EFFECTIVE FUNCTIONING OF IQAC -CHALLENGES AND BEST PRACTICES

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Abstract

Internal Quality Assurance Cell (IQAC) for quality sustenance and enhancement is guiding the Higher Education Institutions in the most efficient way and the institutions are emerging with good results. The quality goals and objectives are to be consistently achieved and maintain excellence in performance of students with respect to grades, discipline, placement, extracurricular activities and social work. It is advisable to pay attention to the innovative teaching methods and procedure of evaluation which will be the main focal point of this paper.

Keywords: *IQAC, Challenges, Practice, Best Practices*

Excellence is a peak term for Higher Education Institutions and a term difficult to achieve too. But quality concern being the major talk of the institutions today have made them work harder to achieve it and the Internal Quality Assurance Cell (IQAC) for quality sustenance and enhancement is guiding them in the most efficient way and the institutions are emerging with good results. The quality goals and objectives are to be consistently achieved and maintain excellence in performance of students with respect to grades, discipline, placement, extracurricular activities and social work. It is advisable to pay attention to the innovative teaching methods and procedure of evaluation which will be the main focal point of this paper. The ideas will be converged to the maintenance of quality while carrying out the teaching –learning process and also examining whether the predetermined objectives are achieved or not, which will be done through evaluation. It is very important to know and consider how an instructor can improve the quality of instruction in an individual course. Then the more difficult question is how academic organization can improve the quality of its instructional program. Good teaching can be understood as that transmission of knowledge or information that leads to effective learning on the part of learners which in turn means thorough and long-lasting retention of the knowledge, skills, and values which the teacher or mentor is thinking to provide or the institution has set out to impart. When we talk about quality based Teaching –Learning process, it has to be equipped with variety of good teaching strategies. It would not be an exaggerated statement if I say that instructional objectives play a vital role in this quality check point of better teaching.

Objectives of IQAC

Instructional objectives are the pre determined goals which has to be achieved through actions and performance after having mastered the content and skills the instructor has attempted to teach. An instructional objective comprises of the statements like at the end of this course/chapter/lecture, the student should be able to understand or to do well on the next exam, the student should be able to master, which means that the outcome should be observable by the teacher.

Knowledge (repeating verbatim); Comprehension (demonstrating understanding of terms and concepts); Application (solving problems); Analysis (breaking things down into their elements, formulating theoretical explanations); Synthesis (creating

something, combining elements in novel ways); Evaluation (choosing from among alternatives).

Use of Active Learning Theory

The six given categories are the cognitive domain levels of Bloom's Taxonomy of Educational Objectives (Bloom 1984). The last three categories--synthesis, analysis, and evaluation--are often referred to as the "higher level thinking skills." Well-formulated instructional objectives can help instructors prepare lecture and assignment schedules and facilitate construction of in-class activities, out-of-class assignments, and tests. Perhaps the greatest benefit comes when the objectives cover all of the content and skills the instructor wishes to teach and they are handed out as study guides prior to examinations.

Use active learning in class as most students cannot stay focused throughout a lecture. After about 10 minutes their attention begins to drift and by the end of the lecture they are taking in very little and retaining less. A classroom research study showed that immediately after lecture students recalled 70% of the information presented in the first ten minutes and only 20% of that from the last ten minutes.

Various Active Learning Exercises

Students' attention can be maintained throughout a class session by periodically giving them something to do. Many different activities can serve this purpose of which the most common is the small-group exercise. At some point during a class period, the instructor tells the students to get into groups of two or three .When the groups are in place, the instructor asks a question or poses a short problem and instructs the groups to come up with a response, telling them that only the recorder is allowed to write but any team member may be called on to give the response. After a suitable period has gone the teacher randomly calls on one or more students or teams to present their solutions. Calling on students rather than asking for volunteers is essential. If the students know that someone else will eventually supply the answer, many will not even bother to think about the question. Active learning exercises may serve the purpose of variety of objectives. It can include.

Recalling previous content: The students may be given one minute to list as many points as they can recall about the previous lecture or about a specific topic covered; Responding to questions: Any questions an instructor would normally ask in class can be directed to groups. In most classes especially large ones very few students are willing to volunteer answers to questions, even if they know the answers. When the questions are directed to small groups, most students will attempt to come up with answers and the instructor will get as many responses as he or she wants; Problem solving: A large problem can always be broken into a series of steps, such as understanding the problem statement, predicting a solution, solving them or outlining a solution procedure, and checking or interpreting the solution. When working through a problem in class, the teacher may complete some steps and ask the student groups to attempt others. The groups should generally be given enough time to think about what they have been asked to do and begin formulating a response; Analytical, critical, and creative thinking: The students may be asked to list assumptions, problems; explain a technical concept, find the logical flaw in an argument; predict the outcome of an experiment or explain an observed outcome in terms of course concepts; or choose from among alternative answers or designs or models or

strategies and justify the choice made. The more practice and feedback the students get in the types of thinking the instructor wants them to master, the more likely they are to develop the skills; Generating questions and summarizing: The students may be given a minute to come up with two good questions about the preceding lecture segment or to summarize the major points in the lecture just concluded.

Co-operative Learning Task: It is instruction that involves students working in teams to accomplish an assigned task and produce a final product. The teacher has to take care that during the implementation of co-operative learning certain points are mandatory which includes: Good inter-personal relationship among students; Healthy and positive interdependence among children; Awareness about their individual contribution; One to one interaction among them; Able to use team spirit and skills in them; Assessing the work of their team.

Effectiveness of Cooperative Learning Process: It is found that the effectiveness of cooperative learning in higher education is noteworthy. Cooperatively-taught students tend to exhibit better grades on common tests, better analytical, creative, and critical thinking skills, deeper understanding of learned material, greater intrinsic motivation to learn and achieve, better relationships with peers, more positive attitudes toward subject areas, lower levels of anxiety and stress, and higher self-esteem .No doubt that with such innovations in the methods quality can be achieved and the purpose of IQAC can be served.

Educational Evaluation Methods: Educational evaluation methods are ideas put into practice as teaching strategies and tools for implementing effective modes of teaching; Educational evaluation methods give teachers achievable goals in the classroom and ways to perfect teaching strategies: There are many different educational evaluation methods used across institutions today: Evaluation shows how much knowledge was gained by teaching the lesson. Evaluation lets the teacher know if the lesson was a success; Common evaluation methods include tests, quizzes, writing a paper or creating a project. Never test a student on content that wasn't addressed in the lesson. This wouldn't be fair to the student and may cause undue stress to him; Continuous Comprehensive Evaluation technique is useful to identify difficulties and weaknesses in learning of student; It is also useful for all round development of the student. But it is necessary to use variety of evaluation tools and techniques; An adequate educational evaluation enhances instruction. Just as evaluation impacts student learning and motivation, it also influences the nature of instruction in the classroom.

Good Evaluation and Assessment Points: Good assessment is valid and considers validity as a concept that needs to be fully understood; Like reliability, there are technical terms and issues associated with validity that are essential in helping teachers and administrators make reasonable and appropriate inferences from evaluation results; Both intended and unintended consequences of evaluation need to be examined with appropriate evidence that supports particular arguments or points of view; Evaluation that is fair, leading to valid inferences with a minimum of error, is a series of measures that show student understanding through multiple methods; A complete picture of what students understand and can do is put together in pieces comprised by different approaches to evaluation; While evaluating it is stressed that important decisions should not be made on the basis of a single test score, some

educators at the local level; There is a need to understand the entire range of evaluation techniques and methods, with the realization that each has limitations.

Evaluation Efficient and Feasible

Good evaluation is fair and ethical and there are four views of fairness: as absence of bias as equitable treatment, as equality in outcomes, and as opportunity to learn. It includes entire chapters on the rights and responsibilities of test takers, testing individuals of diverse linguistic backgrounds, and testing individuals with disabilities or special needs. Student knowledge of learning targets and the nature of the evaluations prior to instruction. Student prerequisite knowledge and skills, including test taking skills. Teachers and school administrators have limited time and resources. Consideration must be given to the efficiency of different approaches to evaluation, balancing needs to implement methods required to provide a full understanding with the time needed to develop and implement the methods, and score results. Teacher skills and knowledge are important to consider, as well as the level of support and resources. We may consider a lot the importance in the fact of good evaluation appropriately incorporates technology. As technology advances and teachers become more proficient in the use of technology, there will be increased opportunities for teachers and administrators to use computer-based techniques (e.g., item banks, electronic grading, computer-adapted testing, and computer-based simulations), Internet resources, and more complex, detailed ways of reporting results. There is to him, however, a danger that technology will contribute to the mindless use of new resources, such as using items on-line developed by some companies without adequate evidence of reliability, validity, and fairness, and crunching numbers with software programs without sufficient thought about weighting, error, and averaging.

Conclusion

To summarize, what is most essential about evaluation understands how general, fundamental evaluation principles and ideas can be used to enhance student learning and teacher effectiveness. This will be achieved as teachers and administrators learn about conceptual and technical evaluation concepts, methods, and procedures, for both large-scale and classroom evaluations, and apply these fundamentals to instruction. Thus, it is advisable for the HEI's to incorporate such techniques which can drive the institution to peak of excellence and thus IQAC if functions well can meet the challenges and effectiveness can increase. So maintaining IQAC in the institute is a fruitful experience.

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