
ROLE OF IQAC IN TOTAL QUALITY MANAGEMENT IN AFFILIATED COLLEGES IN INDIA

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Abstract—

The NAAC has adopted a new methodology of Assessment and Accreditation from 1st April, 2012 for the reaccreditation of HEIs during the third cycle. This conceptual research paper highlights the new methodology and identifies the areas in which affiliated colleges should focus so as to improve the quality of their performance so as to score better gradation during the third reaccreditation. It concludes that the affiliated colleges aspiring for higher gradation through genuine qualitative improvement of the educational services rendered to the students should take timely measures. They should establish a strong and empowered IQAC cell composed of dynamic academicians cum administrative leaders from institution with participative leadership style. IQAC should establish and excellent communication with the principal & management, motivate and mold the attitudes of the staff, students rest of the stakeholders. It should study the NAAC methodology of accreditation set annual as well as five yearly targets, work out suitable strategies to closely monitor the college activities throughout the period till the forthcoming accreditation of NAAC. It should encourage the faculty members to increase the participation in reforming university curriculum, design need based certification courses to increase the value addition to the students, strengthen the UGC add courses for the students from categories, plan student friendly admission procedure, generate socio economic profile, prepare scholar batches, promote the use of ICT and modern methods of teaching and learning, evolve continuous evaluation system, improve the teacher quality, promote the research and consultancy activities, develop its infrastructure base, and evolve a strong feedback and record system.

Key words: NAAC, IQAC, Affiliated colleges, ICT

INTRODUCTION

Over more than five decades during the post-independence period there had been considerable quantitative expansion in the higher education system especially rendering conventional courses in the faculties of Arts, Science and Commerce with meagre efforts to improve its qualitative aspects. The government of India took the matter seriously only when it thought of globalizing its education system during nineties. It thought of overhauling its conventional higher education system in India through the an autonomous institution of UGC

called National Assessment and Accreditation Council (NAAC) established at Bangalore on September, 1994. NAAC was assigned the task of performance evaluation, assessment and accreditation of universities and colleges in the country. It has been entrusted with the job of defining and refining the norms of quality higher education and doing the continuous assessment and accreditation of the Higher Education Institutions (HEIs) in India on the basis of such norms. The NAAC on completion of the first accreditation phase of several universities and colleges in India proposed the every accredited institution to establish an Internal Quality Assurance Cell (IQAC) for monitoring the efforts towards sustenance and enhancement of quality of education as per the guidelines of NAAC. Since quality enhancement is a continuous process, the IQAC has been entrusted with the most crucial task of evolving a system for conscious, consistent and catalytic improvement in the performance of educational institutions. It has to play the role of quality circle in the industries rather than becoming yet another hierarchical structure or record keeping exercise in the institution. It should serve as a vehicle for ushering in quality through rational policy making and adoption of participative leadership style.

Objectives of Study:

This paper aims to serve the following objectives:

1. Highlighting the methodology evolved by the NAAC for reaccreditation of affiliated colleges during third cycle.
2. Identifying the areas in which the colleges should focus to improve their quality of performance so as to score better gradation during the third reaccreditation.
3. Working out the methodology for working of their IQAC.

New Methodology of NAAC:

The NAAC has adopted a new methodology of Assessment and Accreditation from 1st April, 2012 for the reaccreditation of HEIs during the third cycle. It will continue to focus on the institutional developments during the third cycle with reference to *Quality initiatives, Quality sustenance and Quality enhancement*

3.1 Core Values:

The accreditation framework of NAAC shall continue to be based on the following five core values detailed below:

- (1) Contributing to National Development
- (2) Fostering Global Competencies among Students
- (3) Inculcating a Value System in Students
- (4) Promoting the Use of Technology and
- (5) Quest for Excellence.

3.2 Criteria: The NAAC has identified the following seven criteria to serve as the basis for assessment of affiliated colleges. The weightages and scores assigned shall be as under:

Criteria	Key Aspects	Score
1. Curricula Aspects	1.1 Curricular Planning and Implementation	20
	1.2 Academic Flexibility	30
	1.3 Curriculum Enrichment	30
	1.4 Feedback System	20
	Total	100
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	30
	2.2 Catering to Diverse Needs of Students	50
	2.3 Teaching-Learning Process	100
	2.4 Teacher Quality	80
	2.5 Evaluation Process and Reforms	50
	2.6 Student Performance and Learning Outcomes	40
	Total	350
3. Research, Consultancy and Extension	3.1 Promotion of Research	20
	3.2 Resource Mobilization for Research	10
	3.3 Research Facilities	10
	3.4 Research Publications and Awards	20
	3.5 Consultancy	10
	3.6 Extension Activities and Institutional Social Responsibility	60
	3.7 Collaboration	20
	Total	150
4. Infrastructure and Learning Resources	4.1 Physical Facilities	30
	4.2 Library as a Learning Resource	20
	4.3 IT Infrastructure	30
	4.4 Maintenance of Campus Facilities	20
	Total	100
5. Student Support and Progression	5.1 Student Mentoring and Support	50

	5.2 Student Progression	30
	5.3 Student Participation and Activities	20
	Total	100
6. Governance Leadership and Management	6.1 Institutional Vision and Leadership	10
	6.2 Strategy Development and Deployment	10
	6.3 Faculty Empowerment Strategies	30
	6.4 Financial Management and Resource Mobilization	20
	6.5 Internal Quality Assurance System	30
	Total	100
7. Innovations and Best Practices	7.1 Environment Consciousness	30
	7.2 Innovations	30
	7.3 Best Practices	40
	Total	100
	GRAND TOTAL	1000

3.3 Grading System

The accreditation status of the assessed HEIs is decided using the weightages detailed above. Institutions will be assessed and graded on a four point scale and qualifying institutions accredited and graded on a 3- letter grade as follows:

Range of institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Performance Descriptor
3.01-4.00	A	Very Good (Accredited)
2.01-3.00	B	Good (Accredited)
1.51-2.00	C	Satisfactory (Accredited)
≤ 1.50	D	Unsatisfactory (Not Accredited)

Institutions which secure a CGPA equal to or less than 1.50 and graded “D” does not qualify for accreditation. Such unqualified institutions will be intimated and notified by the NAAC as “assessed and found not qualified for accreditation”.

3.4 Validity Period of Accreditation

The accreditation status is valid for five years from the date of approval by the Executive Committee of the NAAC. To continue the status of accreditation the institution has to record its intent for the next cycle accreditation by submitting the LOI six months before the expiry of the accreditation status and the SSR within six months of acceptance of the LOI by NAAC. **Institutions that do not adhere to these timelines will lose the accreditation status.**

1. Criteria wise Key aspects

A close look at the new methodology of NAAC for the reaccreditation during the third cycle will help us to frame the proper strategies to improve the performance of colleges in the third accreditation. The criterion wise expectations of the NAAC are as under:

1.1 Criterion I - Curricular Aspects:

Depending on the responsibilities of various Institutions, this criterion deals with curriculum development and implementation process. The criterion looks into how the curriculum either assigned by a University or marginally supplemented or enriched by an institution, or totally remade, depending on the freedom allowed in curricular design, aligns with the institutional mission. *It also considers the practices of an institution in initiating a wide range of program options and courses that are in tune with the emerging national and global trends and relevant to the local needs.* Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum updating, are also gauged under this criterion. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

4. 1.1 Curriculum Planning and Implementation

(For Affiliated/Constituent Colleges)

4. 1.2 Academic flexibility

4. 1.3 Curriculum Enrichment

1.2 Criterion II - Teaching-Learning and Evaluation: This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order ‘thinking’ and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources, are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

- 4. 2.1 Student Enrolment and Profile**
- 4. 2.2 Catering to Diverse Needs of Students**
- 4. 2.3 Teaching-Learning Process**
- 4. 2.4 Teacher Quality**
- 4. 2.5 Evaluation Process and Reforms**

1.3 Criterion III - Research, Consultancy and Extension: This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a ‘research culture’. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion. The focus of this criterion is captured in the following Key Aspects:

4.3.1 Promotion of Research

4. 3.2 Resource Mobilization for Research

4. 3.3 Research Facilities

4. 3.4 Research Publications and Awards

4. 3.5 Consultancy

1.4 Criterion IV - Infrastructure and Learning Resources: This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

4.4.1 Physical Facilities

4.4.2 Library as a Learning Resource

4.4.3 IT Infrastructure

4.4.4 Maintenance of Campus Facilities

1.5 Criterion V - Student Support and Progression: The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

4.5.1 Student Mentoring and Support

4.5.2 Student Progression

4.5.3 Student Participation and Activities

1.6 Criterion VI - Governance, Leadership and Management: This criterion helps gather data on the policies and practices of an institution in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership in institution building. The focus of this criterion is on the following Key Aspects:

KEY ASPECTS

4.6.1 Institutional Vision and Leadership

4.6.2 Strategy Development and Deployment

4.6.3 Faculty Empowerment Strategies

4.6.4 Financial Management and Resource Mobilization

1.7 Criterion VII - Innovations and Best Practices: This criterion focuses on the innovative efforts of an institution that help in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships.

KEY ASPECTS

4.7.1 Environment Consciousness

4.7.2 Innovations

4.7.3 Best Practices

2. Areas for Qualitative Improvement in the performances of affiliated colleges:

The colleges should pay attention to the following aspects to improve their performance with respect to aforesaid criteria identified by NAAC:

- (1) **Dynamic IQAC Cell:** The first pre-requisite for the qualitative improvement of education in the colleges and its improved accreditation by NAAC is the establishment of a strong and empowered IQAC cell composed of dynamic academicians cum administrative leaders from institution with participative leadership style. The convener and members of IQAC steering committee should be committed, studious, proactive, dynamic and well-equipped with the skill to handle the human and physical resources of college. They should establish and excellent communication with the principal & management, motivate and mould the attitudes of the staff, students rest of the stakeholders. IQAC should study the NAAC methodology of accreditation set annual as well as five yearly targets, work out suitable strategies to closely monitor the college activities throughout the period till the forthcoming accreditation of NAAC. If possible they should call for departmental and individual presentation every year do the ranking according to the scoring system provided by the NAAC though and expert committee consisting of people from the management and outside experts.
- (2) **Participation in framing the university Curriculum:** Encourage the teachers in the college to take initiative in designing the revising the curriculum of the university courses through increased participation in the Board of Studies activities, making concrete suggestion for revision of the syllabi through proper channel and maintain the record thereof.
- (3) **Need based Certification Courses:** Encourage the departments to commence need based diploma and certification courses that will fill up the gaps and deficiencies in the university curricula and enrich the employment potential and develop the personality of students. Few examples of such courses are certification course in MS Office, Commercial Correspondence, Manual and Computerized Accounting in Tally ERP, Soft Skills, Communication in English, Health care and fitness, Hindi Speaking, Personality Development, Value Education, Music and Art, Marketing and Salesmanship, Entrepreneurial Skills, pathology etc. Some courses may be designed especially for Girls such as beautician, dress designing, cookery, art of *mehendi & rangoli*, nursing etc. Proper planning and execution of these courses will not only add to the skills, knowledge and personality development of students and make them employable but bring an academic flexibility in our education system. It will enable our students to accomplish many such courses simultaneously while pursuing their graduation. In fact that is what NAAC expects

us to do through academic flexibility. It will also enable our colleges to score points for curriculum planning and implementation, curriculum enrichment as well.

- (4) **Add on courses:** IQAC should strengthen the performance of its UGC sponsored add on courses for the students in the categories such as Remedial Coaching, NET / SET Coaching, Coaching for entry in services and Career counselling cell. These cells enable the colleges in catering the diverse educational needs of our students coming from different strata of our society and ensuring them a better career and a bright future. Teachers anchoring these courses should work with missionary zeal and they should be dynamic in approach. If feasible, they should sign MOUs with the professional organizations training the students for competitive examinations. But they should come out with tangible results by placing the students on jobs.

- (5) **Students Enrolment Profile:** The admission process of the college should made student friendly and it should be given in the college prospectus and the college website. The college should develop student enrolment profile annually either through the modification in the software used or manually. The profile report should indicate the socio economic and geographic status of the students enrolled for its various academic, professional, certification, add on and other courses.

- (6) **Scholar batches:** The departments should be advised to shortlist the scholar students in various subjects and design mechanism to shape their careers through the activities such as extra books through departmental library, career counselling workshops, special coaching, training in competitive examinations, deputation to the events organized by other renounced colleges and management institutions etc.

- (7) **Use of ICT and modern methods of teaching and learning:** IQAC should facilitate the use of ICT and modern methods of teaching. It should develop e-learning resources such as LCD, internet, e books, video clips, films, educational CDs, e-notes etc. It should arrange orientation and training camps and workshops for its teachers, students and administrative staff to upgrade their technological skills. It should encourage its staff to prepare their presentations and notes in soft form and keep on their personal and college websites. If their notes are available to the students in soft form the teachers will have adequate time to take up other developmental activities for the college and students such as preparatory and revisionary assignments, students' subject QUIZ, Seminars, PPT presentations, group discussion, mock interviews, Unit tests etc.

(8) Continuous internal evaluation: IQAC should design its own continuous internal evaluation system at the college level. It should contain announced and unannounced test, unit tests, individual and group assignments, PPT competitions, online tests etc.

(9) Teacher Quality Improvement: Quality of teachers is a decisive factor in the qualitative improvement in the education system. In fact the teachers are the spear head if the quality improvement movement in a college. Hence IQAC should ensure that the teachers from the various departments are deputed for research fellowships, orientations and refresher courses, international, national and regional seminars and conferences, and such other programs meant for their academic development. It should also encourage the department to organize workshops, seminars and conferences in the college.

(10) Promotion of research and consultancy activities: IQAC should promote the research activities in the college by providing departmental targets regarding major and minor research projects to be undertaken, research papers and publications to be done every year and do the periodic follow up of the progress in this regard. Wherever possible the department and teachers should be encouraged to undertake consultancy activities that will generate resources for the institution such as soil testing by chemistry department, tax or marketing consultation, employee training of the industrial units by commerce department etc. The departments should sign the MOUs with the beneficiaries in this regard and maintain detail record.

(11) Infrastructure development: The principal and IQAC in consultation with the management should prepare its short term and long term plans for development of infrastructure of the college taking into consideration the need priorities. A mechanism should be evolved to realize these plans through the assistance of UGC, state government and other agencies supplemented by own financial resources mobilized from various sources.

(12) Strong Feedback and Record System: The IQAC should evolve a strong feedback system from all its stakeholders in order to evaluate and improve the operating efficiency of all the activities, functions and sections. Then it should take corrective measures to improve the efficiency of its segments. It should develop the practice of maintaining the proper record of all sorts of activities carried on so as to enable the assessment by NAAC.

CONCLUSION:

The NAAC has adopted a new methodology of Assessment and Accreditation from 1st April, 2012 for the reaccreditation of HEIs during the third cycle. Affiliated colleges aspiring for higher gradation through genuine qualitative improvement of the educational services rendered to the students should take timely measures. They should establish a strong and empowered IQAC cell composed of dynamic academicians cum administrative leaders from institution with participative leadership style. IQAC should establish and excellent communication with the principal & management, motivate and mold the attitudes of the staff, students rest of the stakeholders. It should study the NAAC methodology of accreditation set annual as well as five yearly targets, work out suitable strategies to closely monitor the college activities throughout the period till the forthcoming accreditation of NAAC.

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