



# Institutionalization of the IQAC

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# What is Institutionalization?



.. **the action** of establishing something as a convention or norm in an organization or culture.



# IQAC

**Internal Quality Assurance Cell**



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद  
विश्वविद्यालय अनुदान आयोग का ग्वायत संस्थान  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
An Autonomous Institution of the University Grants Commission

## *Certificate of Accreditation*

Date : October 30, 2017



*Abdullah*  
Director





QA ≠ QC

## ❖ **Verification**

- ❖ Positive declaration
- ❖ Product works as per the expectations.

### **Defines :**

- ❖ Standards and methodologies to followed in order to meet the customer requirements.



## ❖ **Validation**

- ❖ Focuses on identifying a defect.

### **Ensures:**

- ❖ All methods and processes are followed correctly.

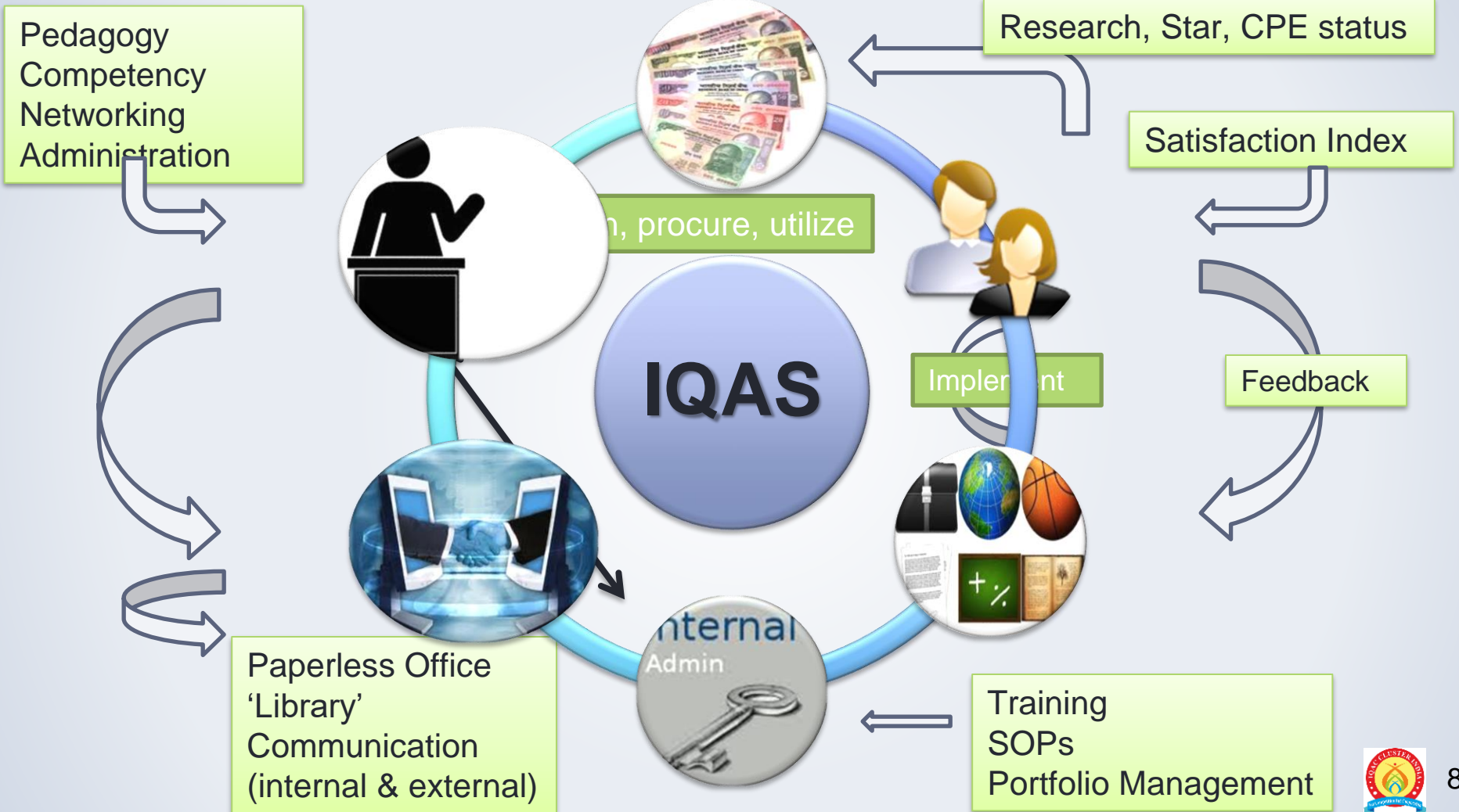
**Continuous 24 x 7 activity**



# Are Students Products or Customers?

- **Active Ingredient** = Subject Knowledge and Skills
- **Fillers / Buffers** = Humanity attributes; Social Skills; Citizenship
- **Packaging** = Making it look good; Durability; External influence







# IQAC



Committee



Leader

# Whom to include in the IQAC



- The Principal and the IQAC coordinator should choose the team wisely.
- Alumni should preferably be well settled and available
- Social field person could be from NGO or from News paper editor or some top person.
- These people should be able to relate situations to the kind of students we cater.
- **Choose teachers carefully:**
- At least one should be a technology wizard and should know Excel and computers in general well.
- At least one should be good in communication with staff.
- One should be a staff with good english.
- Student representative could be a good data entry and maintenance operator. Alternately a young staff with excellent typing skills.
- There should be at least 40 to 50% representation of women.

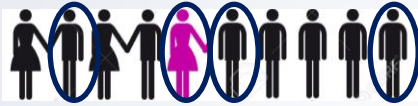
CDC



Principal & Vice Principal



HODs



Teachers



Admin. Staff



Students



Alumni



External Members



TD – IQAC

I

Q

A

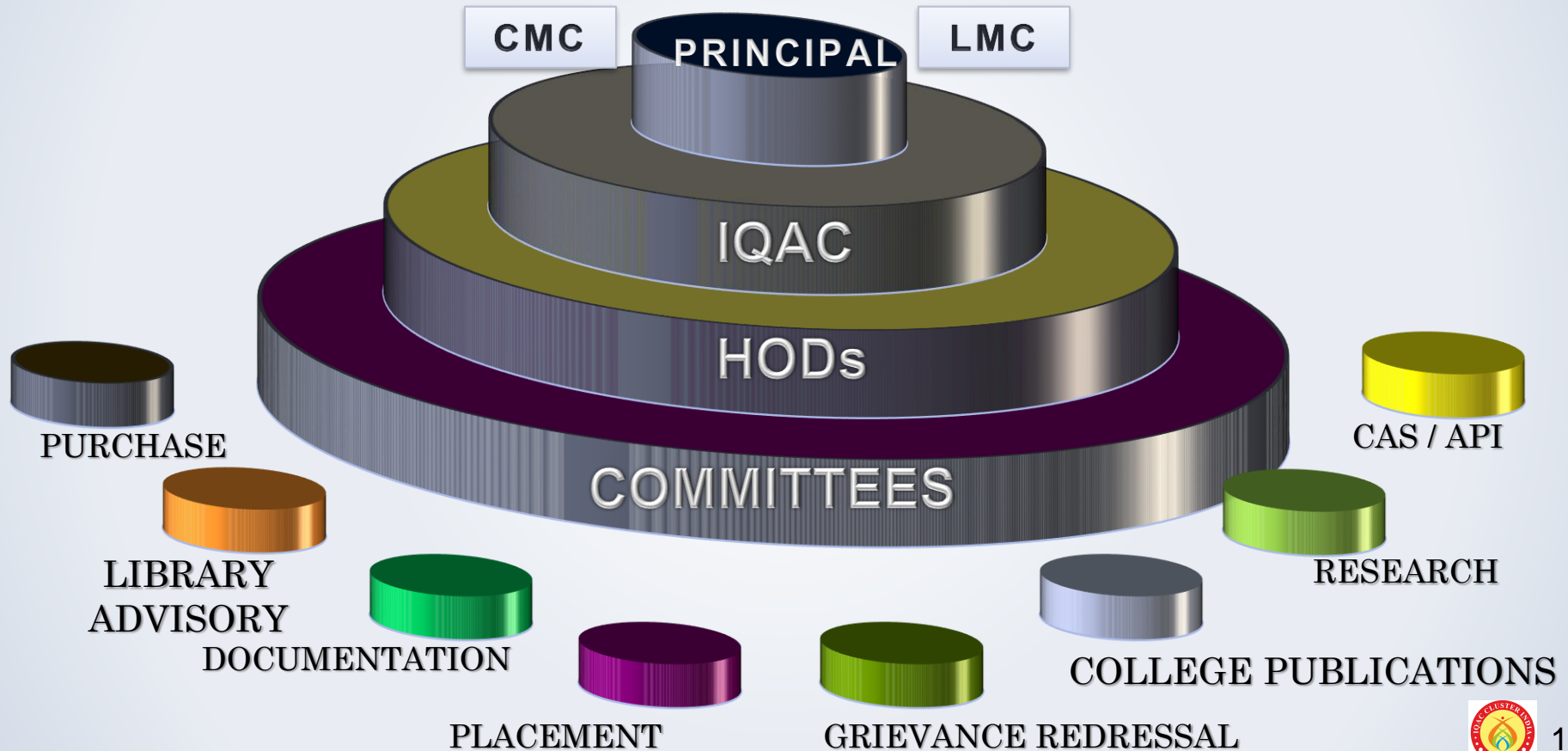
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SSD – IQAC

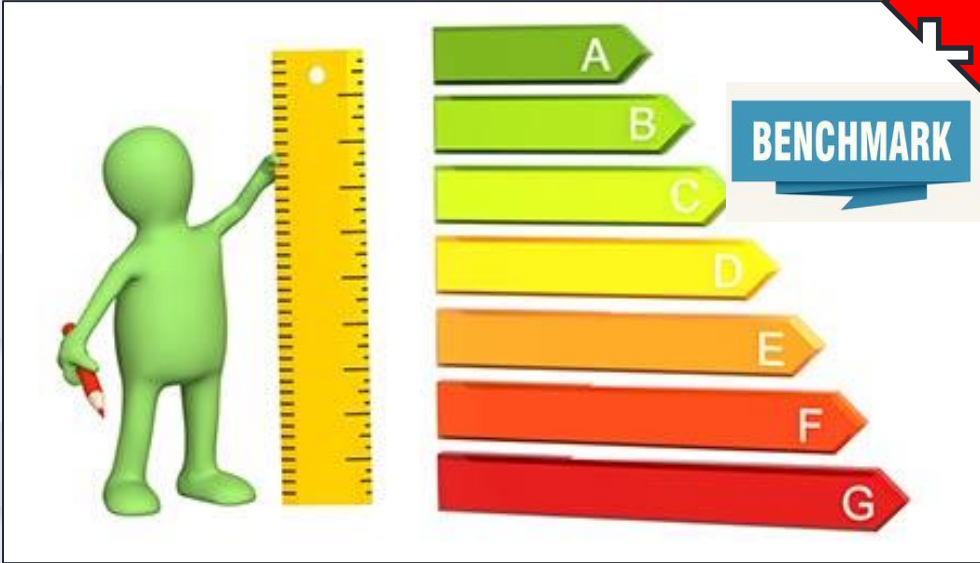
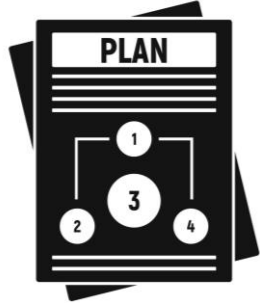




# Participative Management & Distributed Leadership



# How does the IQAC work?





## IQAC Working

- Understanding the college, its staff, students, stakeholders, and coordinating them for improving quality.
- It is a recommendatory body to the Principal and Management
- It ensures the internalization of Quality Culture.

## IQAC Work

- Documentation.
- AQAR & NAAC reports.
- Focuses on teaching, learning, research and administration.



## **FUNCTIONS OF THE IQAC**

- ❖ **Benchmarking:** Procedures and Processes in academics and administration.
- ❖ **Creating conducive environment for learning.**
- ❖ **Faculty:** Maturation, Knowledge & Technology use.
- ❖ **Participatory T & L processes.**
- ❖ **Feedback :** all stakeholders on quality processes
- ❖ **Documentation**
- ❖ **Coordination:** Quality Initiatives & Best Practices.
- ❖ **MIS for institutional quality**
- ❖ **AQAR & NAAC reports**



# IQAC AT WORK



- Periodic Assessments and Audits.
- Keeping Targets.
- Accountability and Collaboration.
- Promoting Value Framework.

# Assessments and Audits



## GREEN AUDIT



# Keeping Targets

## Stimulating Academic & Administrative Environment



# Accountability & Collaboration

- Encourage self evaluation, accountability, autonomy and innovations.
- To collaborate stake holders related to higher education





# Promoting a Value Framework

Speak at least two languages proficiently

Think creatively and critically to address big issues

## Global Competence

Keep an open mind to diverse perspectives and cultures

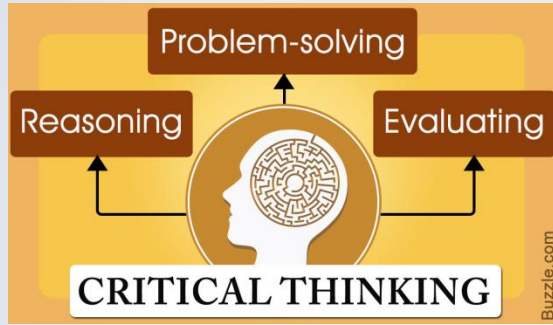
Develop new skills and harness technology to support growth



**CORE VALUES**



# Global Competencies



### Common Core

Ensuring students are college-, career-, and world-ready

Focus on what students can do with the language.

Research, media & literacy skills embedded in Interpretive and Presentational Modes.

A globe on a blue stand with a red arc around it. To the right is a cartoon elephant holding three red hearts. Below the globe is a yellow flower with a small globe in its center.



### Collaboration

Four red human figures standing on a grey shadow. Dashed lines connect each figure to a central target icon with a plus sign. The target icon is surrounded by concentric circles.

A circular logo with a yellow border. Inside, there is a stylized figure and text. The text around the border includes 'DEPARTMENT OF EDUCATION' and 'Division Office - Marikina City'.





# Bench marking with Ethics & Values not competition



# Ethicality & Benchmarking



- Mission, Vision, Values
- Integrated governance
- Division of work
- Compliances
- Ethics
- Core values
- Demonstrate leadership
- Code of conduct
- Accountability
- Openness to sort out issues
- Measuring performance & results
- Updating of policies, processes & procedures
- Comprehensive training.
- Audits & compliances
- Plagiarism checks

# Benchmarking Tips

## Benchmarking is...

- ❖ Intentional & Deliberate
- ❖ Planned & Action-oriented
- ❖ Results in change -adapt and adopt for improvement

## Ongoing and continuous Benchmarking Tips

- ❖ Commit adequate time and resources to plan and execute
- ❖ Involve the right people. Select good benchmarking partners
- ❖ Don't limit to organizations that you consider to be superior or those that appear to be most similar.
- ❖ Collect relevant data
- ❖ Keep an open mind



Promoting the  
**Constructivist Approach**  
in Teaching-Learning and  
Evaluation





- **The teacher needs training because student has some experiences.**
- **Hence new methods of teaching.**

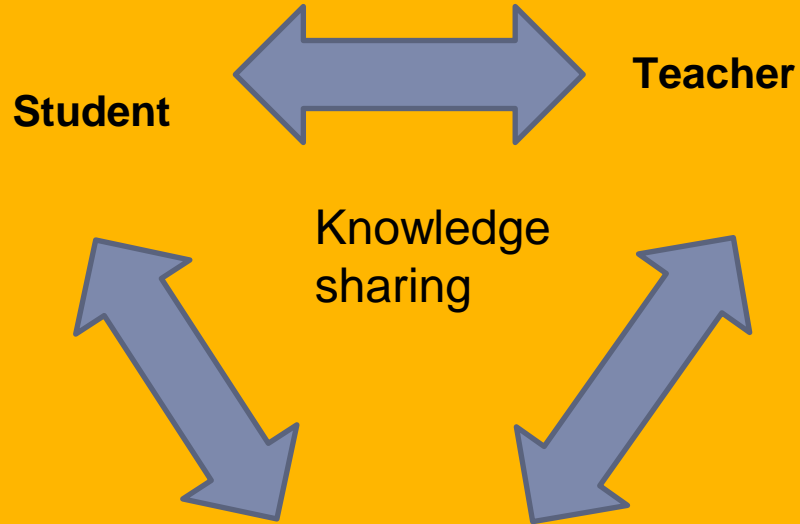




# TL&E: A Constructivist Approach

- Promoting new teaching methodologies
- Updating teachers through FDP's, Trainings, Lectures, exchange programs, research promotions
- Innovations in teaching, learning
  - Feedbacks from students on teaching & learning
  - Resource generation in the libraries by the teachers
  - Focusing on the delivery mechanism of teachers.
- Promoting camps for creation of new questions.
- Promoting learner centric environments
- Creating creative situations for teachers to focus on T&L





## Constructivist Role of IQAC in Teaching, Learning & Evaluation

**IQAC: “*In Conclusion*”**



## NAAC RAF (Criteria)

I  
Q  
A  
C

**1 Curriculum Design & Enrichment; Feedback**

**2 PO, CO & their Assessment; T-L pedagogy; SSS**

**3 Promotion of Research, Collaboration; Resource Mobilization**

**4 Optimal utilization of Resources**

**5 Alumni Engagement**

**6 Vision, Mission, Objectives; Strategic / Perspective Plan;  
Faculty training and empowerment; Strengthening the IQAS**

**7 Good Practices; Best Practices; Distinctiveness**



# DOCUMENTATION & EVIDENCE

## Policies for good documentation

- Good planning.
- Giving sufficient time for documentation.
- Continuous assistance.
- Promoting good work
- Excellent communication.
- Cool head and a sweet tongue.
- Helping hand in documentation initially.



**Feedback & SSS are important for analyzing effectiveness of functioning processes**

# IQAC

Committee

Perspective Plans

IAQAR

Review Reports

Quality Initiatives

Quality related Seminars

Academic and Administrative Audit

Minutes of Meetings

Letters of Approval (CDC / IQAC)

Action Taken Reports

Best Practices

Teaching – Learning Process

Assessment of Learning Outcomes

Summary Report of Teachers' Professional Development

Analysis of Examination Results

Analysis of Feedback (all areas)

Report of Post-accreditation initiatives

Progress Report (for NAAC Accreditation work)

Progress Reports (Cells / Committees)

Reports of Departmental Performance

CAS / API Reports

Self-Evaluation (for NAAC Assessment)

Annual Summary Report of the IQAC



# **SPECIAL NOTE:** **IQAC DOES NOT**

- ❖ Conduct events
- ❖ Govern the organization
- ❖ Collect funds
- ❖ Conduct examinations
- ❖ Prepare college magazines



# Characteristics of an Institutionalized IQAC

→ Has its own Vision, Mission and Objectives

→ IQAC is respected

→ It is the 'think tank', not a documentation committee for NAAC accreditation

→ Works willingly

→ Has defined Plans and SOPs for all processes

→ Is competent and skilled

# Challenges to the 'QA' movement

- **Evaluations:** stipulated - regulating bodies v/s self-/ 3<sup>rd</sup> Party assessment
- Changes in frameworks.
- No long-term perspective plan.
- Insignificant participation of students.
- **Frameworks not embedded in a real institutional 'quality culture'.**
- **Evaluation fatigue.**
- Student population / quality
- Poor facilities and equipment, Examination malpractice, Poor staffing, Poor funding.





# summary



<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
				
Specific	Measurable	Attainable	Relevant	Time Based





**CLICK HERE TO BEGIN >>**

