



FAROOK TRAINING COLLEGE

[RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT]
Govt. Aided College Affiliated to Calicut University and Recognized by NCTE
FAROOK COLLEGE P.O.
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Estd. 1961

Re-accredited by NAAC at A Grade with CGPA 3.54 (2012 - 2017)

PR/105/IQAC/2017-18

05/06/2017

Proceedings of the Principal farook Training College in respect to the constitution of Internal Quality Assurance Cell (IQAC) as per NAAC guidelines

The IQAC shall have the following composition for the year 2017-18:

1. Chairperson: Dr. C.A. Jawahar., Principal

2. A few senior administrative officers :

Mrs. Rubeena P.M. Junior Superintendent

3. Three to eight teachers :

Dr. Mumthas N.S. Asso. Prof.

Dr. Vijayakumari K. Asso. Prof.

Dr. Umer Farooque T.K. Asst. Prof.

Dr. Noushad P.P. Asst. Prof.

Mr. Anees Mohammed C. Asst. Prof.

4. One member from the Management : Jb.S. Mohammed Yunus (Secretary)

5. One/two nominees from local society, Students and Alumni :

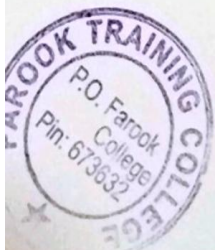
Dr. K.Abdul Gafoor, Professor, Department of Education, University of Calicut

6. One/two nominees from Employers /Industrialists/stakeholders :

Head Master, Farook Higher Secondary School

7. One of the senior teachers as the coordinator/Director of the IQAC :

Dr. T. Mohamed Saleem .Asst. Prof.



Dr. C.A. JAWAHAR
Principal

Farook Training College
P.O. Farook College, Kozhikode

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GUIDELINES

FOR

**Creation of Internal Quality Assurance Cells (IQACs)
in Accredited Institutions**

(2018 – 2020)

UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG

NEW DELHI – 110 002

UGC Website :www.ugc.ac.in

University Grants Commission

**Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality Assurance Report
(AQAR)
in Accredited Institutions**

Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution 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's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence. 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. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. 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 industries.

Objective

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.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) The relevance and quality of academic and research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of evaluation procedures;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;

- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Development of Quality Culture in the institution;
- j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits

IQAC will facilitate / contribute

- a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- c) Provide a sound basis for decision-making to improve institutional functioning;
- d) Act as a dynamic system for quality changes in HEIs;
- e) Build an organised methodology of documentation and internal communication.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities. The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- ¶ It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ¶ It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.
- ¶ The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.