Role of Internal Quality Assurance Cell (IQAC) for Quality Management in Higher Educational Institution

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Abstract—The aim and objectives of this paper is to explore the perceptions of higher education institutes with reference to quality in education. Internal Quality Assurance Cell (IQAC) special internal cell for maintaining and monitoring the quality related to education system. The main role and responsibility of IQAC is sustaining quality delivery of education services. The work of the IQAC is the first step towards the internalization and institutionalization of quality enhancement. The main aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. In the present era of knowledge and technology driven, every educational institute must have to improve the quality of education for his better future in competitive world.

Index Terms— Higher education, Quality, IQAC, Knowledge and Activity

I. INTRODUCTION

Higher education in India is undergoing a transformation. The reason for transformation is mainly due to the expansion of higher education in India and the new demand on system. Education has always been recognized as a major instrument to achieve the objective of social, economic and political development of a nation. Higher education provides leadership by supplying a well developed human resource which ultimately takes the responsibility of operating the systemic developments in India. There have been a number of good human beings, eminent personalities in many fields who have contributed to the inventions, project, developments, arts and culture, science and technology, socio economic and other areas. Internal Quality Assurance Cell (IQAC) is established as a post accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC has become a part of the institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC has made a significant and meaningful contribution in the post-accreditation phase. During the post-accreditation period, the IQAC has channelized the efforts and measures of an institution towards academic excellence. University Grants Commission (UGC) has introduced the new concept of "Performance Evaluation" in the higher educational institutes (HEIs). To evaluating the performance of HEIs, the UGC set up National Assessment and Accreditation Council (NAAC). NAAC proposes that every higher education institute should establish an IQAC for maintaining internal quality of education. 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 enhancement and sustenance. The higher educational institutes must have a goal towards institutionalization and internalization. Quality sustenance and quality enhancement is one of the important functions of Internal Quality Assurance Cell (IQAC). The function of the IQAC is to develop quality benchmarks for each of the academic and administrative activities. Thus, IQAC can play an essential role in maintaining quality in higher institutions. . It covers all the stakeholders related to higher education such as students, parents of students, teaching faculties, administrative staffs, funding agencies and society also. It aims at fulfilment of the mission and the vision of the HEIs in the light of its quality policy.

II. COMPOSITION OF THE IQAC

The IQAC may be constituted in every institution under the chairmanship of head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists/representatives of local committee. The composition of the IQAC may be as follows:

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1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One or two members from the Management
5. One/two nominees from local society
6. One of the teachers as the coordinator of the IQAC.

However, the composition of the IQAC will depend on the size and complexity of the institution and it helps the colleges in planning and monitoring.

III. FUNCTIONS OF THE IQAC

The major functions of IQAC are described below.

➢ Development and application of quality benchmarks/ parameters for the various academic and administrative activities of the institution.
➢ Dissemination of information on the various quality parameters of higher education.
➢ Organization of workshops, seminars and conferences on quality related themes and promotion of quality circles.
➢ Documentation of the various programmes/activities leading to quality improvement.
➢ Preparation of Annual Quality Assurance Report (AQAR) to be submitted to UGC based on the quality parameters.
➢ Facilitating the creation of a learner-centric environment conducive 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.
➢ Acting as a nodal agency of the HEI for coordinating quality-related activities, including adoption and dissemination of good practices.
➢ Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
➢ Development of Quality Culture in HEI.
➢ Bi-annual development of Quality Radars (QRs) and Ranking of Integral Units of HEIs based on the AQAR.

IV. ACTIVITY OF THE IQAC

IQAC activities:

1. Planning of IQAC through democratic methods.
2. Organizational Arrangements in Internal Quality Assurance Cell.
3. Newsletter of IQAC: Quality Initiatives and Endeavours.
4. State of the Art Laboratories.
5. Departmental interactions with IQAC and its impact.
6. Research and Development Cell.
7. Annual Internal Quality Audit (Academic Audit).

8. Training and Research Centre – Entrepreneurship.
9. ICT as Teaching-learning Process.
10. IQAC – Tapping Innovative ideas of Faculty.

Computer Training Programme for Non-teaching staff.

1. Non-Teaching Staff Training – TQM Initiative.
2. Role of Parent Teacher Association (PTA) in Faculty Enrichment.
3. Term-wise teaching plan and research activities.
4. Training of Non-teaching Staff for Automation Process.
5. Participatory Learning.
6. Thrust for Knowledge: 'JIGYASA'.
7. Soft Skills / Employability Skills.
8. Mentoring / Tutor-ward System.
9. Student Orientation Activities.
10. Students Participation in Decision Making.
11. Feedback Power: A System of Multi-cornered Feedback.
12. The Training and Placement Cell.
13. Students as Important Stakeholders in Quality Initiatives.

V. BENIFITS OF THE IQAC

IQAC contributes:

➡ To a heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture.
➡ To the enhancement and integration among the various activities of the institution and institutionalization of good practices.
➡ To provide a sound basis for decision-making to improve institutional functioning.
➡ To act as a change agent in the institution.
➡ To better communication

VI. CONCLUSION

IQAC play a major role in protecting the quality of education services. Each and every higher educational institute must have to establish this cell for planning, maintaining and monitoring the quality of education and administration. If any higher educational institute failed to maintain the quality of education, immediately action will be taken by the authority body of government related to quality education.

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