

ROLE OF IQAC IN MAINTAINING QUALITY IN COLLEGES OF EDUCATION IN DIFFERENT DIVISIONS OF KARNATAKA

DR. DIVAKARA NAIK K. S.

PRINCIPAL, NUTANA COLLEGE OF EDUCATION, DAVANGERE-577004

Email - drdivakaranaikks@gmail.com

Abstract: *The establishment of Internal Quality Assurance Cell (IQAC) by accredited institutions (after the first cycle) is a major step in pushing long-term quality standards. IQAC in any institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college. The role of IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial, and the present research is therefore undertaken on a smaller scale to determine the exact status and functioning of IQAC and its outcome. The present research falls under the purview of quantitative research and hence quantitative methods, such as data collection, analysis, comparison, tabulation and illustration, are used. Among 48 randomly selected colleges of education, I received replies from 19 colleges of education only, and the same data are taken for granted for analysis.*

Key Words: *IQAC: Internal Quality Assurance Cell*

1. INTRODUCTION:

The National Assessment and Accreditation Council (NAAC) proposed that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution towards achieving the goals of academic excellence and ensuring quality teacher education. Its prime task is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution and to make significant and meaningful contribution to the post accreditation quality initiatives of the institution. This article 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 mould 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 feed-back and record system.

1.1. OBJECTIVES OF STUDY:

- To assess the differences between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to component of total quality management i.e. institutional information about Internal quality assurance cell (IQAC) and functioning scores about Internal quality assurance cell (IQAC) of colleges of education in Karnataka.

1.2. HYPOTHESIS:

- There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka.
- There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka.

2. METHODOLOGY OF THE STUDY:

For present study, survey and comparative method was used as research method for collecting information.

2.1. SAMPLE:

In the present study, the sample was selected from all the 49 assessed and accredited colleges of teacher education in Karnataka state. For this purpose the 19 colleges of education were selected randomly from four divisions of Karnataka. All the selected colleges were recognized by NAAC and NCTE.

2.2. TOOLS USED TO COLLECT DATA:

Internal Quality Assurance Cell (IQAC) scale was developed by the investigator on various dimensions of quality education of colleges of education. Validity and reliability were established for the scale. The Rating scale was developed to measure the quality management in colleges of education. The Rating scale was framed on the basis of objectives of the study.

2.3. STATISTICAL TECHNIQUES USED:

The appropriate statistical tools have been used such as simple mean, standard deviation, median, Inter quartile range (IQR), Non-parametric Kruskal Wallis analysis of variance and the Karl Pearson’s correlation coefficient and other relevant statistical tests.

3. ANALYSIS AND INTERPRETATION:

Hypothesis:01: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka.

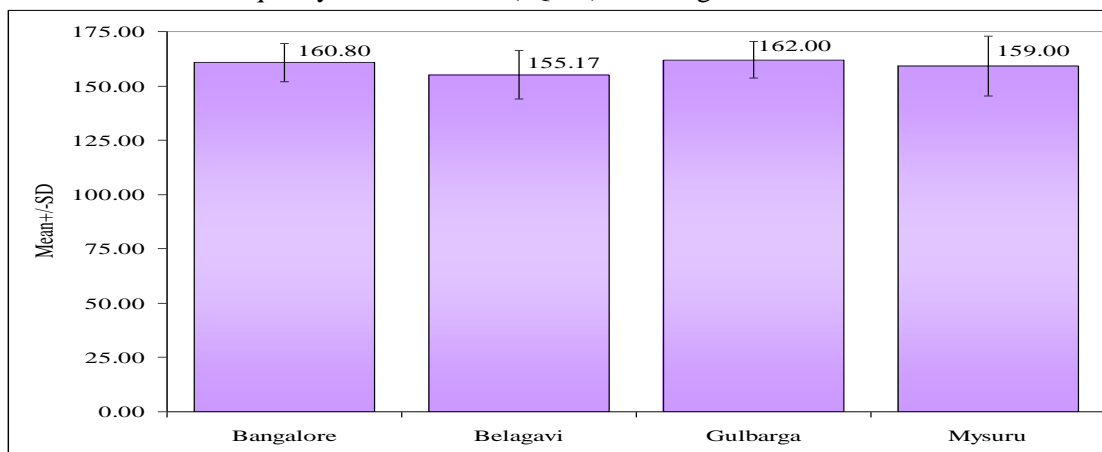
To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

Table:1.1: Results of Kruskal Wallis ANOVA between four divisions(Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka.

Divisions	Mean	SD	Median	IQR
Bangalore	160.80	8.79	163.00	2.00
Belagavi	155.17	11.07	151.00	11.50
Gulbarga	162.00	8.49	162.00	6.00
Mysuru	159.00	13.77	163.50	8.50
Total	158.58	10.70	162.00	8.75
H-value	4.5480			
P-value	0.2080			

The results of the above table reveal that, the mean±SD and median ± IQR of institutional information scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka are 158.58±10.70 and 162.00±8.75 respectively. In which, the mean of institutional information scores about Internal quality assurance cell (IQAC) is higher in Gulbarga division (162.00±8.49) as compared to lowest in Belagavi division (155.17±11.07) followed by Bangalore division (160.80±8.79) and Mysuru division (159.00±13.77). The difference between four divisions is not found to be statistically significant (H=4.5480, p>0.05) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of institutional information scores about internal quality assurance cell (IQAC) is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure:1.1: Comparison of four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka



Hypothesis:02: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka.

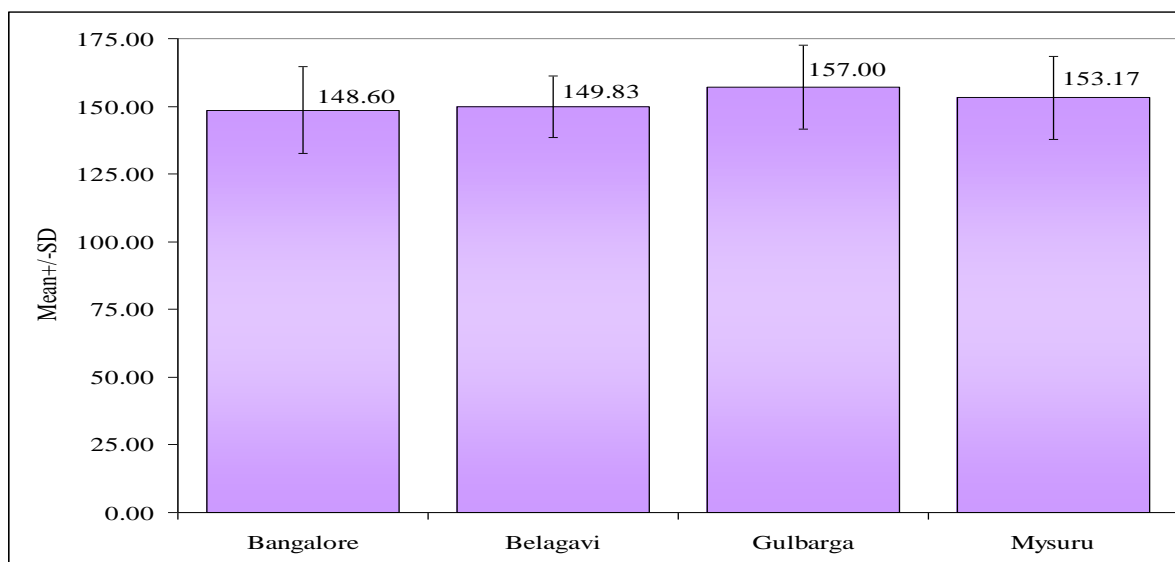
To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

Table: 2.1: Results of Kruskal Wallis ANOVA between four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about Internal quality assurance cell (IQAC) of colleges of education in Karnataka.

Divisions	Mean	SD	Median	IQR
Bangalore	148.60	16.07	139.00	13.50
Belagavi	149.83	11.39	149.00	5.00
Gulbarga	157.00	15.56	157.00	11.00
Mysuru	153.17	15.29	156.00	12.50
Total	151.32	13.39	149.00	12.25
H-value	0.8270			
P-value	0.8430			

The results of the above table reveal that, the mean±SD and median ± IQR of functioning scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka are 151.32±13.39 and 149.00±12.25 respectively. In which, the mean of functioning scores about internal quality assurance cell (IQAC) is higher in Gulbarga division (157.00±15.56) as compared to lowest in Bangalore division (148.60±16.07) followed by Belagavi division (149.83±11.39) and Mysuru division (153.17±15.29). The difference between four divisions is not found to be statistically significant (H=0.8270, p>0.05) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of functioning scores about internal quality assurance cell (IQAC) is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: 2.2: Comparison of four division (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka.



4.FINDINGS OF THE STUDY:

- ✚ The mean of institutional information scores about Internal quality assurance cell (IQAC) is higher in Gulbarga division (162.00±8.49) as compared to lowest in Belagavi division (155.17±11.07) followed by Bangalore division (160.80±8.79) and Mysuru division (159.00±13.77). The difference between four divisions is not found to be statistically significant.
- ✚ The mean of functioning scores about internal quality assurance cell (IQAC) is higher in Gulbarga division (157.00±15.56) as compared to lowest in Bangalore division (148.60±16.07) followed by Belagavi division (149.83±11.39) and Mysuru division (153.17±15.29).The difference between four divisions is not found to be statistically significant

4.1. EDUCATIONAL IMPLICATIONS:

- The IQAC is a significant administrative body in any educational institution.
- It contributes to maintaining quality standards in teaching, learning and evaluation.
- It promotes co-curricular and extra-curricular activities in the college.
- It is a capable body to administer various academic/educational activities.
- There is coordination among the stakeholders of the institution, but this still needed more attention and concern to increase such coordination.
- The IQAC and its coordinator require more autonomy (e.g., academic, financial, and administrative) for better performance.
- In some institutions/colleges, the IQAC and its coordinator work under pressure of principal and management.
- The IQAC tries to include everyone in its activities, but some- times some individuals are excluded from its programmes.
- Development and application of quality benchmarks/parameters for various academic and administrative activities of an institution.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.
- Acting as a nodal agency of the institution for quality-related activities.

5. CONCLUSION:

The role of IQAC for the quality enhancement in colleges of education is distinct and important as it works towards improving and maintaining the quality. Quality and excellence are results of team work led by the leaders like principal and coordinator of IQAC. However the leaders should work on the guidelines of IQAC with proper realization of the democratic role of IQAC and accountability of their own role. The IQAC has been constantly involved in the management and maintaining the quality of education. Thus, IQAC is an importance and effective and efficient coordination and monitoring mechanism. Thus, the role of IQAC is very instrumental in bringing about so many positive changes in and around the college premises. Moreover, IQAC can create a very good academic atmosphere in the premises so that the quality is maintained and enhanced time to time.

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