

College Quality Assurance Management System (CQAMS)

About CQAMS

In pursuance of its Vision, Mission, and Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of Higher Educational Institutions (HEIs), the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process the Government Degree College, Hayatnagar though not accorded the accreditation status has resolved to constitute a quality assurance cell. This cell has been named as College Quality Assurance Management System (CQAMS). The CQAMS will become a part of the institution's system and work towards realization of the goals of quality enhancement and sustenance. The prime task of the CQAMS is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this CQAMS needs to channelize its efforts and measures towards promoting the holistic academic excellence.

Vision

To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support.

Objective

The primary aim of CQAMS 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

CQAMS shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) Relevant and quality academic/ 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 assessment and evaluation process;
- 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 CQAMS are:

1. Development and application of quality benchmarks
2. Parameters for various academic and administrative activities of the institution;
3. 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;
4. Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
5. Dissemination of information on various quality parameters to all stakeholders;
6. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
7. Documentation of the various programmes/activities leading to quality

improvement;

8. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;

9. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;

10. Periodical conduct of Academic and Administrative Audit and its follow-up

Benefits

CQAMS will facilitate / contribute to

1. Ensure clarity and focus in institutional functioning towards quality enhancement;
2. Ensure internalization of the quality culture;
3. Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
4. Provide a sound basis for decision-making to improve institutional functioning;
5. Act as a dynamic system for quality changes in HEIs;
6. 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 Role of the Coordinator

The role of the coordinator of the CQAMS is crucial in ensuring the effective functioning of all the members. The coordinator of the CQAMS may be a senior/competent person with experience and exposure in quality aspects. She/he may be a full-time functionary or, to start with, she/he may

be a senior academic /administrator entrusted with the CQAMS as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is essential that the coordinator may have sound knowledge about the computer, data management and its various functions such as usage for effective communication.

Operational Features of CQAMS

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The CQAMS has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the CQAMS will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the CQAMS will have a major role in implementing these functions. The CQAMS may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.