



QUALITY ENHANCEMENT IN HIGHER EDUCATION INSTITUTIONS THROUGH IQAC

Dr. Jagjeet Singh Mor

Associate Professor in Commerce

Government College Narnaul (Hr.)

Abstract

Contributing to national development has always been an implicit goal of Indian higher education institutions. For human resource development and capacity building of individuals, the role of higher education institutions is very significant. The internal of quality enhancement initiatives in higher education institutions have become just as concerned. To achieve various goals for improving quality education in higher education institutions, the various ways through which higher education institutions can contribute to the national development includes: social justice, equity and access to quality education. It is therefore necessary to develop various tools for improving quality education in higher education institutions. Internal Quality Assurance Cell (IQAC) is one of such tools which can become a part the higher education institutional system to realize the goals of quality enhancement. pursuance of its Action Plan for performance evaluation, assessment & accreditation & quality up-gradation of institutions of higher education, NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system & work towards realization of the goals of quality enhancement & sustenance. The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts & measures of the institution towards promoting its holistic academic. The paper gives a brief review of the role of Internal Quality Assurance Cell (IQAC) in improving quality education in higher education institutions.

Introduction

India is known as one of the largest education systems in the world. Access to higher education has improved as a result of the introduction of several programs in novel and developing fields. As a result, there was a need to create an independent national accreditation agency and widespread concern about the value and quality of higher education. Thus, the University Grants Commission (UGC) formed the National Assessment and Accreditation Council (NAAC) as a stand-alone entity in 1994. The goal of NAAC is to make quality assurance a crucial component of how higher education institutions (HEIs) operate. The number of institutions offering higher education in India has increased recently, as well as the number of students enrolled in such programs. The difference in educational quality and quantity has emerged as the key characteristic of the twenty-first century. Every higher education institution should have the goal of providing quality and excellence. The main objective of the IQAC is to create a framework for deliberate and ongoing institution-wide performance improvement. The first step towards internalizing and institutionalizing Quality enhancement activities is the creation of the IQAC. The level of engagement among all IQAC members is essential to the organization's success. By developing predetermined techniques to eliminate flaws and improve quality, the IQAC has the potential to become a tool for bringing about quality enhancement. The purpose of the current article is to provide higher education institutions with guidelines and a brief overview of the function of the Internal Quality Assurance Cell (IQAC).

IQAC and its Objectives

The IQAC can become an integral element of an institution's system and work toward the objectives of quality sustenance and enhancement because quality enhancement is a continual process. The main goal of the IQAC is to create a mechanism for consistent and catalytic action to enhance the institution's academic and administrative performance. The IQAC shall develop strategies for assuring timely, effective, and progressive performance of academic, administrative, and financial activities in order to promote measures for institutional functioning toward quality enhancement.

It also includes the quality academic and research programmers for sharing of research findings and networking with other institutions in India and abroad. The IQAC can also guarantee the sufficiency, upkeep, and appropriate distribution of support structures and services. Other successful tactics that the IQAC could use include ensuring that academic programs are affordable and accessible to all segments of society, as well as optimizing and integrating contemporary teaching and learning techniques. For quality assurance, ongoing improvement, self assessment, and external peer assessment are essential. An institution is likely to be more successful in achieving its educational objective if it is aware of its strengths, shortcomings, potentials, and constraints. The higher education institutions' quality is improved through the IQAC. The institutions' formation and management of the IQAC might be facilitated by the norms and rules established by NAAC.

Functions and Benefits of IQAC

The IQAC can function as a flexible method for HEI quality modifications. It may provide a structured technique for documentation, promote clarity in institutional functioning toward quality enhancement, and ensure internal communication. The key advantage of IQAC is to

institutionalize all best practices while ensuring improvement and coordination among the institution's numerous operations. The creation and implementation of quality criteria in higher education institutions is anticipated to be a goal of the IQAC. Adopting the necessary technology and expertise for interactive teaching and learning might be beneficial. The dissemination of information on various quality parameters to all stakeholders, the periodic conduct of academic and administrative audits and their follow-up, and the preparation and submission of the annual quality assurance report (AQAR) in accordance with NAAC guidelines are some of the other major responsibilities of IQAC. The IQAC can function as a nodal agency of the institution for coordinating quality-related activities, including the adoption and dissemination of best practices. The organizing of inter- and intra-institutional workshops, lectures on quality-related topics, and the development of quality circles can all be assisted by the IQAC.

IQAC Composition and its Operational Features

Every institution has the option of forming an IQAC, which will be led by the institution's head. Along with the institution's director, the IQAC may also include the leaders of significant academic and administrative departments, a select group of eminent educators, local management representatives, and stakeholders. It is best to select individuals from a variety of backgrounds who are renowned for their moral character, competence in instruction, and knowledge of the institutional setting. The proportion of instructors in the IQAC formation may vary depending on the institution's size and complexity. The nominated members must serve on the IQAC for two years, and they must meet at least once every three months. Two-thirds of the members present must be present for the meeting to be quorate. The IQAC action taken reports must be kept electronically in a retrievable manner and supported by official signatures. After two to three years, it is advisable to replace the IQAC co-coordinator in order to introduce fresh ideas and

activities into the institution. The best candidates to join IQAC are senior administrators and those in charge of institutional services like the library, computer center, estate, student welfare, administration, academic assignments, examinations, and planning and development. The management representative may be anyone who is dedicated to the institution's progress and is aware of its goals, constraints, and strengths. The local society delegates ought to be prominent members of society who have made important contributions to it. The coordinator's duty is vital for ensuring that every member is working efficiently. A senior or competent individual with exposure to and expertise with quality issues may serve as the IQAC's coordinator. The coordinator may be well-versed in computer usage, data administration, and other computer-related skills, including how to use a computer for efficient communication. Furthermore, developing policies and tools for ensuring quality is based on a commitment to improvement rather than merely institutional control. IQAC has a responsibility to make sure that everything done at the institution is done effectively, efficiently, and to the highest standards. In order to do this, the IQAC must first set up methods and procedures for gathering data and information on various facets of institutional functioning. The units and processes that now exist and contribute to the specified functions may provide the IQAC with significant support. The Institutions have to submit the annual quality assurance report (AQAR) after one year from date of accreditation every year. A functional Internal Quality Assurance Cell (IQAC) and timely submission of annual quality assurance reports (AQARs) are the minimum institutional requirements to volunteer for second, third or subsequent cycle's accreditation. The annual quality assurance report (AQAR) may be the part of the annual report of the institution. Recently NAAC has launched revised accreditation framework in cognizance with the new methodology. The tools and parameters designed in the new AQAR format are in such a way that the preparation of AQAR would

facilitate the HEI's for upcoming cycles of accreditation.

Conclusion

The role of IQAC for the quality enhancement in higher education institutions is very important, because it works to improve and maintain the quality. The sense of engagement and belonging that IQAC can foster among all of its members is essential to the organization's success. When the institution's head of faculty and the IQAC coordinator lead from the front, quality and excellence follow. The IQAC's activity is the initial stage in internalizing and institutionalizing quality improvement programs. IQAC has been actively managing and overseeing educational quality for years. The quality of higher education institutions can thus be improved through IQAC's efficient coordination and monitoring mechanisms.

References

1. Best practices in Higher Education – Report of the National Conference NAAC.
2. Verma, Yoginder (2004) Accreditation and Thereafter: A model for Quality Enhancement in Higher Education Institutions, University News, August Vol. 42, No. 31, P 7.
3. Student Charter, NAAC Bangalore Guidelines of IQAC and submission of AQAR for affiliated / constituents Colleges, Revised Sept. 2019, p 3-11.
4. NAAC. Institutional Accreditation: Manual for Self-study Report -Affiliated/Constituted Colleges, December, 2019, Bengaluru. p.8.