Evaluation of Iqac and Tqm: The Role of Gtu and the Aicte for the Engineering Institutes

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The Engineering and Technological institutions in India have been given much flexibility in terms of number of seats, the affiliation to the Gujarat Technological University and the liberalization in terms of setting up of the new Institutes in the State of Gujarat. But along with this the much given liberty the sphere of quality management has been given much importance. The IQAC is an effective and efficient internal coordinating and monitoring mechanism. This cell has been diligently involved in helping the administration and other committees by offering valuable suggestions and measures in order to have consistency in maintaining the quality of education.

The purpose of this paper is to study the following:

1. Has the accreditation bodies been up to the mark of their mottos?
2. The liberty has been given but what are the setbacks which are hindering?
3. The autonomous bodies and the government bodies are at sync with each other or the other way around?
4. What are the issues of TQM that one is liable to face while taking the engineering faculty into consideration?

The National Board of Accreditation (NBA), <u>India</u> was established by AICTE (All India Council of Technical Education) as an autonomous body under section 10(u) of AICTE act, 1987 for periodic evaluations of technical institutions & programmes basis according to specified norms and standards as recommended by AICTE council. It has the full authority to recognise or derecognise institutions and programmes under them. It is the only authorized body in India entrusted with the task of undertaking accreditation of technical education programmes [1]

Following the decision to close down the AICTE in the wake of a corruption scandal, Union Education Minister Kapil Sibal announced that the National Board of Accreditation will be elevated as an independent body and become the nodal agency responsible for accreditation in India. The National Board of Accreditation has since become an Independent Society constituted under the Registrar of Cooperative Societies.

Current objective of the AICTE:
In order to improve upon the present technical education system, the current objectives are to modify the engineering curriculum as follows:

1. Greater emphasis on design oriented teaching, teaching of design methodologies, problem solving approach.
2. Greater exposure to industrial and manufacturing processes.
3. Exclusion of outmoded technologies and inclusion of the new appropriate and emerging technologies.
4. Greater input of management education and professional communication skills.

v Introduction:
o "Dr Gitesh Joshi, Registrar, GTU briefed about GTU, the number of Colleges, the courses offered, the number of faculty and students, etc.

He proclaimed with pride that the PG program of GTU is the largest in the world. He also stated that the ICT enabled exam system is unique for which GTU has won awards as well. He

further said that under the leadership of Dr Akashai Aggarwal, Hon. Vice Chancellor. GTU, we are determined that this year, each Masters Program and PhD Program will be World Class. GTU Innovation Council, which is the largest in the country with approx 500 industries involved in its 25 Committees and about 7,000 industries, which participated in the Final Year projects during 2011-12. He also briefly introduced the initiatives of."

Inaugural speech by Dr Gitesh Joshi, Registrar, GTU GUJA-RAT TECHNOLOGICAL UNIVERSITY
Workshop titled "DESIGNING ORGANIZATIONAL STRUC-TURE OF TECHNOLOGICAL UNIVERSITIES (DSTU)"

The speech was focussed on the following:
a. The Skills Councils,
b. The Faculty Development Program – the largest of its kind in the Country,
c. The 12 Research Centres to be established by the end of this year
d. The international visits and program of the MCA and Engineering students, etc. Quality assurance and enhancement is the continuous process, for which Internal Quality Assurance Cell (IQAC) has been constituted in many colleges. The functions of IQAC and the efficiency of college administration being interrelated, depend on the degree of decentralization of power and authority with high-levelled specialization through division of work via the participatory and proactive involvement of every member in the institution.

Though IQAC is the first step towards the internalization and institutionalization of quality enhancement, its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. The IQAC has the potential to work out 'intervention strategies' to remove deficiencies and enhance quality. Though it will be facilitative and participative, decision taking and goal setting system evolved, its intervention strength is not exploited or even used by the institutions only because it may supersedes the so called emperor of the Principal. The functions expected from IQAC, demand accountability of the Principal and thus put a question mark on the performance of the Head of the Institution which is hard enough to be digested by the person in a powered chair.

1. First expected function of the IQAC is development and application of quality benchmarks/parameters in various activities of the institution. It is expected that the Principal should implement the innovative ideas suggested by IQAC. But, in some cases it may be difficult for the Principal to work on any other's orders though they have come from a democratic systematic mechanism of IQAC.
2. The second suggested function of IQAC is dissemination of information on quality aspects. But unfortunately those who are supposed to keep confidentiality and secrecy of the information seem to be forgetting their job.
3. While performing the third suggested function of organization of discussions, workshops, seminars, the word of the Principal is final. If IQAC is expected to record and monitor quality measures of the institution, it directly questions the performance of the Principal as one of the important stakeholder. It is surprising to find the list of stakeholders without the mention of this important powered post:

The role of the bodies of the IQAC is also crucial in ensuring the effective functioning of all the members. The bodies of the IQAC

should be a senior person with expertise in quality aspects. But unfortunately the seniority of a person is measured in terms of years of experience and not on the experiments and innovativeness brought by him/her in the work. As quality assurance and enhancement are new concepts, they are very rarely taken in their true sense by many of the senior people. Again as she/he may be a full-time functionary bearing coordinating responsibility of IQAC as an additional responsibility, hardly provides justice to the work. The bodies keep on waiting for the orders of the Principal even for conducting the meetings of the IQAC and writing the AQAR. Academic excellence is a result of democratic, unidirectional targeted team work of all the stakeholders together. However, the key role is to be played by the principal and the bodies. Their awareness of their catalytic role when is left unidentified, this totally personalizes and thus paralyses the mechanism of quality enhancement.

• The facilities provided by the University Grants Commission (UGC) for the maintenance of TQM:
• These facilities are equally applicable to the AICTE and subsequently to the Gujarat Technological University (GTU).

Sr. No.	Name of the Scheme	Objective(s
1.	Travel Grant	To provide support to Teachers/Scientific and Technical Officers/Administrative Officers of universities
2.	Conferences/Seminars/Symposia/ Workshops/Short- term	To organize programmes like short-term (less than 15 days) workshops or training programmes/
3.	Publication Grant	To support universities for publication of doctoral thesis, high quality research papers, lectures delivered such as national lectures of UGC or lectures instituted in the
4.	Appointment of Visiting Professors/ Visiting Fellows	To appoint eminent scholar in his/her field, generally a person who has hold or is holding the post of Professor
5.	Day Care Centres	To provide day care facilities at the campus for the children of age three months to six years whose employed parents/ researchers are away from home for
6.	Adventure Sports and Development of Sports Infrastructure and Equipment	To create an enabling environment for sports in universities and to foster amongst the students a spirit of cooperative team work, the capacity to face and
7.	Special Development Grant for Universities in Backward/Rural/	To focus attention on universities located in backward/rural/ remote/border areas, to improve infrastructure and to achieve optimum teaching, equity
8.	Special Development Grant for Young Universities and	To develop the infrastructure of the universities which require substantial funding since they are new and are
9.	Instrumentation Maintenance Facility	To provide effective and economical services in the repair and maintenance of scientific instruments and

Figure: 1

figure2

During the XI Plan, the UGC merged the following schemes with General Development Grant. No application/proposals during the Plan period would be considered for funding under these schemes.

1. Travel Grant
2. Conferences/ Seminars/ Symposia/ Workshops/ Short-term Training Programmes
3. Publication Grant
4. Appointment of Visiting Professor/Visiting Fellows
5. Day Care Centres
6. Adventure sports and development of sports infrastructure and equipment
7. Special Development Grant for Universities in Backward/ Rural/ Remote/Border Areas
8. Special Development Grant for Young Universities and Rejuvenation Grant for Old Universities
9. Instrumentation Maintenance Facility (IMF)
10. Special Scheme for Construction of Women's Hostels
11. Basic facilities for Women
12. Faculty Improvement Programme
13. Equal Opportunity Cells
14. Coaching Schemes for SC/ST/OBC (non-creamy layer) Minorities
15. Establishment of Career and Counselling Cells in Universities
16. Facilities for differently-abled Persons

These are only a few of the facilities which are provided by the AICTE and the GTU for the TQM and the overall development of the students, colleges and the Universities. Along with this the govt. Bodies also look after the needs and improvements of all.

1. Syllabus modifications: the mathematics and many other subjects are constantly being altered and upgraded when needed.
2. In higher education new subjects are added such as

a. 'Contributor Personality Development' subject: this gives the ethics aspect to the technical education Semester 7.
b. 'Communication and Research Skills' subject: gives the communication and research aspects to the Master of Engineering students Semester 1.
c. 'Management' subject introduced at the Master of Engineering.

All these innovations give the TQM and the IQAC a new dimension in the field of education.

• But with the advancements we find that the flaws are also there, such as;

a. The implementations of these innovations by the teachers, students and the institutions which is really a very difficult task.
b. The continuous innovation may have a negative effect as people sometimes become indifferent to the changes.
c. The financial aspects which touch various institutions and the student may lead to disinterest.

v Conclusion:
Quality and excellence are results of team work leaded by the leaders like principal and the bodies 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. This can be brought in by making the IQAC a statutory and mandatory apex body of the institution.
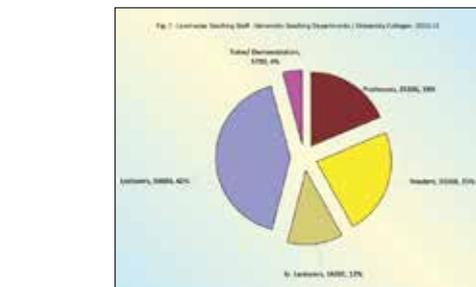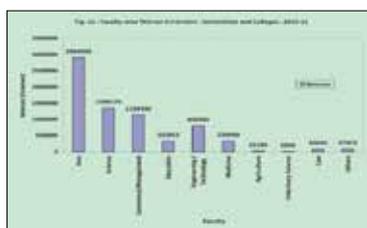
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