

Need for Holistic Planning by IQAC in New Framework

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Abstract - In every institution IQAC is mandatory as per NAAC requirements. It is the body which is responsible for introducing quality systems. IQAC is a mechanism to build and ensure a quality culture at the institutional level and is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the HEI's. This paper focuses on the need of holistic planning by IQAC in new framework for development of HEI's.

Key words: NAAC, IQAC, Higher Educational Institutions (HEI's), UGC,

I. INTRODUCTION

All Higher Education Institution carry out planning activities for evaluation, development, and strategic direction. Planning may occur at many levels within institution and departmental activities. The objective of planning is to support a group or agency to evaluate, design and deliver services within a institution. The term "holistic planning" refers to the wider, cross-agency sharing of materials as well as the intent to take a broader perspective on organizational planning. This may result in accessing data or outcomes developed by institution in order to strengthen the value of students. In other words, holistic planning is a multi-service approach to acquiring the widest possible breadth of information to orient a program's activities towards high quality outcomes.

Quality is the back bone of any education system. It is said that quality of a nation is judged by the quality of its citizens. Quality of citizens directly depends on the system of education of the nation which in turn is determined by quality of teachers. Quality in higher education is the most urgent need as India moves towards becoming an educational hub. All levels of education need a strong vertical knit to ensure quality.

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 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, institutions need to channelize its efforts and measures towards promoting the holistic academic excellence including the peer committee recommendations. The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential in quality enhancement by working out planned interventionist strategies by IQAC to remove deficiencies and enhance quality.

The primary aim of IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. Some of the functions expected of the IQAC are: a) Development and application of quality benchmarks

- b) Parameters for various academic and administrative activities of the institution;
- c) 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;
- d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes; d) Dissemination of information on various quality parameters to all stakeholders;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

- f) Documentation of the various programmes or 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 or enhancing the institutional quality;
- i) Periodical conduct of Academic and Administrative Audit and its follow-up
- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC. Benefits IQAC will facilitate or contribute to a) Ensure clarity and focus in institutional functioning towards quality enhancement; b) Ensure internalization of the quality culture; b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices; c) Provide a sound basis for decision-making to improve institutional functioning; Guidelines of IQAC.

II. LITERATURE SURVEY

From literature survey reveal that in line with Weusthof, emphasis on implementation of national system of quality of assurance should not get in quality assurance should not get in the formulation of external criteria but in improving organization an in the methodological quality of internal procedure for self-evaluation. Most of times quality in education is related with the performance of an institution, from its academic staff and with the prestige earned through the years. Evaluation of HEI's by performance indicator, without indicators, transparency is difficult. Transparency has become is necessity for all stakeholder who want to know and make decisions about best education. There are currently many initiative to assess the impact that different HEI's have developed and focusing on one or all of its functions like teaching, research, and social compromise. IQAC as a tool for the integration and improvement of higher education.

III. BENEFIT

Regular planning processes and ideas for moving forward the concept of holistic planning. IQAC has to be carry out planning activities regularly or annually. Information including data would be helpful to IQAC planning activities. IQAC has allowed Institution to connect and network with other institution, create future work teams to plan together, share and strengthen results through collaboration.

Whatever is done in the institution for "education" is done efficiently and effectively with high standards the IQAC has to ensure. In order to do this, the IQAC will have to first establish practices and methodologies to collect data and information on various aspects of institutional functioning. All the accredited institutions which have established the IQAC will submit a self-reviewed progress report annually to the NAAC, detailing the tangible results achieved in key areas which are specifically identified by the IQAC in the beginning of the academic year by devising a perspective plan. The Annual Quality Assurance Report (AQAR) is the outcome of the perspective plan of the IQAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle of accreditation. During the institutional visit, the NAAC's peer team will interact with the IQAC to know the progress, functioning as well quality improvement initiatives undertaken by them.

IV. RESULTS AND DISCUSSION

From Perpellons (2007), analyzed moment when policy beliefs are translated into practice, that is the area of policy instrument. These processes can be looked into at two different levels. The first is related with methodological questions addressed in three pairs of opposition; outcome-oriented vs process-oriented procedure; internal vs. external procedure, and qualitative vs quantitative methods. Outcome-oriented procedure is based on product that comes out of HEI'S such as number of graduates or the numbers of accredited programs. In process-oriented procedure emphasis is on the general process through which education is delivered and research carried out in different institutions.

Internally IQAC takes into account all stakeholder; administrative and services staff, faculty and students. It means IQAC are represented the external groups within the 'Social Council' but only during the implementation process. IQAC has been working for improvement of services, teaching and learning, and research.

IQUAC should implement monitoring plans study accreditation of progress whose source is the national agency for quality assessment and accreditation and include a process of pre- accreditation of qualification. There should be internal system of quality assurance of qualification and requirement which IQUAC has fulfilled.

According with Prellons proposal, we use second pair of opposition internal vs external procedures. In both cases they analyze information generated through survey applied and institutional data based. From which derived improvement action, notification and decision making oriented to estimated both at personal as well as economic level. This targeted two level within organization at the level of services and teacher's level. IQUAC should motivate in teaching activity and outcome of teaching processes.

Each academic should establish their goals by year and in term of efficiency their goals by year and in term of efficiency, rates of enrollment, demand, learning outcomes and rate of abandonment.

When conceptual opposition used in this analysis allow us to see the different stage of procedures. When two complementary widely used methods quantitative/qualitative to asses quality in higher education, qualitative has been seen as an effective tool for quality assurance.

The transformation of higher education is part of systemic change that concern both the society and education system in entirely. IQUAC should create committee to asses teaching activity. It include research function with the teaching activities in comprehensive way and within all its processes of assessment, monitoring and improving of quality. The feedback not only about the services, but about of the political proposed, in its design, development and implementation as well as its diffusion among all stakeholder involved are key for system as whole.

V. CONCLUSION

Finally, it should be remarked that holistic planning is essential for improving institutional efficiency and effectiveness, and also increasing public accountability. Internal Quality Assurance Cell's providing a benchmarking performance in the higher education institutions, where high priority will be given to quality education for the youngsters. To meet the challenges of implementing quality assurance systems, institutions must therefore be ready and willing to adapt, change, and innovate. Quality assurance activities must be clear and transparent and, more importantly, they must be achievable and able to meet customer expectations. When quality assurance systems and procedures are clear and activities well defined, it is only then, that higher education institutions (HEI's) will be able to meet high quality standards.

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