

## **Internal Quality Education Management In Academics And Research Perspective: An Overview**

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### **ABSTRACT**

Higher education plays a crucial role in the growth and nation development in social, economic, cultural, scientific and political respects. Education empowers people to transform from a human being to having human resources. In present context of globalization, quality higher education is needed to uplift creativity, talent, adaptability and research mindset. In order to fully utilize the outcomes of education, it is important to ensure that education is meeting the minimal prescribed standards to fulfil ever-changing requirements worldwide. Accreditation, a powerful tool of quality assurance, is used to assess the national system of higher education. Accreditation is considered as a quality stamp, which ensures that an accredited institution/programme has undergone a rigorous process of external peer evaluation based on predefined standards/principles and complies with the minimum requirements. This paper focuses on the outcomes of accreditation to enhance excellence in higher education institutions (HEIs) based on a literature review and empirical research. Previous studies in various national contexts are reviewed here, based on which, the question of whether accreditation can really enhance the excellence of HEIs is answered and factors behind it are explored.

**Keywords:** Accreditation, Higher Education Institutions, Impact Studies, Quality Assurance.

### **INTRODUCTION**

The University Grants Commission (UGC), established in November 1956 as a statutory body of the Government of India through an Act of Parliament, has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. The UGC's mandate includes Promoting and coordinating university education; Determining and maintaining standards of teaching, examination and research in Universities; Framing regulations on minimum standards of education; Monitoring developments in the field of collegiate and university education ; Disbursing grants to the Universities and Colleges; Serving as a vital link between the Union and State Governments and institutions of higher learning; Advising the Central and State Governments on the measures necessary for improvement of university education. To monitor standards of the higher educational institutions it has established the National Assessment and Accreditation Council (NAAC) as an autonomous body, under section 12 (ccc) of its Act in September 1994. NAAC is entrusted with the task of performance evaluation, assessment and accreditation of Universities and Colleges in the Country. The philosophy of NAAC is ameliorative and enabling rather than punitive or judgmental, so that all constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities. NAAC has been instilling a momentum of quality consciousness amongst Higher Educational Institutions (HEIs or 'Institutions'), aiming for continuous improvement. NAAC is triggering a 'Quality Culture' among the various constituents of the HEI, as well as enhancing the awareness of Institutional Quality Assurance with all stakeholders. The prime agenda of NAAC is to Assess and Accredite Institutions

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of higher learning with an objective of helping them to work continuously to improve the quality of education. Assessment is a performance evaluation of an HEI and /or its units and is accomplished through a process based on self-study and peer review using defined criteria. Accreditation refers to the certification given by NAAC which is valid for a period of five years. NAAC accredits UGC 2(f) & 12B as well as non 2(f) & 12B HEIs. All stakeholders have to be fully engaged in the endeavour of quality assurance of the HEIs. Therefore, it is imperative that HEIs are motivated to establish their own internal mechanisms for sustenance, assurance and enhancement of the quality culture of education imparted by them. It is significant that such internalization of quality would be invaluable in the enhancement of quality within the institution. The efficacy of external quality assessment would therefore be determined by the effectiveness of such institutional internal quality systems and processes. At the instance of NAAC many Universities have established the Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance activity. The experience of NAAC reveals that the IQAC in these institutions are proactive and functioning in a healthy way. Based on this success story, from 1<sup>st</sup> April 2007 onwards NAAC is propagating to have such a mechanism created prior to the accreditation in all the Universities which would help establishing quality culture in them. The UGC has recognized this initiative and it has taken a policy decision to direct all Universities to establish IQACs for which it has decided to provide seed financial assistance.

### **STRATEGIES**

IQAC shall evolve a mechanism and procedures for –

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial units;
- b) Adoption of relevant and quality academic and research programmes;
- c) Ensuring equitable access to and affordability of academic programmes for various sections of the society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) Ensuring credible assessment and evaluation processes;
- f) Ensuring the proper allocation, adequacy and maintenance of support structure and services; and
- g) Sharing of research findings and networking with other institutions in India and abroad.

### **FUNCTIONS**

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks;
- b) Setting 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 development to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all the stakeholders on quality- related institutional processes;
- e) Dissemination of information on various quality parameters to all the stakeholders;
- f) Organization of intra- and inter-institutional workshops and seminars on quality- related themes and promotion of quality circles;
- g) Documentation of various programmes/activities leading to quality improvement;
- h) Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices;
- i) Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality;
- j) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and

- k) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

### **PART-A: GUIDELINES TO ESTABLISH INTERNAL QUALITY ASSURANCE CELLS (IQACS) IN COLLEGES**

Maintaining the momentum of quality consciousness is crucial in colleges. Internal Quality Assurance Cell, in fact, is conceived as a mechanism to build and ensure a quality culture at the institutional level. Every College should have an internal quality assurance system, with appropriate structure and processes, and with enough flexibility to meet the diverse needs of the stakeholders. The internal quality assurance mechanism of the institution may be called “Internal Quality Assurance Cell (IQAC)”. The IQAC is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the colleges. The IQAC may channelize and systematize the efforts and measures of an institution towards academic excellence. It should not be yet another hierarchical structure or record-keeping exercise in the institution; it would be a facilitative and participative organ of the institution. The IQAC should become a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality.

### **PART B: MONITORING MECHANISM**

- a) The State Quality Assurance Cell (SQAC) and Affiliating Universities shall monitor the functioning of IQACs in the colleges coming under their jurisdiction.
- b) NAAC and other respective accrediting bodies shall monitor the functioning of IQACs in colleges.
- c) NAAC peer teams and those of other accreditation bodies will interact with the IQACs.

The format for Annual Quality Assurance Report (AQAR) of the IQAC is given in the Annexure-I. The format for Statement of Expenditure and Utilization Certificate is given in the Annexure-II. The Format for Annual Quality Assurance Report (AQAR) of the IQAC

Name of the college: .....

Name of the Affiliating University: .....

Year of Report: .....

Section A: Plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement (attach separate sheet if required).

Section B: Details in respect of the following (attach separate sheet).

1. Activities reflecting the goals and objectives of the college
2. New academic programmes initiated (UG and PG)
3. Innovations in curricular design and transaction
4. Inter-disciplinary programmes started
5. Examination reforms implemented
6. Candidates qualified: NET/SLET/GATE etc.
7. Initiative towards faculty development programme
8. Total number of seminars/workshops conducted
9. Research projects a) Ongoing; b) Completed
10. Patents generated, if any
11. New collaborative research programmes
12. Research grants received from various agencies
13. Details of research scholars
14. Citation index of faculty members and impact factor
15. Honours/Awards to the faculty: National and International
16. Internal resources generated
17. Details of departments getting assistance/recognition under SAP, COSIST (ASSIST)/DST, FIST, and other programmes

18. Community services
19. Teachers and officers newly recruited
20. Teaching – non-teaching staff ratio
21. Improvements in the library services
22. New books/journals subscribed and their value
23. Courses in which student assessment of teachers is introduced and the action taken on student feedback
24. Feedback from stakeholders
25. Unit cost of education
26. Computerization of administration and the process of admissions and examination results, issue of certificates
27. Increase in the infrastructural facilities
28. Technology upgradation
29. Computer and internet access and training to teachers, non-teaching staff and students
30. Financial aid to students
31. Activities and support from the Alumni Association
32. Activities and support from the Parent-Teacher Association
33. Health services
34. Performance in sports activities
35. Incentives to outstanding sportspersons
36. Student achievements and awards
37. Activities of the Guidance and Counselling unit
38. Placement services provided to students
39. Development programmes for non-teaching staff
40. Good practices of the institution
41. Linkages developed with National/ International, academic/research bodies
42. Action Taken Report on the AQAR of the previous year
43. Any other relevant information the institution wishes to add.

Section C: Outcomes achieved by the end of the year (attach separate sheet if required).

.....  
Section D: Plans of the college for the next year

.....  
Name & Signature of the  
Director/Coordinator,

.....  
Name & Signature of the  
IQAC Chairperson, IQAC

**Annexure-II**  
**STATEMENT OF EXPENDITURE**

1. Name of College -----
2. UGC approval Letter No. and Date-----
3. Effective date of Establishment of IQAC-----
4. Period of Expenditure: From-----to-----

Details of Expenditure

Sl. No.	Item	Amount Approved (Rs.)	Expenditure Incurred (Rs.)
1	Honorarium to the Coordinator, IQAC Rs. 1000x12x5	60,000/-	
2	Office Equipments	60,000/-	
3	Hiring Services for Secretarial & Technical Services	60,000/-	

4	ICTs Communication expenses	70,000/	
5	Contingencies	50,000/-	
Total		3,00,000/	

It is certified that the amount of Rs. -----(Rupees-----) out of the total grant of Rs. -----(Rupees-----) Sanctioned to ----- by the University Grants Commission vide its letter number----- dated-----towards-----under-----scheme has been utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions as laid down by the Commission. If as a result of check or audit objection, some irregularities are noticed at a later stage, action will be taken to refund, adjust or regularize the objected amount

Signature

Principal with sea

Signature

Statutory Auditor of the College with seal/

Chartered Accountant with seal and Registration No.

### **ELIGIBILITY FOR FINANCIAL ASSISTANCE FOR ESTABLISHING IQAC**

All Universities which are under section 2(f) & 12B of the UGC Act will be eligible to receive the financial support for establishing and strengthening of the IQACs in them. In order to meet the establishment and strengthening expenditure of the IQAC during the XII plan, the UGC will provide financial assistance of Rs.5.00 lakhs (to be released in two instalments of 90% and 10% of the total assistance) to each University. The expenditure can be incurred on following items.<sup>3</sup>

Sl. No.	Purpose of grant	University
1	Honorarium to the Director / Coordinator, IQAC @Rs. 1000x12x	60,000/-
2	Office Equipments	1,00,000/
3	Hiring Services for Secretarial & Technical Services	1,80,000/-
4	ICTs Communication expenses	80,000/
5	Contingencies	80,000/
Total		500000

In India, institutional level assessment and accreditation are carried out by the National Assessment & Accreditation Council (NAAC). NAAC has revised its framework in for quality & excellence in H.E. in July 2017 and introduced a Quality Indicator Framework (QIF) having both quantitative (72% weightage) and qualitative (28% weightage) metrics (NAAC [2019]). A comparative analysis of previous approach v/s new approach of NAAC is shown in Table 1

Old Methodology (year 2007)		New Methodology (year 2019)	
<b>1. Criteria and Weightage of Marks</b>			
Criteria	Weightage	Criteria	Weightage
1.1 Curricular Aspects	150	1.1 Curricular Aspects	150
1.2 Teaching-Learning and Evaluation	250	1.2 Teaching-Learning and Evaluation	<b>200</b>
1.3 Research, Consultancy and Extension	200	1.3 Research, Consultancy and Extension	<b>250</b>
1.4 Infrastructure and Learning Resources	100	1.4 Infrastructure and Learning Resources	100
1.5 Student Support and Progression	100	1.5 Student Support and Progression	100
1.6 Governance and Leadership	150	1.6 Governance, Leadership and Management	<b>100</b>
1.7 Innovative Practices	50	1.7 Institutional Values and Best Practices	<b>100</b>
<b>2. Type of Metrics</b>			
100% Qualitative Metrics (Responses were required in descriptive nature)		More weightage is given to Quantitative (numeric) metrics, i.e. (72% weightage and Qualitative (descr	

Source: NAAC Institutional Manual for Self-Study Report Universities and NAAC Website, various approaches have been conceptualized to illustrate the Excellence in Higher Education. These approaches apply to management and services provided as well as the experience of stakeholders and outcomes from study and research. Excellence in higher education may be understood as an expectation and a goal. Arab Network for Quality Assurance in Higher Education (ANQAHE) conducted a broad survey of QA and Accreditation of HE in Arab Region in year 2012, financed by the World Bank. The survey findings showed the importance of international and external quality audits and site visits of peer teams to improve the quality of HEIs in Arab Region (ANQAHE [2012]). In above context of globalization of HE, Accreditation plays an important role for setting minimum standards for academic processes, curriculum, teaching-learning, infrastructure and resources, support services, governance, leadership and management, and benchmarking of best practices in order to prompt the culture of continuous improvement towards achieving excellence (Middle State Commission [2002]). So far we have elaborated the concept of H.E. in ancient time (387 BC) and the emergence of QA in modern higher education system through involvement of various statutory, regulatory and accrediting bodies globally. We also have discussed that Excellence in HE has been defined by numerous researchers. In section 2 of this paper we have discussed the meaning of accreditation, its benefits. Section 3 describes the methodology specifying the purpose for selecting particular accreditation and ranking processes/framework for this study. Section 4 elaborates the impact of accreditation on various aspects, such as: enrollments; academic reputation; internationalization; research & innovation; stakeholders' satisfaction and employability; quality of faculty, curriculum & learning outcomes; and academia-industry relationship/connect. In section 5 we have concluded the overall findings of our research work. In this paper at many places abbreviated forms have been used, those are described at the end of his paper.

Influencing Factors	(1+2) Total	(1) Very Important	(2) Somewhat Important	(3) Not Important	Ranked by students
<b>Accreditation</b>	84.1	45.1	39.0	15.9	<b>1</b>
<b>Rankings Status</b>	83.6	46.6	37.0	16.5	<b>2</b>
<b>Campus visit</b>	76.8	36.1	40.7	23.1	<b>3</b>
<b>Word of mouth</b>	75.6	25.1	50.5	24.4	<b>4</b>
<b>University web site</b>	73.7	29.3	44.4	26.3	<b>5</b>
<b>Recommendation of others</b>	71.7	30.5	41.2	28.3	<b>6</b>
<b>University Sports facilities</b>	69.3	29.3	40.0	30.7	<b>7</b>
<b>Advertisements</b>	68.1	22.4	45.7	31.9	<b>8</b>
<b>Meeting with university staff</b>	64.0	26.7	37.3	36.0	<b>9</b>
<b>Education fairs</b>	63.9	25.8	38.1	36.1	<b>10</b>
<b>Counselor's / teacher's advice</b>	63.0	25.5	37.5	37.0	<b>11</b>
<b>Contact from university</b>	61.4	25.1	36.3	38.6	<b>12</b>
<b>HEI Rep. visit to my school</b>	49.5	18.7	30.8	50.4	<b>13</b>

To arrive at rank total of 'Somewhat Important' and 'Very Important' was considered. (Numbers mentioned above are in percentage)

However, McFarlane [2010] investigated and found that earning a degree from an unaccredited institution does not mean that the HEI lacks quality and standards. Yet, students who have completed degree from an unaccredited institution face problems when they wish to pursue further higher education.

### ROLE OF TQM IN EDUCATION

Total quality management (TQM) is defined as both a philosophy and a set of guiding principles that represent the foundations of a continuously improving organization. It is the application of qualitative methods and human resources to improve all the processes within an organization and exceed client needs now and in the future. TQM combines fundamental management techniques, existing improvements and technical tools under a disciplined approach. Although different individuals recognize the concept of quality in different manners. In education teachers are the major providers of educational services to the patrons i.e., students. So for teachers, view on quality environment is important. The perception of teachers, academic culture along with their expectation is taken. As quality measures and priority concerns for improvement in institution depends on it. Even the development of infrastructural facilities to maintain good reputation in society were also dependent on it (TQM). For which cooperation and support of community is essential. That creates academic climate should peaceful and encouraging. Results in overall quality improvement of education. Because management in TQM means everyone is the manager of their own responsibilities (everyone in the institution- whatever their status, position or role is). Although technologies have brought tremendous changes in education and interpretation of the term quality. Still TQM advocates that everything/everybody in the organization is involved in the academic institutions for continuous improvement. Besides this, leads to enhancing the quality of instruction. By collecting and analysing feedback from users in academic institution. Meanwhile, in traditional setting, the evaluation factors like building bond with students, challenges, student learning, provides timely feedback, and teaches fundamentals. However, students' perceptions are different when attending a traditional versus online

classroom setting. This infers that synchronous and asynchronous settings require different teaching styles and different evaluation criteria.

### **TOTAL QUALITY MANAGEMENT IN LIBRARIES**

TQM is now practiced in service sectors like library and information. Started since in the late 1980s and concept has become more relevant in the current technological era, due to the application of information technology in libraries and changes in information consciousness among users (Raina, 1995). Now the question arises, why libraries should adopt TQM. Since libraries are among the most ancient social and cultural institutions in existence. Although ancient libraries as well as modern ones have one thing in common: all of them have a body of information recorded on them and could retrieve information whenever needed. Such accessibility of information requires good organizational ability from those who are structure of the organization. Where desired information is retrieved in a timely manner to the users. Creation and maintenance of such a structure requires an effective management process that facilitates work towards the goal. In fact, many libraries have implemented TQM successfully e.g. Harvard college library (created a task force which rewrote the library's statement and considered changes that develop a new organizational culture. Highlights the changing nature of staff and responsibilities in an era of pervasive change).

Further to enrich the quality of higher education, a country wide classroom programme should be launched through infrastructural development which can improve quality to make human resource productive. As it (Total Quality Management) in higher education aimed to emphasize the general principles involved and to point out how this approach has been and can be used to improve the quality of an academic institution. That is, to assess the way in which the institution is working as compared with a TQM approach and the weaknesses/strengths of the quality work can be recognized. With this knowledge management is considered as one of the most useful solutions for academic libraries that can be adopted in order to improve their services to become relevant for their parent institutions in the present competitive and challenging environment. Even due to knowledge Management in Libraries (Society) people have started realizing and using knowledge as vital competitor in controlling the economy of a nation. These modifications are also having the impact on functionality of major library centres which either will be fully or partially converted into the KM centres.

Thus, application of TQM is to identify service improvement techniques for an academic library systems and services. But requires change in the mental frame of the employees as well as the executives of the library; customer segmentation in terms of their needs; service strategy to each user segment within library constraints; and support from the top management of the library is must without this the quality can't be improved. In fact, implementation of TQM involves a changed attitude of employees towards their work. Each employee has to contribute his or her best for achieving the objectives of the department which, in turn, are driven by the objectives of the library. With the result a knowledge management initiative in libraries becomes imperative in order to harness the wealth, wisdom, expertise, and experiences embedded in the heads of such employees before they leave the library. This can be achieved through brainstorming, open discussions, and provision of productive ground for creativity, sharing of ideas, organizing workshops, conferences, identification and collectively finding solutions.

Therefore, there are a number of approaches that knowledge professionals can use in academic systems and make it possible to utilize the knowledge resources. Their general focus will be to enhance the accessibility and quality of knowledge, so that the organization will have an enlightened view of its environment. Librarians should follow and harvest the tacit and explicit knowledge of workers to the full advantage of the library. By acquisition of modern tools, updating skills and standardization, knowledge creation, knowledge capturing, knowledge sharing etc. Moreover the awareness of standards and specifications urges to develop special programs for each of the types of institutions, information and training of all employees of such institutions on the various sections and departments that are closely associated in the development of the quality work in libraries and



information centers . So that total quality management (TQM) is acknowledged as a management philosophy for improving patron satisfaction but there is no compromise regarding the success or adaptability of its principles in education.

### **CHALLENGES**

The quality assurance of educational systems has always been a real challenge with the development in the educational components of the system such as curricula, instructional methodologies and educational technology. Thus, a new framework for implementation of successful learning, new concepts related to the quality assurance strategies in conventional as well as technology based educational systems namely blended learning need to be introduced. The focus on the critical quality assurance factors that affect teaching and learning in a blended learning system should be shifted. Libraries are no exception, especially as in their case the pace and the volume of changes which they have to deal with is doubled by the complexity of information needs and requests of users through up to date products and services) With the result TQM faces new challenges due to diversity in nature of students and educators, large and multileveled classrooms, technological advances and new paradigms in educational content and delivery. Although expert recommendations for implementing change were needed. As it is a challenge to identify feasible and effective implementation strategies for quality improvement effort. Further a gap analysis of the requirements for achieving sustainable development in education need to be done. That will reduce challenges (lack of strategic leadership, Low demand from external an internal stakeholders) in implementing sustainable development in education. On the hand developing human capital that enhances a successful and competitive organization requires huge investment. Though most organizations spent huge sum of money in their production lines and equipment without considering the minds that manages them. It is necessary for organizations to equal infrastructural development with manpower development in order to avoid haos. Therefore, a published taxonomy of implementation strategies should be used to establish consensus on terms and categories for quality improvement.

### **CONCLUSION**

Total quality management can be helpful in overcoming from lack of management which causes disorder, confusion, wastage, delay, destruction and even depression. Managing men, money and materials in the best possible ways helps in making people capable of joint performance, to make their weakness irrelevant. It creates harmony in working together with equilibrium in thoughts and actions, goals and achievements, plans and performance, products & markets. It resolves situations of scarcity, be they in the physical, technical or human fields, through maximum utilization with minimum available processes to achieve the goal. While as in most of the libraries, people are engaged in establishing and restructuring the routines, creating job descriptions, acquiring and organizing materials and doing odd jobs which do not contribute to the information functions. Education sector should empower their libraries to develop campus- wide knowledge management systems. As it is now time for libraries to reposition themselves in the central stage and lead from the front in knowledge management.

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