



Quality Assurance in Higher Education

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1. What Does Mean Quality Assurance in Higher Education?

Higher Education mean different things for different people. Higher Education In a society full of diversity, ideologies and opinions. Depth Educational programme which will give more detail knowledge of subject than general study. In terms of the level, higher education includes college and university teaching-learning towards which students' progress to attain higher educational qualification. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different kind of subjects.

According to Ronald Barnett (1992) there are four predominant concepts of higher education:

1. Higher education as the production of qualified human resources. In this view, higher education is seen as a process in which the students are counted as "products" absorbed in the labour market. Thus, higher education becomes input to the growth and development of business and industry.
2. Higher education as training for a research career. In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this viewpoint is more about research publications and transmission of the academic rigour to do quality research.
3. Higher education as the efficient management of teaching provision. Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching-learning provisions by improving the quality of teaching, enabling a higher completion rate among the students.
4. Higher education as a matter of extending life chances. In this view, higher education is

seen as an opportunity to participate in the development process of the individual through a flexible, continuing education mode.

2. Quality

Quality means the word quality comes from the Latin word quails meaning 'what kind of' Quality ... you know what it is, yet you don't know what it is. But that's self-contradictory. But some things are better than others, that is, they have more quality.

Defining Quality the British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). Green and Harvey (1993) identified five different approaches to defining quality:

- In terms of exceptional (exceeding high standards and passing a required standard)
- In terms of consistency (exhibited through "zero defects" and "getting right the first time", making quality a culture)
- As fitness for purpose (meaning the product or service meets the stated purpose, customer specifications and satisfaction)

3. Quality Movement in Indian Higher Education

The University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for "the determination and maintenance of standards of teaching, examinations and research in universities". To fulfill this mandate, the UGC has been continuously developing mechanisms to monitor quality in colleges and universities directly or indirectly. In order to improve quality, it has

established national research facilities, and Academic Staff Colleges to re-orient teachers and provide refresher courses in subject areas.

The UGC also conducts the National Eligibility Test (NET) for setting high standards of teaching. Various committees and commissions on education over the years have emphasized directly or indirectly the need for improvement and recognition of quality in Indian higher education system. The concept of autonomous colleges as recommended by Kothari Commission (1964-66) has its roots in the concept of quality improvement. Since the adoption of the National Policy on Education (1968), there has been a tremendous expansion of educational opportunities at all levels, particularly in higher education. With the expansion of educational institutions, came the concern for quality.

The constitutional amendment in 1976 brought education to the concurrent list making the central government more responsible for quality improvement (Stella and Gnanam, 2003). The New Education Policy (1986) emphasized on the recognition and reward of excellence in performance of institutions and checking of sub-standard institutions. Consequently, the Programme of Action (PoA) in 1986 stated, "As a part of its responsibility for the maintenance and promotion of standards of education, the UGC will, to begin with, take the initiative to establish an Accreditation and Assessment Council as an autonomous body".

After eight years of continuous and serious deliberations, the UGC established NAAC at Bangalore as a registered autonomous body on 16th September 1994 under the Societies Registration Act of 1860. The milestones in the emergence of NAAC can be identified as follows (Stella, 2000): 1986: UGC constituted a 15-member committee on Accreditation and Assessment Council under the chairmanship of Dr. Vasant Gowarikar. 1987-1990: Nine regional seminars and a national seminar organized to debate Gowarikar Committee report. 1990: Dr Sukumaran Nair's project report submitted to UGC that reflected a consensus to have an accreditation agency accountable to UGC.

Quality Assurance in Higher Education: An Introduction 21 Black Red 21 1992: The revised New Education Policy reiterated all round improvement of educational institutions. 1994: Prof. G. Ram Reddy committee appointed to finalize the memorandum of association and rules and regulation of the accreditation board (July 1994). 1994:

National Assessment and Accreditation Council established at Bangalore (September 1994). The main objectives of NAAC as envisaged in the Memorandum of Association (MoA) are to:

- grade institutions of higher education and their programmes;
- stimulate the academic environment and quality of teaching and research in these institutions;
- help institutions realize their academic objectives;
- promote necessary changes, innovations and reforms in all aspects of the institutions working for the above purpose; and
- encourage innovations, self-evaluation and accountability in higher education. Like NAAC (which is responsible for colleges and universities), there are other statutory bodies in India to assure quality in professional education. Some of these are:
 - All India Council for Technical Education (AICTE)
 - National Council for Teacher Education (NCTE)
 - Medical Council of India (MCI)
 - Indian Nursing Council (INC)
 - Bar Council of India (BCI)
 - Rehabilitation Council of India (RCI)
 - Distance Education Council (DEC)

Indian Council for Agricultural Research (ICAR) National Assessment and Accreditation Council 22 Black Red 22 The AICTE established the National Board of Accreditation (NBA) in 1994 to accredit programmes offered by technical institutions. The NBA accredits programmes and it is a voluntary process like that of NAAC. Other professional statutory bodies mostly undertake review exercises to recognize or de-recognize the institutions on the basis of their quality audit. Thus, quality issue is on the top of the agenda of Indian higher education.

4. Ppt introduction

Presently, in-country Quality of HE is quite questionable in global context and in terms of knowledge imparted.

Majority universities are incapable of meeting international standards of HE.

Crucial gaps in quality of HE call for focused approach to assure and enhance standard.

5. Challenge and response

QA in HE is a rising (global) challenge International compatibility and competitiveness demand enhancing Quality of HE on viable and sustainable basis QAA established under HEC ordinance 2002 QECs established at 10 (+20) Public sector Universities

6. Objectives QAA

Improve the quality of output and efficiency of HE learning (teaching) systems in a systematic way Help to introduce enabling learning environment which is fostering element for building a knowledge economy. Contribute substantially in the success of other programs such as faculty, curriculum and infrastructure development Assure the integration of important component of Quality in all developing fields and coming policies of HE. Quality enhancement QECs QECs are the Quality Assurance Units developed at universities to put a focused attention on QA aspect of HE Required to develop & implement the measures of QA with promise of Quality Enhancement to meet international standards of HE Operated by the universities for execution of QA policies designed by QAA with uniformity of pace and standards QEC is to be headed by a Dean reporting directly to VC / Rector. He is to be the correspondent with outside bodies.

7. Quality Assurance

7.1 Definition

Assurance of Quality in higher education is a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements. QA is all-embracing term covering all the policies, processes, and actions

through which quality of HE is maintained and developed / enhanced

8. Towards Quality Assurance in Higher Education

1. Managing Higher Education institutions
2. Continuous improvement
3. Internal quality assurance cell
4. Open, Distance and online learning

9. Summary

Managing quality in Higher education institution is not similar to business and industry, thus in this section / we emphasized “ management for quality, rather than management of quality”. Higher education institutions work as a community that takes decision to maintain standards and quality. The educational process is also based on community collaborative learning , where the students have to play an active role be it in teaching or research in higher education.

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