

Impact of IQAC on Quality Enhancement and Sustenance of Higher Education Institutions

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Abstract

Education is the prime tool for creating, adapting and spreading knowledge in all disciplines of life. Knowledge is primarily related to all developmental efforts in advancing economic and social wellbeing in an emerging country like India. Quality education has become a very important element as well as a matter of concern in the present time. Quality assurance, also termed as Quality monitoring has become the buzz word of colleges and universities now, as they are responsible to the society for the products they produce. To cope up with this changing content Institutions have been pressurized to ensure and assure Quality of higher education at naturally comparable and internationally acceptable standards. In pursuance of its action plan for performance, evaluation, assessment and accreditation and quality up-gradation of Institutions of higher education. The National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institute should establish an Internal Quality Assurance Cell (IQAC) as a sustenance measure. The IQAC will become a part of the institution system and work towards realization of goals of Quality enhancement and sustenance. This research paper attempts to highlight the role of IQAC

in quality assurance, monitoring, sustenance and assessment of higher education institutions.

Key Words: - IQAC, Quality assessment, Sustenance, NAAC

Introduction

Quality Education has become the important factor of education in the 21st Century in the context of new social realities. Quality assurance, also termed as Quality monitoring has become the buzz word of colleges and universities now, as they are responsible to the society for the products they produce. Knowledge is primarily related to all developmental efforts in advancing economic and social wellbeing in an emerging country like India. Quality assurance in higher education suggest commitment on the part of higher education institutions-both colleges and universities-to ensure continuous improvement in physical and human resources in the educational system to strengthen teaching-learning process to enable the recipients to be skilled and productive members in market and good citizens in the society.

Definitions of Quality Education

One almost classical definition is the way in which Coombs described quality in his book *The World Crisis in Education: The View from the Eighties*: “Qualitative dimension means much more than the quality of education as customarily defined and judged by student learning achievements, in terms of traditional curriculum and standards. Quality also pertains to the relevance of what is taught and learned - to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies); its objectives, curriculum and educational technologies; and its socioeconomic, cultural and political environment.” (Coombs, 1985, p. 105).

The World Bank has also tried to define quality. In the report *Priorities and Strategies for Education* (1995) it dealt with education policy issues and made the following observation concerning quality: “Quality in education is difficult to define and measure. An adequate definition must include student outcomes. Most educators would also include in the definition the nature of the educational experience that helps to produce thus outcomes - the learning environment.” (World Bank, 1995, p. 46).

Review of literature:-

Yadava (2011) studied about the “Reforming Higher Education: Addressing Quality Concern”. The study examined the review of activities of higher educational institutions as well as their budget needs to

be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based, one is now necessary to arrest the erosion in quality in spite of the research crunch

Doley (2014) investigated the “Role of Assessment in Improving Quality in Higher Education”. The finding of the study was that different innovative assessment methods have a strong lever for quality improvement in learning of substantive knowledge and skill and teaching various courses. The educators and instructors should plan the assessment procedure systematically for the development of quality and standard of higher education

Objectives of the Study:

- To study the impact of IQAC on quality enhancement and sustenance of higher education institutions
- To study the performance of NAAC in the Accreditation of Higher Education Institutions.

Methodology of the study:

The paper is a review paper so the data required for the paper is secondary data. Secondary data were collected by reviewing thoroughly various published and unpublished papers, journals, books, articles, reports, magazines etc.

Limitation of the Methodology:

This study is not based on primary sources. The author has not followed any methods in

collecting data like questionnaire, interview, rating scale, observation etc.

Quality Education in Higher Education Institutions:-

National Assessment and Accreditation Council (NAAC), Bangalore has introduced Internal Quality Assurance Cell (IQAC) to all the college and institutions as a post-accreditation quality sustenance measure. As quality enhancement is a continuous process, the IQAC has to become an integral part of the institution's system and needs to work towards fulfillment of the goals i.e. quality enhancement and sustenance in almost all the core elements. The major concern of the IQAC is to develop a system for conscious and consistent improvement in the overall performance of institution. This is expected from IQAC in any university or an institution.

Role of the IQAC

U.G.C 12th plan guideline focuses on access, equity, and quality, promotion of talent, skill development and stand alone schemes. NAAC has been instilling a momentum of quality consciousness among Higher Educational Institutions. Maintaining the momentum of quality consciousness is crucial in Higher Education Institution. NAAC proposes that every accredited institution 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 an institution's system and work towards realizing the goals of quality sustenance and enhancement. The prime task of the IQAC is to develop a system for conscious,

consistent and catalytic improvement in the performance of institutions. IQAC is meant for planning, guiding and monitoring Quality Assurance and Quality Enhancement activities of the college. Recognizing the importance of such institutional Quality System the U.G.C has taken decision to provide financial assistance to colleges

Functions of the IQAC are:

1. Development and application of quality parameters in various activities of the institution.
2. Dissemination of Information on quality aspects.
3. Organization of workshops, seminars and promotion of quality circles
4. Recording and monitoring quality measures of the institution.
5. Acting as an agency of the institution for quality related activities.
6. Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time

Thus, IQAC has to play very crucial role in the quality enhancement of accredited institution. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards.

Accreditation by NAAC

In the reaccreditation stage, the instrument has been fine-tuned by operationalised the key aspects by identifying the core indicators and focusing on getting the valid responses to the focused questions under each core indicators. NAAC has been

continuously engaged in training the assessors for carrying assessment and accreditation. There were significant efforts from NAAC in sensitizing the institutions regarding the processes and sharing the best practices of the high-ranking institutions in *Year Wise Accreditations by NAAC*

Table 1

Year	Universities	Colleges	Total
2006-07	140	3492	3632
2007-08	140	3731	3871
2008-09	148	3934	4082
2009-10	159	4094	4253
2010-11	161	4371	4532
2011-12	167	4980	5147
2012-13	174	5054	5228
2013-14	276	7120	7396
2014-15	313	7674	7987
2015-16	413	8853	9266

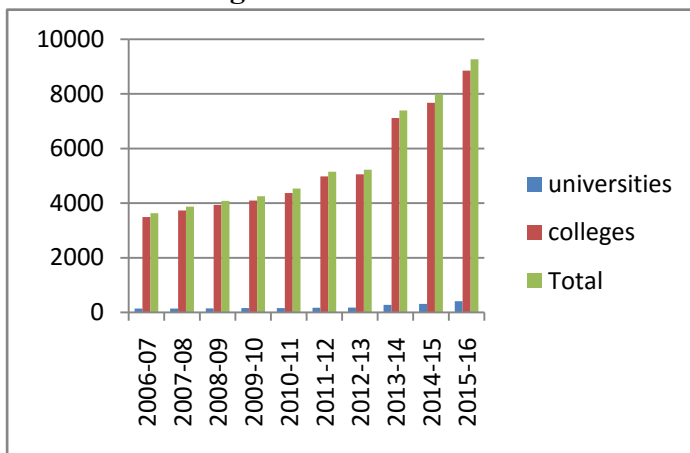
Source NAAC Annual Reports

Conclusion:-

Quality Education is the backbone of any educational institution. Internal Quality Assurance Cell has to play crucial role in protecting the quality of education service in India. The establishment of this cell is a mandatory task before every higher education institution that is planning to go for NAAC accreditation. Educational institution, NAAC, AICTE, UGC and state and central governments has to impose certain kind of restrictions on every higher education institution in quality aspects of the service delivery which will place them in certain pressure in different quality dimensions. As education is the tool for the modification of behavior. Higher educational institutions are responsible to the society for the products they produce.

the various conferences, seminars and workshops supported by NAAC. The impact that the NAAC has made on Higher Education Institutions (HEIs) is evident from the year wise number of accreditations.

Figure 1



Quality Sustenance in this Educational sector which will mould the future of our upcoming generations is a prime responsibility of our education system which will be possible only through continuous monitoring with the support of Internal Quality Assurance Cell of every higher education institution.

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