidelines to introduce new Diploma or Certificate courses.

7.10 On the recommendation of the SCQA, the Senate shall appoint an expert within the University to comment on the academic standards and a member of the SCQA to check the SLQF alignment of the proposed Diploma/Course.

7.11 The revised proposal shall be submitted to the Senate with the recommendation of the SCQA for its approval for the implementation.

8. Revisions to the Curriculum of an Existing Academic Programme

8.1 All academic programmes shall be reviewed, minimally, once in every five years adhering to the guidelines prescribed by the CQA.

Major revisions to the existing programmes

8.2 Major revisions, identified by department/s or the Faculty shall be reported to the CQA in the specified format, with the recommendations of the Faculty Board. The CQA shall forward the modifications with its observations to the Senate for the approval.

8.3 The department/s or Faculty shall implement the modified curriculum with the next immediate intake of students.

9. Review and Monitoring of Academic and Administrative Processers

9.1 The CQA shall make necessary arrangements to review all academic and administrative processers, periodically, through Senate appointed panels to ensure that the intended quality objectives are achieved.

Review of existing programmes.

9.2 The CQA shall submit the review report to the Senate for its consideration /approval.

9.3 It is the responsibility of the relevant academic and administrative entities to implement the recommendations made by the Senate.

10. Implementation and Monitoring of Recommendations made by the QAAC

10.1 Each academic or administrative entity shall be responsible for implementing the recommendations made by the external reviewers.

Implementation of recommendations

10.2 The CQA shall monitor the implementation of such recommendations by the relevant academic and administrative entities and report the progressto the Senate, periodically.

Annex I: Guideline to be implemented and monitored by IQAC at Faculty Levels

Following 10 Criteria described here will be used as a policy guideline in assurance of quality at Facultylevel of the University through respective Internal Quality Assurance Cells.

1. Governance and Management

2. Curriculum Design and Development

3. Teaching and Learning

4. Learning Resources, Student Support and Progression

5. Student Assessment and Awards

6. Strength and Quality of the Staff

7. Postgraduate Studies, Research, Innovation and Commercialization

8. Community Engagement, Consultancy and Outreach Activities

9. Distance Education

10. Quality Assurance

Criterion 1 - Governance and Management

1.1	Every Faculty shall have a clear vision encapsulated in its Strategic Plan which enables it to meet the challenges of the 21st century and to acquire a competitive edge. Its mission and goals shall be compatible with this vision and supported by a well-defined strategic plan for systematic future development within a specific time frame.
1.2	Every Faculty shall comply with other reference points such as the Sri Lanka Qualifications Framework (SLQF), Subject Benchmark Statements (SBS) and Codes of Practices. The Faculty shall also comply with the by-laws, standards and guidelines accepted by the Council.
1.3	The progress of the Faculty shall dependent on the efficiency and effectiveness of the monitoring, evaluation and reporting mechanisms of the accepted policies. Monitoring and evaluation procedures shall built into all departments and programmes accordingly.
1.4	Every Faculty shall integrate Information and Communication Technology (ICT) into the system for teaching and learning, administration, research and community engagement. A user-friendly Management Information System (MIS) shall be developed for effective and efficient management of operations.
1.5	Every Faculty shall strive to improve the employability of its graduates by maintaining adialogue with a wide range of stakeholders and ensures that its products meet societal marketexpectations.
1.6	Every Faculty shall consider the availability of effective channels for student feedback as a key element in monitoring of quality and standards. Detailed procedures shall vary but must be clear and appropriately publicized.
1.7	Every Faculty shall have a clear policy reflected in the Faculty By-laws and Regulations. Faculties/Departments shall be in a position to demonstrate that their processes comply with

policy and all the relevant regulations.

1.8	Every Faculty shall adopt the policy of zero-tolerance to ragging and Sexual and Gender-based Violence (SGBV) and any form of intimidation/harassment among students and develop and adopt students' disciplinary by-laws, framed according to UGC Circular 919 and implement the preventive and deterrent measures through a comprehensive network operated through academia, Student Counsellor, Marshals and Security Staff.

Criterion 2 - Curriculum Design and Development

2.1	Each Programme shall develop based on the needs analysis exercise of including market research, liaison with industry, review of national priorities, and views of professional bodies and reflecting the latest development and practices in the field of study.
2.2	The process of curriculum design shall take into account the core elements of the educational process such as graduate attributes and intended learning outcomes (ILOs); aligning the course content with reference points in SBS, SLQF and ILOs; teaching and learning activities that are congruent with student-centered learning; and appropriate assessment methods to measure the attainment of ILOs.
2.3	The Faculty shall adopt a participatory approach to reach consensus on ILOs, curriculum alignment, teaching learning strategies and assessment. Collaborations with institutions of acknowledged repute nationally and internationally and consultations with external stakeholders such as experts, professional bodies, employers, industry, private sector *etc.* shall encouraged in order maintain academic standards.
2.4	Curriculum structuring and assignment of credit to course modules and study programmes shall be based on SLQF guidelines.
2.5	Each study programme shall offer ample scope for encouraging and developing creative and critical thinking, independent and lifelong learning, interpersonal and communication skills and independent learning skills. Appropriate learning strategies such as experiential learning, collaborative learning, and personal learning shall be designed into the curricula of programmes and course/modules.
2.6	Continuous quality improvement of programmes shall be ensured through regular monitoring and review of programme design, development, and approval by the Faculty / Department / Programme Committees.
2.7	Information and reports collected by such monitoring shall be considered by the IQAC of the Faculty and ensures that appropriate actions shall be taken to remedy any shortcomings. Departments shall be encouraged to use a common template for programme monitoring. The reports shall be open to scrutiny within the institution as well as to external subject reviewers.
2.8	Periodic reviews at intervals not exceeding five years, shall enable programme teams to stand back and reflect on broader aspects such as programme ILOs, scope and depth of student learning, market/employer requirements, and review of the continuing validity and relevance of programmes offered.
2.9	The study programme information package/ student handbook available in print and electronic forms shall be comprehensive, contains learner friendly description of the study

programme and course curricula including ILOs at the programme and course level, credit hours, course contents, teaching learning strategies, assessment and evaluation details, and recommended and supplementary readings.

| 2.10 | Faculties and departments shall clear on lines of responsibility and accountability for the accuracy of information provided and maintain consistency between programme specifications, examination regulations and amendments to handbooks and to websites. |

Criterion 3 - Teaching and Learning

| 3.1 | The teaching and learning shall meticulously be planned and executed through team work and coordination. The institution ensures that everyone involved shall appropriately be qualified, supported and facilitated for continuous professional development (CPD). |

| 3.2 | Each Faculty/Department shall adopt and implement appropriate teaching and learning strategies to suit an outcome-based and student-centered learning approach. |

| 3.3 | Faculty shall provide students with clear and current information that specifies the learning opportunities and support available to them and assists them to understand their responsibilities to engage in the learning opportunities provided. |

| 3.4 | Teaching learning process shall be student-centered, where students learn by actively engaging in and interacting with the study material with the role of the teacher being more as a guide and facilitator. |

| 3.5 | Every Faculty shall promote the adoption of student-centered teaching techniques and tools such as student presentations, self-learning assignments, project work, role plays, field visits, case studies, debates, seminars, focus group discussions, brain storming sessions, games, problem-based learning, group work, quizzes, practical classes and industrial training as a supplement to classroom teaching. |

| 3.6 | Every Faculty shall offer orientation programmes to all incoming students on the rules and regulations of the institution, student-centered learning (SCL) and outcome-based education (OBE), and technology based learning. |

| 3.7 | Self-directed learning by students shall be encouraged through assignments which require student to refer books and journals, use the internet, and engage in computer assisted learning. |

| 3.8 | Student engagement and interaction with teachers and peers shall be used as a powerful driver for quality teaching. Formal representation of students in decision making bodies and their participation in discussions on educational changes shall be facilitated by the Faculty and attention paid to their view points. |

| 3.9 | Departments shall facilitate the practice among students in the formation of peer study groups consisting of strong and weak students in which the better performers help slow learners in their studies. |

| 3.10 | Assessment methods shall be integrated into teaching and learning strategies. Formative assessments e.g. objective type tests, open book tests *etc.* give feedback to students in achievement of learning outcomes and for improvement of knowledge and skills. |

3.11   Teachers shall be encouraged to promote innovative pedagogy and introduce ICT into teaching learning practices and to link innovations in their practice to the institutional teaching and learning goals. Learning Management Systems (LMS) shall be in place to encourage technology enabled teaching and learning.

3.12   Student and peer assessment of teachers shall be used for self-improvement in teaching skills, teaching methods, interest in teaching, and responsiveness to student problems and participation in co-curricular and extra-curricular activities.

3.13   A set of indicators of excellence in teaching shall be defined, and used to encourage improvement, evaluate performance and take into account decisions concerning promotion. These shall identify champions of excellence, examine what makes their teaching excellent, publicize their accomplishments and use them as role models for others.

Criterion 4 - Learning Resources, Student Support and Progression

4.1   Student support shall include academic and personal counselling; financial support through scholarship and loan schemes; progression of studies, acquisition of skills for employability and career guidance; inculcation of values; and overall development of personality. Bestpractices related to this criterion shall embrace all activities that take place from the pre-entrycontact with the institution to the point of exit and beyond.

4.2   Faculty shall ensure availability of adequate and well maintained infrastructure facilities including ICT and human resources, laboratory facilities, language laboratories and library facilities for the support of student learning and effective execution of each programme.

4.3   Staff: Student ratio shall be adequate subject-wise to ensure a learning environment conducive for supporting effective teaching and learning.

4.4   Faculty shall provide opportunities to create an environment that proactively encourages students to engage with staff positively.

4.5   Every Faculty shall have an effective, efficient and securely maintained MIS with accessibility only to authorized persons to ensure confidentiality. The MIS shall have an updated permanent record of all currently enrolled students comprising all admissions; academic, demographic, educational background records; assessment and examination results.

4.6   Students shall be provided with learning resources such as adequate laboratory facilities and a spacious computer center with local area network and internet as well as a well-equipped and staffed Department of English Language Teaching (DELT) and other language laboratories and recreation facilities for co-curricular activities.

4.7   Career education, information and guidance, and the development of career management skills along with soft skills shall be considered as inter-dependent parts of a whole area of student support and there shall be an institution-wide commitment to preparing students for their future careers.

4.8   Faculty shall promote social harmony and ethnic cohesion through programmes and activities coordinated through institutional mechanisms such as student counselling and welfare systems and a multicultural center.

4.9	Every Faculty shall have arrangements that increase awareness and understanding of students to promote mutual respect and confidence amongst students and teachers. This shall include attractive induction programmes for all new students, psychological support such as mentoring, personal tutoring and counselling, publication of calendar of events for each semester/academic year, and use of student handbooks and study programme prospectuses.

Criterion 5 - Student Assessment and Awards

5.1	Faculty shall pay due recognition to assessment as the key motivator to learning and as an integral part of the teaching learning process. Assessment shall be transparent and aligned with ILOs and measures the knowledge acquired, skills developed and understanding and attitudes gained.
5.2	Student assessment policies, regulations and processes shall fortify the setting and maintenance of academic standards with reference to SLQF and SBS and where applicable requirements of the professional bodies.
5.3	Assessment and examination policies, practices, and procedures shall provide differently abled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.
5.4	Every Faculty shall ensure that policies, regulations and processes are clear and accessible to all stakeholders (students, academic staff, administrative staff, examiners both internal and external)
5.5	Every Faculty shall follow the procedures for designing (setting, moderating, marking, grading), monitoring and reviewing the assessment methods described in the Manual of Conduct of Examinations.
5.6	Every Faculty shall ensure that all staff involved in assessment of students have the necessary knowledge and skills, have received the appropriate training to fulfill the specific role and are clear about their roles and responsibilities.
5.7	Assessments shall be designed within the academic framework and regulations. Effective assessment should take into consideration the appropriate number and weightage of assessment tasks, the type of tasks and their timing. Consideration shall also be given to the appropriateness of assessment tools for recognition of prior learning.
5.8	Institutional policy on examinations shall be available in the Examination By-laws, Rules, Regulations and Manual of Conduct of Examinations approved the Council. Faculties/ Departments shall ensure that their processes comply with all relevant regulations, policy and guidelines in particular with reference to appointment of examiners, examination conventions (setting, moderating, marking, and classification) and examiners' reports.
5.9	Examination boards and panels shall be responsible for ensuring that assessment decisions are recorded accurately with an explicit policy detailing the length of time for which records and students' results will be maintained.
5.10	Assessment shall include diagnostic, formative as well as summative methods and specific guidance on the amount and weighting of assessment, taking into account level of study, ILOs

and credit requirements of the programme/ course. Formative assessments shall be treated as learning tools which enable students to receive constructive feedback and an opportunity to improve by reflecting on their own learning.

5.11	Involvement of external/second examiners shall be an essential part of the process of quality control and maintenance of standards. Faculty/ Department shall have a clear policy on who is responsible for considering the external examiners' reports, reporting lines and time frame to ensure that changes recommended in the examiners reports are implemented. Assessment outcomes shall be used to inform teaching methods and for improvement of the curriculum.
5.12	Assessment regulations shall strictly be enforced and disciplinary procedures shall be in place for handling breaches of examination regulations by students; malpractices such as copying, plagiarism *etc.*; and violation of codes of conduct.
5.13	Effective mechanisms shall be in place for continuous monitoring of assessment practices, student learning experiences and outcomes, completion, retention and progression rates and reviewing the overall performance of the assessment system.
5.14	Students shall be informed through course guides before the commencement of the programme/course about the types of assessment, intended learning outcomes, timelines for assessment and publication of results, and distribution of transcripts. Students shall also be made aware of ethical practices, code of conduct for submission of assignments, project work, and for sitting examinations.

Criterion 6 - Strength and Quality of Staff

6.1	Human resource planning shall form an integral part of institutional governance and management, undergraduate and postgraduate programme and course development, and assessment, research and innovations and outreach activities.
6.2	Human resource policies on staff recruitment, career progression, professional development *etc.* would support the strategic objective of quality teaching.
6.3	The responsibilities and job descriptions of staff shall be clearly specified to meet the learning needs of students and to suit a particular programme. The workload of staff shall conform to the work norms agreed to, by the institution/UGC.
6.4	A well designed professional development programme through Staff Development Centers shall address the needs of all categories of staff and regularly train, retrain and motivate them for the roles and tasks they perform.
6.5	The Faculty shall be supported to develop IT skills to upgrade their knowledge and digital capability for introduction of ICT into teaching and learning practices.
6.6	Performance of staff shall be evaluated at regular intervals through annual self- appraisal reports, confidential performance appraisal reports and learner feedback on teaching. The outcomes of performance evaluation shall be communicated to and discussed with staff with the aim of improving the performance and identifying further training needs.
6.7	Policies on recognition and reward for innovative and effective teaching, research and innovations, and outreach activities shall be available and implemented.

Criterion 7 -Postgraduate studies, Research, Innovation and Commercialization

7.1	Research, innovation and commercialization, publication and community engagement shall be encouraged as core duties of academic staff in addition to teaching.
7.2	Effective arrangements shall be in place to maintain appropriate academic standards and enhance the quality of research programmes that are regularly monitored against appropriate internal and external indicators and targets.
7.3	Supervisors appointed for student research supervision shall have the appropriate skills and subject knowledge to support, encourage and monitor students effectively. The quality of supervision shall not be put at risk as a result of excessive volume and range of responsibilities assigned to individual supervisors. The role of a supervisor shall be defined and there are clearly defined mechanisms communicated to students and staff for conducting formal reviews of student progress.
7.4	Assessment procedures and progress reports are clear, operated rigorously, fairly and consistently and shall be communicated to students, supervisors, and examiners.
7.5	Student research potential shall be optimized through the research culture of the institution. Undergraduate students shall carry out research as part of the teaching and learning strategy and are encouraged and supported to publish their research.
7.6	The entitlements and responsibilities of students undertaking research shall formally be communicated to students.
7.7	A conducive environment exists for research and scholarship to shall enable students to interact with academics and peers towards promoting their wellbeing and personal and professional development.
7.8	An adequate structure shall be in place to promote good research practice that emphasizes integrity and rigour to create a research culture within the university.
7.9	The University shall facilitates and encourage research by providing support to its academic staff through a research committee or an equivalent body that monitors and evaluates the research funded by the institution.
7.10	Encouragement and motivation of good research shall be made possible by suitable incentives, awards, rewards, and public recognition.
7.11	Provision of seed money for research, especially for the younger teachers, shall put them on the research path early in their career.
7.12	Participation and organization of national and international seminars and workshops on research also shall rejuvenate the Faculty with fresh inputs of global knowledge.
7.13	Publication linked incentives to the Faculty in the form of enhanced funding from university resources shall serve to enhance the research culture.
7.14	Faculty shall have strong links to various international, national, governmental and non-

governmental agencies and industries undertaking research. Linkages with industries and getting consultancies significantly add to the academic standing of the institution.

7.15	Collaborative arrangements for research cooperation shall be negotiated, agreed and managed in accordance with formally stated policies and procedures of the institution.
7.16	Fair, transparent, robust and consistently applied complaints and appeal procedures, appropriate to all categories of postgraduate students shall be in place and publicized.

Criterion 8 - Community Engagement, Consultancy and Outreach

8.1	Every Faculty shall diversifie their sources of income, principally undertaken by offering fee-levying programmes/courses for external students, consultancy and advisory services, commercializing research and innovations, laboratory services, *etc.*
8.2	A clearly defined policy framework and manual of procedures shall exist for income generating activities. This includes budgeting, fee-structures and rates, financial disbursement procedures, dispute resolution and termination of contracts.
8.3	Faculty /Department /Centre/ Unit shall plan to show that specific academic abilities of staff are made use of for community service, demonstrating a proactive approach.
8.4	The co-curricular activities of the Faculty engage students, staff, administrators and Faculty with the community and shall be supported by University's resources.
8.5	Appropriate mechanisms and procedures shall be in place to encourage and facilitate academia to take on consultancies for the wider community. Potential expertise of the academic staff shall be identified and published through media and the website. Continuous offering of consultancies shall build up the reputation of the Faculty and help in augmenting institutional corpus, quest for new areas for research and social acceptance.
8.6	Research, consultancy and extension services shall actively be promoted through extension units to build linkages and outreach to end users in farm and industry.
8.7	Every Faculty shall have strong industry-institution-community linkages built into its activities through membership of Advisory Boards, Council and Board of Governors.
8.8	Faculty shall have link with industry to promote commercialization.
8.9	Policies and strategies shall be established to encourage, recognize and reward extension and consultancy services.
8.10	Quality shall be enhanced through collaboration with other recognized national/international institutions for jointly awarded degree programmes, student exchanges and placements for internships. Where work-based or placement learning shall be a part of the programme of study, the Faculty ensures that the intended learning outcomes are clearly identified, contribute to the overall aims of the programme and are assessed appropriately.
8.11	Faculty shall also inform students of their specific responsibilities and entitlements relating to their work-based and placement learning. The institution shall have policies and procedures for securing, monitoring, administering, and reviewing work-based and placement learning.

Criterion 9 - Distance Education

9.1	Every Faculty shall retain the responsibility for the quality of the programmes /courses offered through distance education mode and the achievement of expected outcomes.
9.2	The University publications, print or online, clearly shall describe distance learning programmes/ courses, including the delivery system used, the pre- requisites for participation,ILOs, completion requirements and student services.
9.3	Course materials developed by the Faculty shall have clearly defined ILOs and shall interactive, accessible and comprehensive to enable the learner to achieve the desired outcomes.
9.4	ICT shall be used to mediate learning (e.g. video tapes, audio tapes, CDs, online sources). Learner support shall be provided through a variety of communication channels which could be synchronous or asynchronous via phone, fax, email, video conferencing *etc.*
9.5	The programmes and courses of study shall provide for timely and effective interaction between students and the study materials, as well as students- Faculty and student interaction.
9.6	Clear policies and ownership of instructional materials and protection of copyrights shall be established.
9.7	Faculty shall define student learning outcomes on the course and programme level; assess student attainment of learning outcomes equivalent to face to face courses; design curricula for all learning formats; ensure the rigor of distance programmes and the quality of instruction; provide direct instruction and/or mentor adjunct Faculty when/where appropriate.
9.8	The University/HEI shall have established policies addressing teaching load in credit hours, class size, time needed for course development, and sharing of instructional responsibilities which allow for effective teaching using distance education methods.
9.9	Programmes/courses of study offered through distance learning mode shall be comparable to programmes/courses with similar subject matter offered through the face to face mode.

Criterion 10 - Quality Assurance

10.1	Every Faculty shall recognize that the primary responsibility for quality lies with the institution itself, and this provides the basis for accountability within the national quality assurance framework.
10.2	Every Faculty shall have put in place the internal system of quality assurance, as prescribed by the CQA within the framework of the national QA system.
10.3	Every Faculty shall develop processes through which it demonstrates its commitment toQuality. It shall develop a quality culture by paying more attention to internal quality enhancement through the IQAC.
10.4	Every Faculty shall ensure formal mechanisms for well designed, regularly monitored and periodically reviewed programmes.

| 10.5 | Every Faculty shall ensure that it has mechanisms to collect, analyze, and use relevant information for the effective management of its study programmes. The quality related information system includes profile of the student population, effectiveness of the Faculty, student progression and success rates, student satisfaction and employability of the graduates. |