



ORIGINAL RESEARCH PAPER

Education

COMPARISON OF QUALITY MANAGEMENT IN INTERNAL QUALITY ASSURANCE CELL (IQAC) OF TEACHER EDUCATION INSTITUTIONS (TEIs) IN KARNATAKA

KEY WORDS: TEIs: Teacher Education Institutions, IQAC: Internal Quality Assurance Cell

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ABSTRACT

The establishment of Internal Quality Assurance Cell (IQAC) by accredited teacher education institutions (TEIs) (after the first-cycle) is a major step in pushing long-term quality standards. IQAC in any teacher education institutions 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 a teacher education institutions or colleges. IQAC should establish and excellent communication with the principal & management, motivate and mold the attitudes of the staff, student's rest of the stakeholders. The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. The present research article 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.

I. INTRODUCTION:

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of teacher education. The National Assessment and Accreditation Council (NAAC) proposed that every accredited teacher education institutions 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 in India. Its prime motive is to develop a system for conscious, consistent and catalytic improvement in the performance of the institutions and to make significant and meaningful contribution to improve the academic and administrative performance of the institution. The IQAC has to ensure that whatever is done in the institutions for "Education" is done efficiently and effectively at self-defined standards and is devoid of mistakes of all kind. So the IQAC needs to establish procedures and modalities to collect data and information by using the probes on the different parameters. The IQAC should therefore become a vehicle for ensuring the quality.

The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institutions. It will not be yet another hierarchical structure or a record-keeping exercise in the institutions. It will be a facilitative and participative voluntary system/unit/organ of the institutions. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in teacher education.

EDUCATIONAL QUALITY ASSURANCE IN INDIA:

The National assessment and accreditation council (NAAC), a statutory body set up by the Universities Grant Commission (UGC) in India, has the core agenda of assessing and accrediting quality in teacher education institutions in India. Assessing academic quality is central to this accreditation process of NAAC. To further sustain and enhance quality, accredited institutions are required to constitute an internal quality assurance cell to institutionalize quality (NAAC, 2017). Constituted essentially to foster quality in accredited institutions, the role of IQAC has been envisaged to be strategic with focus on improving the academic, administrative and overall quality of educational delivery. Focus areas identified for IQAC under the NAAC guidelines include:

- Ensure progressive performance in the academic, administrative and financial tasks.
- Implementing modern methods of teaching and learning.
- Ensuring the credibility of evaluation procedures.
- Ensuring the adequacy, maintenance and functioning of the support structure and services.
- Research sharing and networking with Institutions in India and abroad.

II. 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.

III. OBJECTIVES OF THE 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

IV. METHODOLOGY OF THE STUDY:

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

- **SAMPLE:** In the present study, the sample was selected from all the 48 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.
- **TOOLS USED TO COLLECT DATA:** Teaching-learning and evaluation scale were developed by the investigator on various dimensions of quality education of colleges of education.
- **STATISTICAL TECHNIQUES USED:** The collected data were coded and entered in Microsoft excel 2010 and converted in SPSS 20.0 version for statistical analysis. The data were analyzed by the following statistical procedures.

V. 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 01: 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.

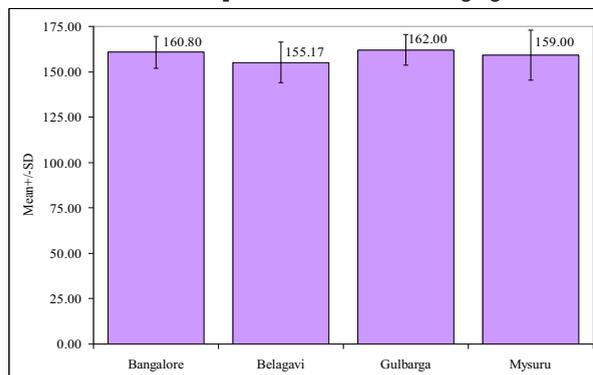


Figure 01: Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka

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 02: Results of Kruskal Wallis ANOVA 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

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.

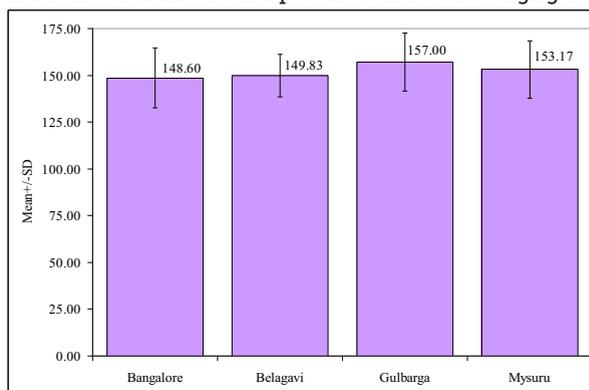


Figure 02: Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about internal quality assurance cell (IQAC) of colleges of education in Karnataka.

VI. FINDINGS AND CONCLUSIONS OF THE STUDY:

Findings:

- 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.

CONCLUSIONS:

- The mean of institutional information scores about internal quality assurance cell (IQAC) is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru).
- The mean of functioning scores about internal quality assurance cell (IQAC) is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru).

Internalizing and institutionalizing quality culture is at the core of IQAC's functioning. Through dynamic interventions into the curriculum design and teaching and learning process, the IQAC can strengthen the quality culture. Studies have revealed that Academic quality is closely linked to learner centric teaching and learning environment. For a seamless integration between the design of curriculum and curriculum delivery, IQAC can ensure that outcome based

educational methodology is implemented and monitored. Quality initiatives in teacher education institutions are best implemented through a consultative approach by engaging with all stakeholders and ploughing in their feedback. IQAC in light of its role and functions as envisaged by NAAC is sufficiently construed to become the torch bearer of quality consciousness.

VII. REFERENCES:

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