

IQAC AND ITS IMPACT OVER THE PROFESSIONAL EDUCATION OF MAHARASHTRA

L. R. Yadav

Research Scholar

Shri J.J.T. University, Jhunjhunu, Rajasthan

E-mail: lryadav@gmail.com

Abstract

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the NAAC proposes that every accredited institutions, on 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 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 will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post-accreditation period, the IQAC will channelize the efforts and measures of an institution towards academic excellence. This particular paper aims at to analyze the impact of IQAC over the performance of professional education system. This is an attempt to explore whether it influences the quality of professional education which could meet the growing needs of modern industries.

Keywords :NAAC, IQAC, Professional Education, Modern industries, Quality

Introduction

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 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 and work towards realization of 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 overall performance of institutions. For this, during the post accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programs/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Development of Quality Culture in the institution;

j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders. The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details.

While selecting these members several precautions need to be taken. A few of them are listed below:

- It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

Benefits

1. Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement.
2. Ensure internalization of the quality culture;
3. Ensure enhancement and integration among the various activities of the institution and institutionalize good practices;
4. Provide a sound basis for decision-making to improve institutional functioning;
5. Act as a dynamic system for quality changes in institutions;

Literature Review

Literature review is a process to identify the gap between the present research and the past research conducted by earlier researchers on the similar issues. All the researchers have conducted their research to identify the impact of IQAC over the institutions and colleges but this particular research is concerned with the impact of IQAC over the quality education of professional institutions whether it has impact to influence the quality of professionals who could cater the needs of the organizations?

Objectives

1. To analyze the impact of IQAC over the quality education of professional institutions.

2. To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

Hypothesis

In this particular research, null hypothesis has been taken for this purpose which is a true hypothesis in nature. Thus the hypothesis is as:

Ho1. IQAC has no significant impact over the quality of professional education

Research Design

This particular research is conducted over the institutions which are running professional education to serve the needs of the industries. It is confined with the institutions located in Pune, Maharashtra. For this purpose, top ten institutes of Pune have been taken for the research. Placement, satisfaction of students, academic result, and competency has been considered as the parameters for this particular research.

Through convenient and judgmental sampling technique, the engineering students of top ten institutions of Pune have been taken for the sample. All the final year students who were seeking for the employment have been taken as the population for this research. All the engineering branches have been taken and 10% of the total students have been considered. Thus, the sample size is 300 i.e. 10% of 3000 (10 institutions, 300 students including all the branches of engineering). A very small questionnaire with the above mentioned parameters were distributed to the institute's placement officers to give to the students of their institutions. The data were collected directly by them and analyzed with MS Excel.

Analysis

After analyzing the data received, it has been found that IQAC has undoubtedly an impact over the quality education of professional education up-to certain extent but not up-to the extent it required. Education is not a kind of thing which always be compelled to do better. It is a continuous process so it is assumed that without any controlling body even it should get its objectives which are obviously social, economical and cultural matter. As far as another objective of this research is concerned, the role of dedicated faculty, staff and students could not

be ignored. Their training, satisfaction, culture, qualification also play a vital role in continuous development. Statistical exploration with the help of MS Excel, it is analyzed that quality education is the matter of holistic development of the incumbent. This is an organizational learning which is possible by learning organization.

Linking education to the world of work is a key factor in changing the Croatian educational system and making it capable of meeting the market and society requirements, and by doing so increasing employment possibilities. Higher education is linked with other segments of the educational system. Understanding and application of the facts allows knowledge systematization and its durability, as it is stored in the long-term memory. Teaching skills are changing and gradually transforming into the art of teaching children to teach themselves. The main result of studying is, therefore, to learn how to study. In times of rapid social and economic change, resulting in changes in the market, it was crucial to coordinate and connect pre-primary, primary, secondary and higher education, as well as adult education and training.

Conclusion

Having considered the current situation of the Croatian educational system and the quality of all its individual components, we can't help but notice that the awareness of the importance of education as a foundation for the growth and development of each country isn't strong enough. The term quality, which encompasses economic, social, cognitive and cultural aspects of education, is perceived as an integral feature of the educational process and its results. By providing high quality educational services, educational institutions play an important role in the development of the national economy, of the society as a whole and of its individual members. Total quality can only be achieved by establishing an innovative organization, one that is flexible, which can adjust quickly to changes in its environment and is capable of learning. To improve education quality, an essential factor of economic and social development in the 21st century, it is crucial to reduce the huge amount of knowledge students are supposed to master, focusing their attention to a system of basic knowledge, on creativity, problem-solving and lifelong learning.

Scope

IQAC is one of the important tools of quality parameter especially for professional education. Lot of works has been done and actions taken by to improve professional education but still we are striving to excel in this regard. This paper will broaden the sensitivity to implement IQAC guidelines sincerely regarding establishing institutions as a benchmark and innovation centre where professional students could do their research and innovation to meet the demands of industries.

Recommendation

Generating commitment and dedication among faculty members as well as students along with all the stake holders will be the only way of establishing quality parameters for professional institutions. Continuous improvement, industry-academia continuous interaction, and benchmarking are the important tools for ensuring quality parameters in professional institutions.

References

- Chernay, G. (1990). Accreditation and the Role of the Council on Post-secondary Accreditation. Washington, D.C.: COPA, Quoted in Frazer (1992).
- AICTE (2004). Manual of Accreditation, New Delhi: AICTE.
- Jung, I. (2005). Innovative and Good Practice of Open and Distance Learning in Asia and the Pacific, Bangkok: UNESCO.
- Srikanthan, G. and Dalrymple, J. (2003). Developing alternative perspectives for quality in higher education, International Journal of Educational Management, 17(3), 126-36.
- Kapoor, D.R.(2009). Dynamics of Learning Organizations. Regal Publications, N.Delhi.