

## ROLE OF INTERNAL QUALITY ASSURANCE CELL IN HIGHER EDUCATION

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**Abstract:** The objective of the paper is to highlight the role of Internal Quality Assurance Cell in Indian Higher Education system. Education in real sense is to humanize humanity. It is very important for the process of individual and society. It develops thinking, reasoning creativity, intelligence, aptitude, good values, attitude and skills. It's a dynamic process. Higher education means different things to different people. In the present era, many countries focus on the issue of quality management in higher educational institutions. In improving the quality of higher education has been playing a prominent role in developing the societies. The education system of India focused on the development of equitable distribution of education. Globalization, Privatization is some basic economic policies. After the establishment of U.G.C in 1953, was the starting of the revolution in the education system. Many commissions promoted the education system. Central Government and HRD Ministry of India planned and successfully introduced "Higher Education Reform Bill-2010" with a mission in mind to complete the higher education system in the country. Higher education today is more competitive, more population and less funded. To manage the quality has been proved a challengeable task, many quality management models developed and adopted by the institutions. Higher education is the basic tool to build a nation and a society. In the present paper an effort would explicitly be on the vision and challenge of IQAC in the higher educational institutions. The paper is based on some research articles and reports of NAAC, and UGC. The quality assurance agencies had emerged in India over the last decades. In nut shell, both institutions and students should play an important role to protect the quality of higher education.

Quality in higher education has become the primary task of the countries the world over. In countries like India, the focus on quality enhancement in higher education through an external mechanism is relatively new. ‘In an environment global competitiveness is it important that Indian products of the higher education institutions are component as graduates of any other country, not only in their scholastic attainments but also in terms of value system of richness of their personality.’<sup>1</sup> In improving the quality of human resources, higher education institutions in India has been playing prominent role in developing knowledge community and societies and knowledge youth with an intention to present a status to the country as a “Modern Knowledge Hub of World.”<sup>2</sup> With the rapid growth of enrolment in higher education in 1980s, there was increase in costs to government. In recent decades there has been an emergence of the private sector in higher education. Higher education is today is more competitive, more diverse in terms of students’ population and less well funded. Along with increased expectations from higher education to serve the national, regional and local needs, there is greater demand for efficiency. These developments have been prominence to quality assurance issues in policy discourse on higher education in different countries the world over. <sup>3</sup>Quality in higher education is the main agenda of present world. In the present scenario there are new dimensions developed by many countries, globalization of economic activities changed the system of higher education. ‘To cope with this changing context, countries have been pressurized to ensure the quality of higher education at a nationally comparable and internationally acceptable standard. Consequently, many counties initiated “national quality assurance mechanisms” and many more....’<sup>4</sup> Most of the quality assurance bodies were established in the nineties and after a few years of practical experience they are rethinking of many issues of quality assurance. The International Network of Quality Assurance Agencies in Higher Education (INQAAHE) defines quality assurance as “quality assurance may relate to a programme, an institution or a whole higher education system. In each case, quality assurance consists of all attitudes, objects, actions are procedures, which through their existence of use, combined with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme.”<sup>5</sup>

After independence India faced many new challenges, the Indian government had to create a new atmosphere for the sake of new birth India, in the sector of education we were following the British system. The Indian system of higher education has been built in regulatory mechanisms to ensure the minimum standards of higher education. UGC, affiliating universities, state governments and funding agencies and professional bodies are the active agencies that implement these traditional mechanisms. The National Policy on Higher Education of 1986 translate the vision of Radhakrishnan and Kothari Commission in five principal goals for higher education which include greater access, equal access, quality and excellence, relevance and promotion of social values.<sup>6</sup> The main aim of higher education is to educate, train, undertake, research and provide service to the community. As the global scenario is changing, and the structure of higher education is facing very rapid change. Therefore knowledge commission has suggested many directions. Quality means the ability of a product or service to deliver its function. Quality does not apply only to the product or service itself, it also applies to the people, process and organizational environment associated with it. 'For instance the quality of an institution is judged not only by the quality of faculty, staff and course offerings but also by the efficiency and accuracy of processing paper work. The term quality management has been using by higher education institutes towards overall development of educational system.'<sup>7</sup> The Internal Quality Assurance Cell being promoted by NAAC has the task building on the benefits of self study process. The quality of education needs to be addressed today. Are we really able to impart world class education to our students? A single body for higher education that is a Higher Education Council needs to be made which will have to look at expansion, quality standard, and also integrate technical education, quality of medical education, quality of legal education, etc. The entry needs to be simplified and quality to be monitored carefully. There is a dire need to build new national universities. To compete successfully in the knowledge-based economy of the 21st century, India needs enough universities that not only produce bright graduates for export but can also support sophisticated research in a number of scientific and scholarly fields and produce at least some of the knowledge and technology needed for an expanding economy. How can India build a higher education system that will permit it to join developed economies? The newly emerging private sector in higher education cannot spearhead academic growth. Several of the well-endowed and effectively managed private institutions maintain reasonably high

standards, although it is not clear that these institutions will be able to sustain themselves in the long run. They can help to produce well-qualified graduates in such fields as management, but they cannot form the basis for comprehensive research universities. This sector lacks the resources to build the facilities required for quality instruction and research in the sciences.

Self-efficacy is one such important motivational aspect explains the beliefs of teachers regarding their capability and ability to perform the academic tasks that they undertake. It has been shown that teachers in whom self-efficacy beliefs are high would have greater chances of engaging in teaching practices that are more productive. This is a direct contrast to what has been observed in teachers in whom self-efficacy beliefs are low. This paper throws light on some of these issues that may help in improving the quality of education. Each institution endeavors to promote a research culture. The college enables the faculty to undertake research projects useful to society and serve the community through extension which is a social responsibility of an institution to develop research culture.

The institution must promote Research Culture among students and staff by motivating them. The institution must encourage faculty to publish research in academic journals. The Institution must encourage faculty to participate in professional academic programmes. The purpose of education is not only just making a student literate but also creates new thinking, knowledge and self confidence . Willingness is the tool of creativity in the minds of students can be developed and innovation benefits both students and teachers. When there is a willingness to change, there is hope to progress in any field .The use of innovative methods in the educational institutions has the potential not only to improve education, but also the empower people, strengthen governance and enhance the efforts to achieve the human development.

The prime aim of NAAC is to Assess and Accredite institutions of higher learning with the main objective of helping them to work continuously to improve the quality of education. Quality is the buzzword in present time of cut-throat competition and process of liberalization, privatization and Globalization. In this respect IQAC holds a key role in respect with the post accreditation, reaccreditation and even accreditation of Institutions of higher learning. The foremost agenda of IQAC is to expound a system for consistent, continuous and catalytic improvement in the performance of institutions. IQAC, a post Accreditation Quality maintaining process, works

towards realizing the goals of quality enhancement and sustenance. The significance of the IQAC can be seen in the fact that no institution shall be reassessed and reaccredited without IQACs. NAAC has stated that “the work of the IQAC is the first step towards the internalization and institutionalization of quality enhancement.” Interestingly the year 2007 was celebrated as the “year of Promoting Internal Quality Assurance Systems.” It will prove beneficial in accreditation/reaccreditation/accreditation of a university/institution as it aims to channelize the efforts and steps of an institution towards academic excellence. Apart from continuous improvement of the institution, the other purpose of the IQAC is to inculcate the belief in the minds of its stakeholders –students, parents, teachers, staff and society in general – about the accountability of the higher educational institution for its own quality and uprightness. Quality assurance includes management of the quality of raw materials, assemblies and inspection processes. IQAC is supposed to keep tabs on quality of teaching, sports and extra-curricular activities other activities of the institutions.

India's main competitors — especially China but also Singapore, Taiwan, and South Korea — are investing in large and differentiated higher education systems. They are providing access to large numbers of students at the bottom of the academic system while at the same time building some research-based universities that are able to compete with the world's best institutions. These countries are positioning themselves for leadership in the knowledge-based economies of the coming era. India has significant advantages in the 21st century knowledge race. It has a large higher education sector — the third largest in the world in student numbers, after China and the United States. It uses English as a primary language of higher education and research. It has a long academic tradition. Academic freedom is respected. There are a small number of high quality institutions, departments, and centers that can form the basis of quality sector in higher education. The fact that the States, rather than the Central Government, exercise major responsibility for higher education creates a rather cumbersome structure, but the system allows for a variety of policies and approaches. Yet the weaknesses far outweigh the strengths. India educates approximately 10 per cent of its young people in higher education compared with more than half in the major industrialized countries and 15 per cent in China. Almost all of the world's academic systems resemble a pyramid, with a small high quality tier at the top and a massive sector at the bottom. India has a tiny top tier. None of its universities occupies a solid position at

the top. A few of the best universities have some excellent departments and centers, and there are a small number of outstanding undergraduate colleges. India's colleges and universities, with just a few exceptions, have become large, under-funded, ungovernable institutions. At many of them, politics has intruded into campus life, influencing academic appointments and decisions across levels. Under-investment in libraries, information technology, laboratories, and classrooms makes it very difficult to provide top-quality instruction or engage in cutting-edge research. The rise in the number of part-time teachers and the freeze on new full-time appointments in many places has affected morale in the academic profession. The lack of accountability means that teaching and research performance is seldom measured. The system provides few incentives to perform. Bureaucratic inertia hampers change. Student unrest and occasional faculty agitation disrupt operations. Even the small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India. Perhaps half leave the country immediately upon graduation to pursue advanced study abroad — and most do not return. A stunning 86 per cent of students in science and technology fields from India who obtain degrees in the United States do not return home immediately following their study. There are many problems of such types which is facing by Indian education system.

At this stage, to maintain quality in higher education is not such an easy task. The role of government and the stake-holders is very much important to improve the level of higher education. To sum up, the IQAC in the institutions is the starting point of the reforms in the education system. It should be the responsibility of everybody who is involve with the IQAC to enhance the level of correct education system. Managing quality in higher education is a difficult task. It's a challenge to the education system of our country and many questions like, are we implicating such practices or what quality are we actually enhancing? In the age of globalization, we should mandatory to think about the quality of education. Indian government and the policy makers should think about new parameters, new planning and new visions to create new young India.

References

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