



QUALITY EDUCATION THROUGH IQACS

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Abstract: *To achieve the goal of making quality assurance an ongoing focus and priority integral to the functioning of Indian institutions of higher education, the NAAC i.e. National Assessment Accreditation Council an autonomous organizations established by the UGC in September 94 has suggested establishment of IQACs in accredited institutions as a post accreditation Quality sustenance activity. The vision is to make quality the defining element of higher education in India through a combination of self and external quality education, promotion and sustenance initiatives.*

NAAC strongly believes that ultimately, efficient internal systems of assurance alone can sustain the quality if any institution.

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INTRODUCTION:

Concern for quality in education is of recent origin, especially in India. There is imperative need to pause, introspect and scrutinize education for quality. Quality should be the top concern of the academicians and improving quality is probably the most indispensable task facing any institution. Today, quality initiatives in education is not a matter of prerogative, it is not a matter of prerogative, it is mandatory. Most quality problems are built into the system and the system can be improved only when it is previewed from a prevention mindset rather than inspection mindset.

Higher education plays a vital role in the development of any nation. Therefore there is a premium on both quantity and quality of higher education. Like in any other domain the method to improve quality remains the same. Finding and recognizing new needs and satisfying them with products and services of international standards.

To achieve the goal of making quality assurance an ongoing focus and priority integral to the functioning of Indian institutions of higher education, the NAAC i.e. National Assessment Accreditation Council an autonomous organizations established by the UGC in September 94 has suggested establishment of IQACs in accredited institutions as a post accreditation Quality sustenance activity. The vision is to make quality the defining element of higher education in India through a combination of self and external quality education, promotion and sustenance initiatives.

NAAC strongly believes that ultimately, efficient internal systems of assurance alone can sustain the quality if any institution.

NAAC states – “ The IQAC has the potential to become a vehicle for ushering in quality by working but intervention strategies to remove deficiencies and enhance quality. Quality Circles in industries operate on similar lines.”

IQACs are composed of administrator’s academics and community stakeholders and they are responsible for a range of activities designed to promote and develop internal cultures of quality control. With its belief that qualitative changes should come from within, the existence of an IQAC is now required by the NAAC as pre-requisite for reaccreditation.

Guidelines have been provided to institutions for creation and operation of the (IQAC), especially to help in internalization and institutionalization of quality enhancement. The format given by NAAC for IQACs in merely a guideline. It may be adopted as per the



requirement of institution concerned. The NAAC has come forward to support State Government in setting up IQACs. The cells will be a major initiative in promoting quality and sustaining it in all higher education institutions.

NAAC has asked the Planning Commission for special grants to appoint a full-time quality coordinator at all institutions accredited with it, according to Mariamma A Varghese, senior education consultant to the NAAC.

At present, any accredited institution seeking to improve itself has to borrow a coordinator, and the appointment of a full-time coordinator at the institute itself would improve matters. The IQACs has to ensure that whatever is done in the institution for “educator” is done efficiently and effectively with high standards thereby promoting quality and sustaining it in higher educational institutions. Education is a social process. The institutions have the social responsibility of establishment of IQACs, but also an equal social responsibility of dissemination of these practices for wider application in the system.

The management should ensure proper infrastructure and effective governance systems. Teachers have a critical role in building competencies of learners through best pedagogic practices. Finally students, for whom system is designed, should desire and demand the best. Then everything else will follow.

The aim of a quality institution is intended upon producing a socially responsible, globally aware and individual useful to the nation. This demands the adaptation of a more “open systems” of education in which stakeholders must participate. It is only through promotion of participatory management practices like IQACs that quality enhancement of an institution may take place. IQACs can become successful if it finds wide spread acceptance by group, systems and also individuals. It must be also remembered that with IQACs problems cannot be revolutionary but evolutionary. IQACs are striving for Quality Sustenance and enhancement and taking measures towards Quality Education but there are many milestones to achieve before going for reaccreditation.

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