



THE ROLE OF IQAC IN ENHANCING QUALITY EDUCATION IN HIGHER EDUCATION INSTITUTES IN MOFOSSIL AREA

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Received: 16.11.2022

Reviewed :19.11.2022

Accepted: 23.11.2022

ABSTRACT

IQAC ensures a better collaboration between various departments of the higher education institutions and eradicates the communication gap with frequent evaluation & feedbacks from the stakeholders. 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 and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. Human endeavors and nature are in perpetual conflict. Nature grows and behaves in her own spontaneous and carefree way, in contrast to human efforts, which are constantly made to bring objects and actions in a cohesive, systematic, and regulated way. The stakeholders in the higher education institutions in rural areas are still far from having a feeling of the quality work culture and well-planned approach for the delivery of excellent education. The college's important governing body, the IQAC, makes plans and policies and can play a significant role in providing high-quality education and raising awareness among stakeholders about the importance of the overall development of students in order to prepare them for today's fiercely competitive, globalised job market. The current paper examines many issues and makes an effort to find solutions in higher education institutions in rural areas. It also examines and assesses how IQAC plays a crucial part in creating a framework to systematise the many processes and activities in the institute, creating a potent action plan, and creating a high standard work environment in college.

KEYWORDS : Quality Education, stakeholders, plans and policies, drop-out, action plan

The heart and soul of the higher education institutions networking is IQAC. The members of the IQAC are the "Think Tank" that collaborates to spread high-quality education throughout the institution. The mainstream amenities and connectivity that the colleges in metropolises and metropolitan areas enjoy are still unavailable to higher education institutions in rural places. The following issues appear to be prevalent in the rural higher education institutions.

Decentralization of Responsibilities:

The primary purpose of IQAC is to distribute tasks and accountability to the many

teaching and non-teaching staff members at the institution in accordance with their areas of expertise and interest. The numerous college employees' aptitudes, propensities, and potential should be determined by IQAC, who should then assign the tasks in accordance with those findings. IQAC needs to have vision. Several academic and administrative committees in the college were formed in a sensible and clever manner to ensure efficient and innovative operation.

In order to empower research, teaching, learning, evaluation, infrastructure development, academic excellence, holistic development,

extracurricular development, and other activities, IQAC should establish such committees. All interested parties should be represented by IQAC on the different academic and administrative committees. In the process of teaching, learning, evaluation, feedback, infrastructure development, holistic development, and other notable activities and practices at the institute, students, parents, alumni, teaching, non-teaching, and management should all be involved.

Scarcity of a Well-Planned Academic Calendar:

The rural colleges lack the foresight necessary to complete a variety of academic and administrative activities as efficiently as possible and to fully utilise the resources and infrastructure at their disposal. A well-planned academic calendar could be produced by an IQAC to guarantee that all co-curricular, extracurricular, and academic events are handled in the best way possible during the academic year. Every HEI strives to assist students in developing into more well-rounded people who can compete in the modern global marketplace. Students must be provided the opportunity to develop their extracurricular interests through cultural and athletic activities in addition to their academic and curriculum needs. The students in remote areas should be sent to numerous inter-college and inter-university activities including youth festivals and sports meet in addition to the various competitive exams, quiz contests, and science displays. The academic schedule should include all of the different study tours, field trips, field projects, collaborative activities, CIE, bridge courses, motivational sessions, cultural and sporting events, the Induction program, mock interviews, seminars, and employment trainings. The more robust the academic schedule, the more exposure the students would receive.

Lack of Collaborative Activities:

The colleges in rural area lack in various collaborative activities. There is no network of industries and the institutes with professional courses in this area. This is not the case with the colleges in cities. The colleges in urban areas are

surrounded with industries and various professional institutions. The management courses, medical and paramedical courses, the fine art and performing an courses, the aviation naval and hospitality courses in cities can give wide options and opportunities of employment to the students. These multi disciplinary courses develop a professional and global approach among students in cities.

Before joining the employment market, students in cities receive good training and internships. But these benefits are not available to colleges in rural areas. They are limited to taking non-professional courses or courses relevant to local requirements, such as forestry, farming, mining, and animal husbandry.

An IQAC in these universities can collaborate on projects with adjacent colleges in towns and cities to provide students with training and internships that will help them find employment. In order to equip students with advanced information, IQAC might sign MOUs with professional institutions. For these students, study trips and field trips can be planned to expose them to the diverse and career-focused world.

Poor Primary Education:

In rural areas, primary education is very poor. The network of private English schools in the Mofossil region is still underdeveloped, while the government institutions are dishonest and unresponsive. They cannot competently complete the necessary academic, co-curricular, and extracurricular activities. Because of this, the students admitted to rural colleges are not equipped to match their academic abilities with those in higher education. There is always a significant gap between the sender and the recipient as well as between the learner and the teacher.

The students in metropolises or metropolitan areas, on the other hand, are well exposed to the competitive globalised environment, as well as to highly advanced and professional branches of knowledge. Because of the better standard of their primary education, they have a well-rounded knowledge and personality. As a

result, when these students enroll in higher education, they are prepared and maintain a relationship with the teaching and learning there. But a serious issue in this regard is the circumstances of rural students. A few bridge courses can be introduced by an IQAC for rural students, bridging the gap between elementary and higher education and preparing them for HEL. Also, a well-planned induction event for these students can be organised, and speakers from other fields can be recruited to give the students a sort of introduction. In addition, it is possible to determine the pupils' teaching levels and provide them with remedial coaching.

Massive Dropout Rate:

The rate of student dropout in rural areas is extremely high. As a largely agricultural region, farming provides the majority of the family's income. The entire family is occupied all year long with various farming operations, thus there is little attendance from the students in class. The mentor-mentee programme that NAAC included in the SSR guidebook is particularly effective at lowering the student dropout rate. The students in rural areas may turn to teaching-learning and the pass percentage can be increased, which will ultimately decrease the drop-out rate, if each teacher takes on the role of a mentor for the students who are assigned to him and sensitively investigates their problems and seeks solutions.

Conclusion:

In this way, the academic and organisational development of the HEI centered around IQAC. The college's numerous academic and administrative processes are networked together through IQAC, which serves as the central processing unit of the entire system. The group's eleven members must be proactive, forward-thinking stakeholders committed to the institute's purpose of providing high-quality education. As the recipient of the system's benefits or the system's end user, IQAC is responsible for the student's thorough and skilled development.

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