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Research Study of I.Q.A.C and N.A.A.C in Indian Higher Education System

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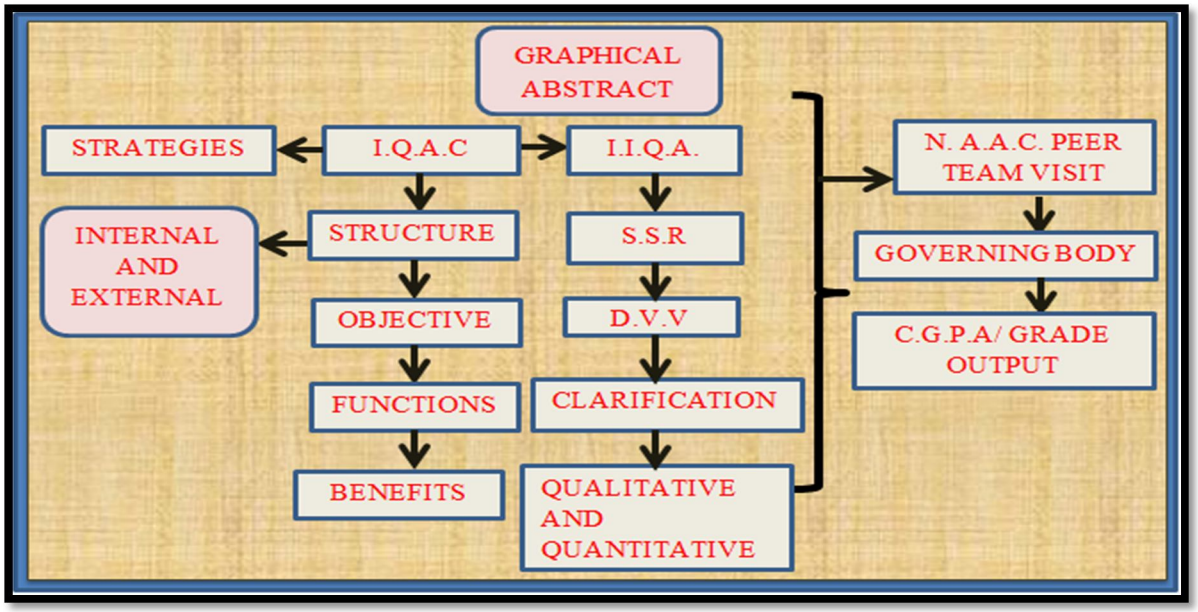
Abstract: ***Indian higher education system has an epic tradition from old time. Higher education is given to students of all types with background of economically riched or poor class, highly talented to lower class in academics, strongly bonafied in work to those thinking upto bread and butter, students who follow the path of ritualism and one who forms the basis of modern culture. The need and purpose of higher education also depends on how students are passionate towards their life for progress of society. Their were different tools to interpret the importance of higher education in ancient days like dedication of teacher to his students under the petronage of governing bodies such as ruler or king. In ancient time there was direct control of king and his deployed authorities for older higher education system. In todays higher education system at all Indian universities and colleges, I.Q.A.C has similar role to connect and compare the quality and assurance of higher education for betterment of Indian government and society.***



Keywords: I.Q.A.C., N.A.A.C., higher education, flowsheets etc

I. INTRODUCTION

The picture of indian higher education has been changing after Indian independence. The education policy was depend on historical, political, social and economical situation as stated and said by Devi & Singh (2018). After establishment of University Grants Commission (U.G.C) in year 1956, some remarkable changes in H.E.I has been adpoted. Different comissions were set up to evaluate the quality of education such as Kothari commission, Radhakrishnan commission, Indian education policy (1986) and new education policy. It is neccesary to protect, monitor, observe the quality of education at university and college level for students and stakeholders. Therefore it should be mandatory to establish a internal quality assurance cell (I.Q.A.C) at H.E.I.s which able to communicate internally and exrernally to stakeholders as described by Nikam (2016) . U.G.C has introduced I.Q.A.C at colleges and universities with U.G.C-XI plan and XII plan focuses on access, equity, quality, promotion of talent and skill development as reffered on behalf of bhat (2018).

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As quality of education is continuous process, the I.Q.A.C has to become integral part of higher academic institution. The role of I.Q.A.C has been implemented in academic audit of higher academic organization in terms of self assessment, quality process, teaching and assessment, valuing students as well as staff and mechanism for feedback and evaluation as interpreted by Nitonde (2016). According to Sharma (2010) the academic success of every institution depends on intellectual autonomy. The N.A.A.C is an autonomos and governing body established in 1994 by university grants commission (U.G.C) of India to assess and accredit H.E.Is in the country as firmy stated by Sawant (2016) and Dabhade (2017). In this paper we signifies the importance of I.Q.A.C for H.E.I in N.A.A.C cycles.

II. RESEARCH METHODOLOGY OF ADOPTED STUDY

This article is our efforts to understand the importance of I.Q.A.C and also N.A.A.C in higher education through role of N.A.A.C like governing body to accrediate to colleges and universities. This article deals with study of I.Q.A.C, aims and objectives I.Q.A.C, strategies and functions of I.Q.A.C referred in flowsheets diagram. It put forward the therotical explanation about I.Q.A.C and N.A.A.C in higher eduaction. It suggests the path as remedial functions and bridging connection based on seven key-indicators for H.E.I. This article also extrapolate the routes for better accrediataion when N.A.A.C peer team visits to any H.E.I.

A. IQAC: An Update and Overview for HEI

N.A.A.C is an institution established for checking quality and sustenanace of higher education in universites and colleges in terms of C.G.P.A or grade system. At every academic institution N.A.A.C has suggested to establish I.Q.A.C department as mentioned in U.G.C-XI plan to maintain the momentum of quality consequences and assure the academic gradation as recorded and demonstrated by bhat (2018). I.Q.A.C helps to build and ensure the quality of work culture at the academic institute. Quality assurance and quality enhancement are words of two sides of I.Q.A.C . It helps to plan, guide, maintain and execute the academic work in higher education among stakeholders Sharma (2019). The functional flow chart of I.Q.A.C is as shown below in fig 1. to understand the compositional structure. The compositional structure is of two types: 1. External framework 2. Internal framework. The external framework consist of chairperson as Principal, seniour administrative officers as member from institutional body, teachers as academic persons with best performance, some selective members from society, alumnites and students, some members from stakeholders parents or industry or old employers and I.Q.A.C Coordinator acts as functional base for all structure as responded and descripted by Sanap et. al (2018) and Gupta et. al. (2016).

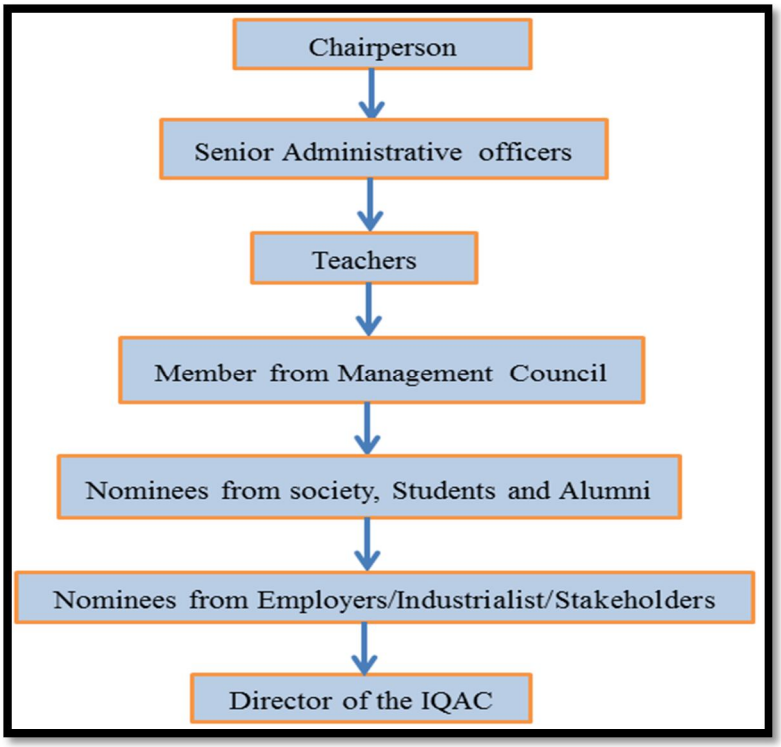

Fig. 1. suggests external framework of I.Q.A.C at any academic institution

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The internal framework of I.Q.A.C is major foundation of key quality work for any higher academic institution. The I.Q.A.C Coordinator is main obverse and has many responsiblities to commit for quality based education and to provide needful suggestions to management of higher educational institution which will form the basis of incoming N.A.A.C cycle. The I.Q.A.C Coordinator establishes academic monitoring comitee and department advisory board. Department academic Coordinators are the backbone of internal I.Q.A.C structure which includes class teacher, time table incharge, examination Coordinator, project Coordinator, trainning and placement Coordinator, skill development Coordinator. Department academic Coordinators manages all types of academic work like praparation of time table, execution of academic activities as per the time table, execution of examination sessions, monitoring lectures and practicals, analysis of students feedback, organizing parent-teacher meet and execution of students assessment activities. The founation of I.Q.A.C is as shown in fig 2.

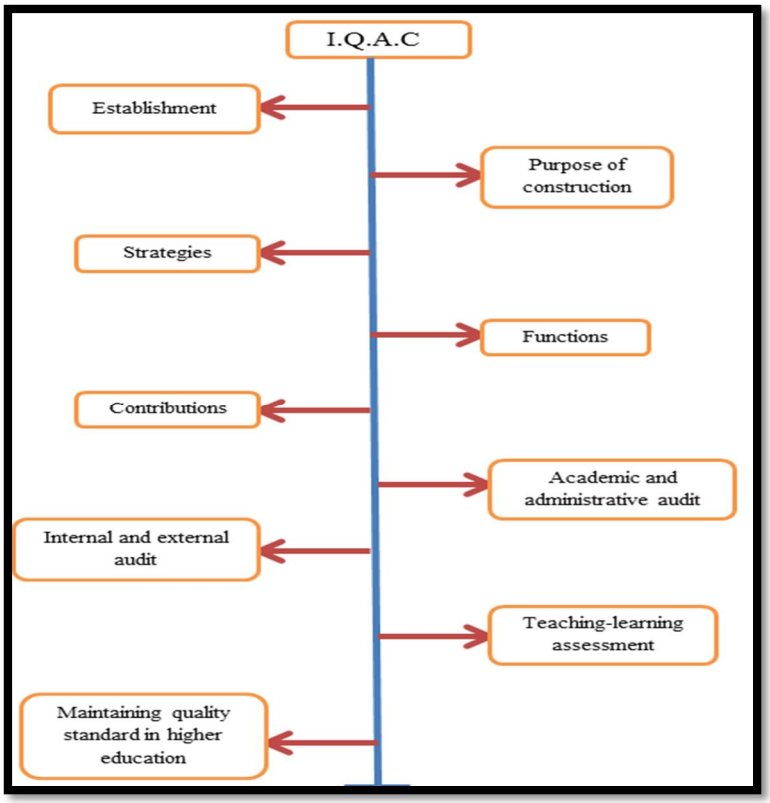

Fig. 2 shows the foundation and sculpture of I.Q.A.C

B. Strategic and Functional Base of I.Q.A.C

1) Aims and objectives of I.Q.A.C as indicated in article of Devi & Singh (2018)

a) To develop a system for conscious, consistent and catalytic action to improve the academic action and administrative performance of the higher education

b) To promote measurment for institutional functioning towards quality enhancement through internalization of quality culture and institutional best practices

2) Strategies of I.Q.A.C reffered in article of Nikam (2016)

a) Ensuring timely, efficient and progressive performance of academic action, administrative and financial tasks

b) The relavance and quality of acadamic and research programmes

c) Equitable access to and affordability of academic programmes for various sections of society

d) Optimization and integration of modern methods of teaching and learning

e) The credibility of evaluation procedures

f) Ensuring the adequacy, maintanace and proper allocation of support structure and services

g) Sharing of research findings and networking with other institutions in research and abroad.

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3) Expected functions of I.Q.A.C are as under reffered in article of Nikam (2016)

a) Development and application of quality benchmark/parameter for various academic planning and administrative activities of the institution

b) Facilitating the creation of learner-centric environment, conductive to quality eduaction and faculty maturation to adopt required knowledge and technology for participatory teaching and learning process

c) Arrangement of feedback response from students, parents and other stakeholderson quality related institutional process

d) Dissemination of information on various quality parameters of higher eduaction

e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles

f) Documentation of various academic programmes and activities leading to quality improvement

g) Acting as nodel agency of the institution for coordinating quality related activities, including adoption dissemination of best practices

h) Development of quality culture in the institution

i) Development and maintainace of institutional database through M.I.S for the purpose of mantaining and enhancing the institutional quality.

j) Annual quality assurance report preparation as per the guidelines of N.A.A.C and submission within specified time inteval.

4) Benefits of I.Q.A.C as stated by Gupta et. al. (2016)

a) Ensure highlighted level of clarity and focus in institutional functioning towards quality enhancement

b) Ensure internalization of quality culture

c) Ensure enhancement and coordination among various activities of the institution

d) Provide a good basis for decision making to improve academic functioning

e) Acts as dynamic agency and system for quality changes in higher eduaction

f) Build a constructive and organized methodology of documentation for well internal communication

C. Planning and Execution of Academic Calender by I.Q.A.C

The I.Q.A.C plays evaluating, planning and monitoring academic activities at H.E.I. The I.Q.A.C should prepare academic calendar at the early beginning of college. Academic calendar should incorporate teaching and practical schedule, slots of examination, tours, day celebrations, local and institutional programmes, industrial visit, cultural activities, co-curricular and extra-curricular activities, guest lectures, academic plan and research activities. I.Q.A.C shall also conduct a regular staff meeting with supportive staff reffered in article of Nikam (2016).

D. Seven pillars of criteria for I.Q.A.C for accreditation by N.A.A.C to H.E.I

There are seven important of pillars when N.A.A.C of any H.E.I is considered given and described on behalf of Aithal (2016). It consists of following steps

i. Curricular aspects. **ii.** Teaching and learning evaluation. **iii.** Research innovations and extensions **iv.** Infrastructure and learning resources. **v**. Students and support progression **vi.** Government-leadership and management **vii.** Institutional values and best practices as mentioned and depicted in fig.3.

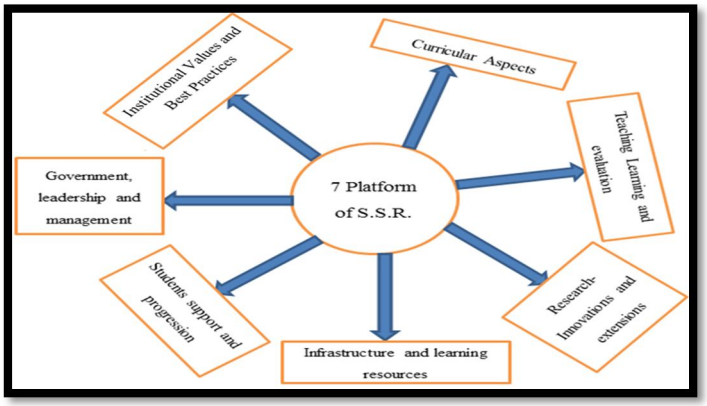

Fig 3. Indicates the seven pillars of critera for I.Q.A.C performed at H.E.I for well gradation

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1) *Curricular Aspects:* It consists of academic diversity, flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in updating curriculum. This criterion is the overall attentive, concern and focus on the quality of H.E.I thereby making H.E.I sound and unique for gradation. Curriculum design and implementation of effective curriculum delivery should be done with the help of all authority persons like Board of Study, syllabus framing body and faculties of H.E.I. It is important to H.E.I that every stakeholder should participate in improving and developing skill of curriculum. Academic calendar should be executed as per the prepared norms and discipline by H.E.Is members. Teacher's diary is the backbone of H.E.I for following curriculum. As far as a curricular aspect is concern it is essential to felicitate teaching-learning process and completion of syllabus in time. It should be achieved along with field-trips; guest lectures/visiting lectures, workshops, seminars, quiz of subject, assignments and I.C.T based techniques. Faculty members should also allow engaging in different academic visions like refreshers, orientations and short term courses. Advanced certificate courses, new programmes/courses, value added courses that provide life skills to and for H.E.I's product i.e. student should be run in academic years. The academic functions and curriculum work done by faculties should be recorded with desired and well-designed feedback system as referred by Veluvali (2020).
2) *Teaching-learning Evaluation:* It pertains to the efforts to an academic institution to serve students of different background and abilities through effective teaching learning delivery. Interactive techniques like group discussion, debates, projects, presentations, experiments, practical aptitude and application of I.C.T makes students for different thinking. It consist of students enrolment and profile, catering to students diversity, teaching and learning process, teacher profile and quality, evaluation process and reforms, students performance and learning outcomes and students satisfactory survey.
3) *Research Innovations and Extensions:* This criterion finds the path and information on the policies, practices, and outcomes of the institution with respect to research, innovations and extensions. It studies the facilities provided by H.E.I to faculties for research culture. It consists of promotion of research and facilities, resource mobilization for research, innovation ecosystem, research publication and awards, consultancy, extension activities and collaboration.
4) *Infrastructure and Learning Resources:* The facility of infrastructure and learning resources provided by H.E.I must be beneficial to every element of institution like students, staff, parents and other stakeholder. It consists of physical facility, library as learning resources, IT infrastructure, and maintenance of campus infrastructure.
5) *Students and Support Progression:* This criterion highlights on the efforts of institution to provide necessary aid or assistance to students to enable them to gain meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It consists of students support, student's progression, student's participation and activities and alumni engagement. Every H.E.Is should help students those who are economically backward and deprived. There is talent among those who are financially backward, it should needful to develop such students and bring them out of there margin of situation. Government gives different types of scholarship to students for their academic support and progression. Financial asset is also be provided by adopting students by faculties for their academic excellence and performance. Some Non-Government Organization (N.G.O) is also popular to provide this academic provision to sustain students and bring them on their path of career. Capability enhancement and development course like soft skill development, remedial coaching, language lab, bridging courses, yoga, meditation, personal counseling and mentoring should be started at H.E.Is. Competitive exam cell is the cell for overall development of students and stakeholders which is the key for employment. The regular classes and guidance provided them at colleges and universities enable to struggle for bread and butter or livelihood against different competitive exams like Public Service Commission. Establishment of placement cell, promotion of students to higher academic level, increasing qualifying ratio of different eligibility test like SLET, NET, TOFEL, GRE and Civil services, and allowing students in different sports and cultural activities are the some important points for better gradation. Students should participate in academic and administrative bodies and faculties engaged them in cells as represented members.
6) *Government Leadership and Management:* Every H.E.Is finds rational policies and practices evolved in the matter of planning human resources, recruitment, training and performance appraisal, financial management and overall role of leadership. It consists of institutional vision and leadership, strategy development and deployment, faculty empowerment strategies, financial management and resource mobilization along internal quality assurance system. Curriculum development, teaching and learning, examination and evaluation, research and development, industrial collaboration, library, ICT adopted techniques, human resource management, admission of students are the quality improvement strategies. H.E.Is should support to staff for participation in conferences, workshops, short-term courses, faculty development program not only morally but also in terms of financial way.

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7) *Institutional Values And Best Practices:* It consists of institutional values and social responsibilities, best practices and institutional distinctiveness. Every organization has to be organize gender equity promotion programme, displays interest and sensitivity to issues like global climate change concerning environmental side-effects, adopts ecofriendly practices like energy conservation, rain water harvesting, waste management and green approach. Institution should facilitate the differently abled students. Extra-curricular activities are helpful in fostering national integration and character building.

E. Institution Information for Quality Assessment (I.I.Q.A)

The H.E.I has to submit I.I.Q.A application through H.E.I portal. Based on system enrolled or registered, cycle number will be displayed automatically. In I.I.Q.A submission it is necessary to compile file within 1 MB. Basic eligibility criteria, affilation complience, profile information, academic information and quality information have submitted to registered login. Current affilation letter, college for potential excellence letter, A.I.S.H.E certificate, approval of U.G.C/M.H.R.D/State government letter, U.G.C 2F/12B recognistion letter should be uploaded. It should be ensure to upload four years A.Q.A.R with U.R.L.s.

F. Self Study Report and Clarification

In S.S.R. preparation there are different steps that should be mentioned such as executive summary, profile of the institution, extented profile of institution, quality indicator framework, data templates or documents and optional metrics. The quality indicator framework (Q.I.F) depends upon the types of H.E.Is. The data templates are filed up with minutes of meetings, decisions, statements of account, award letters and letter of appointments, more bulky materials needs hyperlink. A complete cycle of N.A.A.C is as shown in figure 4.

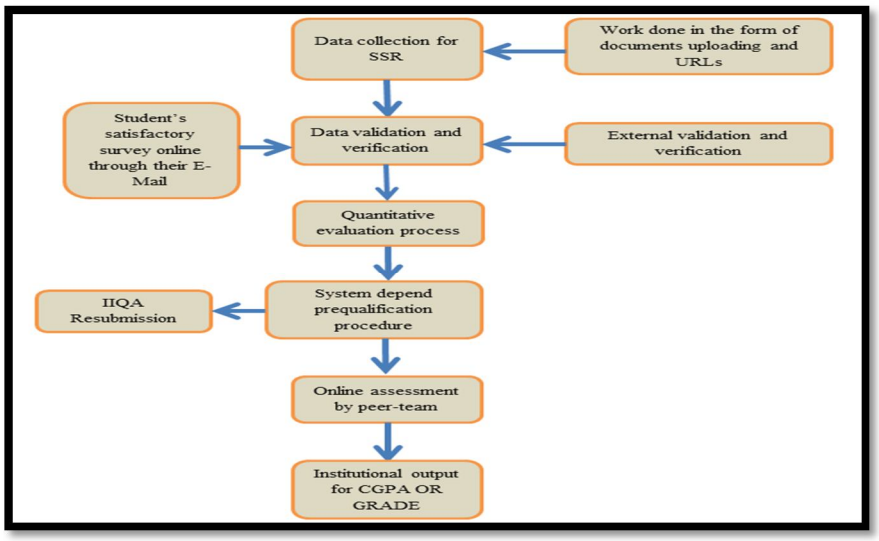

Fig. 4 Complete N.A.A.C. cycle procedure followed by H.E.I

G. Students Satisfactory Survey

Role of students in students satisactory survey is key for H.E.Is accreditation. They are the backbones of H.E.Is as stated by Chaudhari & Sharma (2014). N.A.A.C (National assessment and accreditation council) has an authority to conduct students satisfactory survey (S.S.S), the results of which will encompass the accreditation process. The survey is based on students list provided by that higher education system which is under gradation. N.A.A.C sends online link through e-mail of some randomly selected students to give opportunity to students for performing their role of action and assess quality of that H.E.I. The questionnaire provided by N.A.A.C has scale 0 to 4, out of which 4 is most positive and 0 is most negative response. Analysis are being performed by software which playes a crucial role in students satisfactory survey. In students satisfactory survey 21 questions are given in link form of which 20 are objective and one is descriptive which able to students to write their feedback of H.E.I, suggestion and criticize about H.E.I. In this regard students are participated effetively in accrediatation process. The identity of students are disclosed. Thus students will remain anonymous throghout the N.A.A.C process. Response and feedback answers of students in students satisfactory survey are responsible for well gradation of H.E.I. Thus students satisfactory survey plays a well and efficiant role in continous quality improvement of H.E.I.

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H. N.A.A.C: Governing Body and Peer Team Visit

N.A.A.C has large database of experts, who are engeged in different higher academic institutions. Some of them are reputed academicians, educational administrators with high degree of experience and researchers in their developed field. These members undergo an shuffling procedure or an assessors orientation programme prior to being inducted as peer team membres. Naturally selection has performed by the developed automated system as decribed in article of Singh (2016). The overall N.A.A.C process involve verification of documents, preparation of draft, preparation of the report, feedback to N.A.A.C, executive committee decision of N.A.A.C, communicatin for the decision to H.E.Is, consideration of appeal from H.E.I, Issuing a certificate to H.E.I.

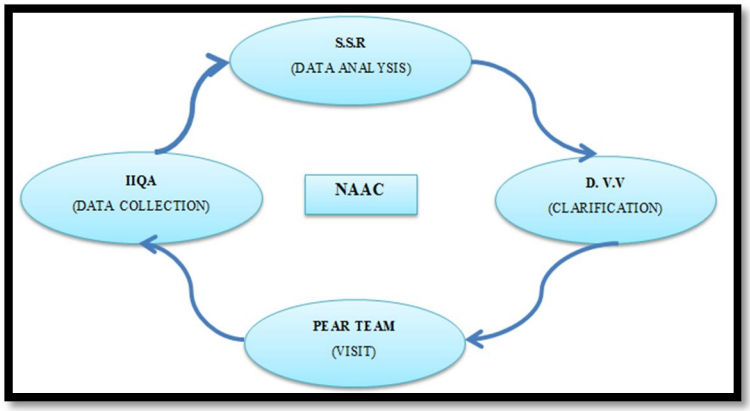

Fig 5. Indicative figure for complete N.A.A.C cycle

III. CONCLUSION

The role of I.Q.A.C is responsible in bringing many positive changes in and around the college premises. I.Q.A.C can create a good academic environment for quality improvement. The role of I.Q.A.C for quality enhancement is significant and distinct. I.Q.A.C is democratic path of H.E.I which establishes equilibrium to students, stakeholders, teacher and management. Quality education is backbone of every H.E.I. I.Q.A.C plays a crucial role in protecting and finding quality education for stakeholders. This article summarizes the aims and objectives, structure, strategies and functions of I.Q.A.C. It provides the information of importance of I.Q.A.C in higher education system. The establishment of I.Q.A.C among universities and colleges is useful in maintaining quality based education. N.A.A.C is Indian governing body which observes and conducts a role of conducting phase for universities and colleges in India. Seven based criteria of N.A.A.C are the key points to measure and standardize the every higher education institution.

The article provides the role for remedy how to overcome and what would be performed after successful data interpretation in the form of self-study report for obtaining good scale. It also gives guidelines for how to bring a good C.G.P.A or academic grade when N.A.A.C peer team visits at higher academic institution. The small contribution of this article lies in guidance to all I.Q.A.C departments of every higher education institution to find a better scale after a visit of N.A.A.C peer team. The stepwise solutions of each key indicators mentioned in this article ascertains/solves many questions that would be raised after peer team visits to every I.Q.A.C departments/cells at higher academic institution.

IV. ABBREVIATION

A. I.Q.A.C-Internal Quality Assurance Cell
B. N.A.A.C- National Assessment and Accreditation Council
C. U.G.C-University Grants Commission
D. H.E.I-Higher Education Institution
E. C.G.P.A-Cumulative Grade Point Average
F. A.I.S.H.E-All India Survey on Higher Education
G. I.I.Q.R-Institution Information for Quality Assessment
H. S.S.R-Self-Study Report
I. D.V.V-Data Validation and Verification
J. MHRD-Ministry of Human Resource Development

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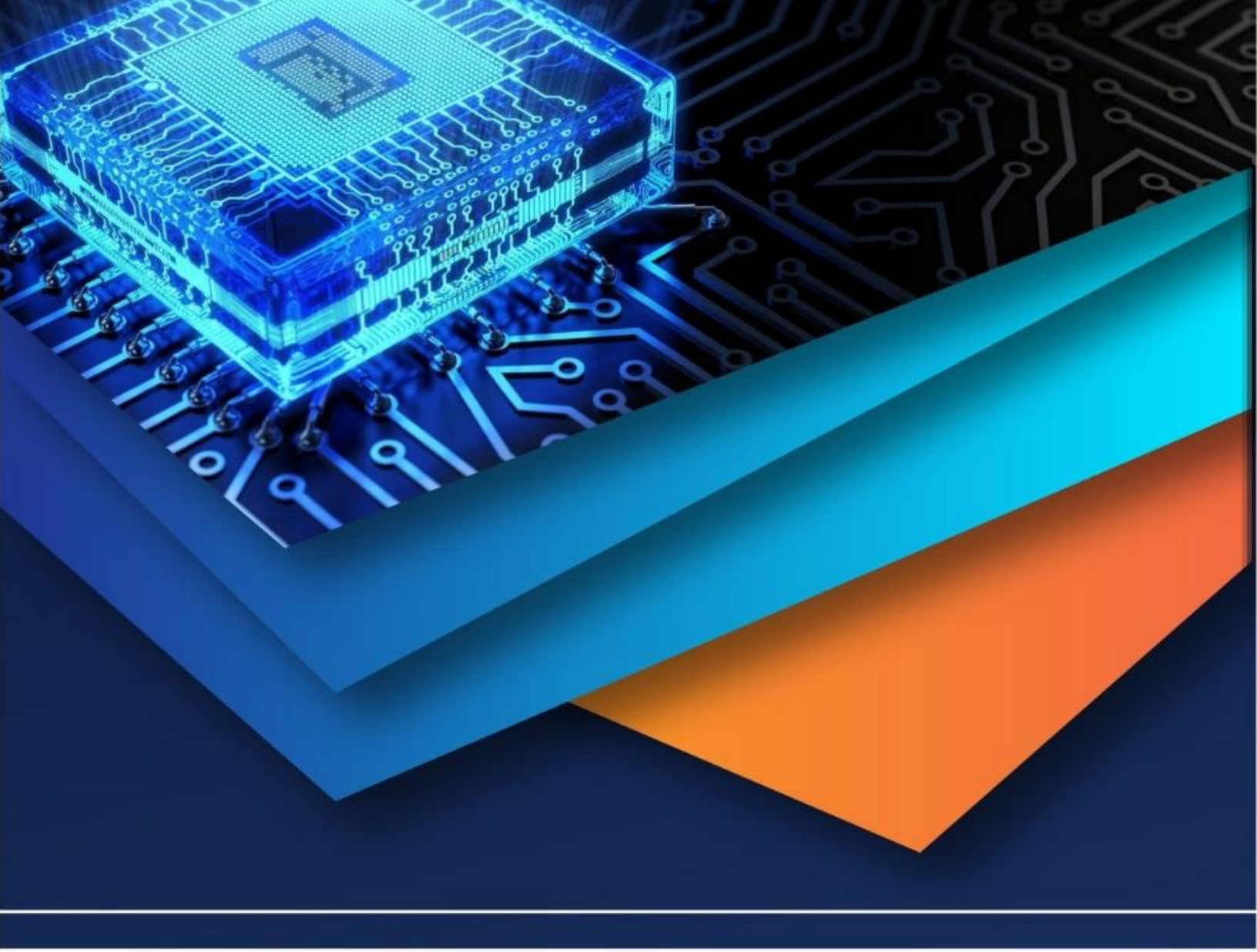

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