

Performance Analytic Study Of The Quality Assurance Practices And Performance In Education Of India

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Abstract

Higher education is the focal point of society. The Higher Education Program in India is one of the most extensive in the world. Several universities, technicians, research centres, and other institutions were established around India following the country's independence to develop and share knowledge targeted at giving indigenous Indians with the simplest access to higher education. The new difficulties confronting the education system in this nation cannot be solved until the institution of administration of higher education institutions is fully completed. This is especially vital in light of globalisation, which necessitates skill, competence, drive, action, and comfort on several levels. Because quality can be maintained at that level if higher education administration is robust, the National Academic Accreditation Council (NAAC) was founded to ensure quality in higher education. The current article is on the quality of higher education and the role of NAAC. The essential ideals of NAAC addressing higher education in India are stressed in this study. In addition, the quality aspects of higher education have been described in terms of product, software, and service dimensions as a whole. Finally, NAAC mentions various quality evaluation measures to ensure quality in higher education institutions.

Keywords: Core Value of NAAC, Quality assessment, Higher Education, Pedagogy, Concept of Quality, Quality dimensions, sustainability

Overview

Higher education delivers in-depth information and comprehension in order to grow learners in new knowledge frontiers in various ways of living. It improves the student's capacity to inquire and seek the truth, as well as assess contemporary events. It expands an individual's intellectual ability with a little technology and gives them a greater perspective on the world

around them. Higher education is often defined as a combination of teaching, research, and growth. However, despite addressing global education difficulties, exporting to higher education has led to the demand for accountability and transparency. The predicted demand for higher education might exceed 263 million students by 2025. As the need for excellent education grows, so does the demand for quality assurance for international

universities, as students, professors, programmes, and higher education institutions are more mobile in a global setting. Quality assurance may be a motivator for higher education institutions to strive for excellence.

Literature Survey

Institutional development includes a management vision, available funding, the quality of instructors, assessment procedures and outcomes, infrastructure, and the institution's successes at all levels. However, the institution's contributions to community development should not be disregarded. The institution has a defined function as an ISR factor, and hence its contribution is considered a metric in the Assessment and Accreditation process. The revised rules place a high value on institutional social responsibility in criterion III, which includes research, consulting, and extension operations. NSS's contributions to community development via numerous activities play a significant role, while student-volunteers gain personal growth and confidence to tackle any scenario in their lives. Health-related awareness campaigns, disaster management training programmes, water conservation and harvesting, career counselling and advice, and other social responsibility initiatives speak well of the institution. "Educational institutions should have a duty to their local surroundings and return a portion of the advantage they get to society." Prof. H.A. Ranganath, Director, National Assessment and Accreditation Council (NAAC), Bangalore, noted this in his presentation at the National

Conference in India. He went on to say that the university should become a more socially aware and relevant business. Intellectual wealth repositories were often counted upon to take on a leadership position within a society, and pupils should be exposed to social learning, community and teambuilding skills, civic education, and social responsibility awareness.

Institutional development includes the management's vision, the available funding, the quality of instructors, the assessment procedures and outcomes, the infrastructure, and the accomplishments of institutions at all levels. The institution's contributions to community development, on the other hand, cannot be neglected; there is a defined function for the institution as an ISR component, and hence assessment of its contribution as a metric in the Assessment and Accreditation process. The revised rules place a high value on institutional social responsibility in criterion III, which includes research, consulting, and extension operations. NSS's contributions to community development via numerous activities play a significant role, while student-volunteers gain personal growth and confidence to tackle any scenario in their lives. Health-related awareness campaigns, disaster management training programmes, water conservation and harvesting, career counselling and advice, and other social responsibility initiatives speak well of the institution. "Educational institutions should have a duty to their local surroundings and return a portion of the advantage they get to society."

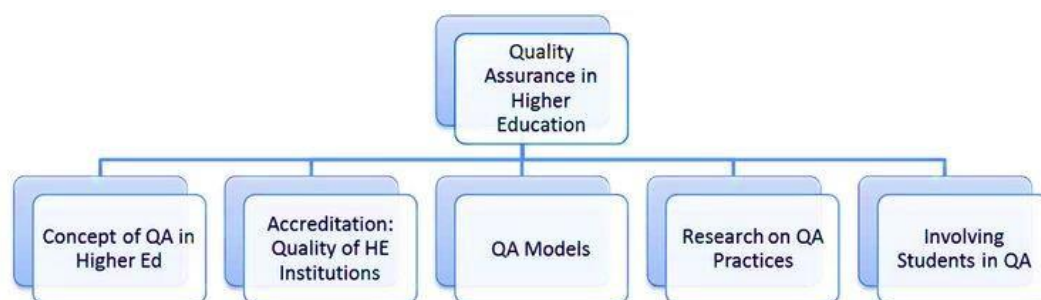


Fig.1: Quality Assurance in Higher Education

Quality of Higher Education in India

As an external quality assurance (EQA) organisation, the national assessment and accreditation council (NAAC), formed in 1994, is responsible for defining standards for higher education institutions in India. Until recently,

few institutions sought certification from NAAC. We do not have enough empirical knowledge to evaluate if the quality of institutions that have approached NAAC has changed. Quality assurance and the purpose, nature, and mission of QA agencies, what they do and accomplish, how it impacts institutions,

and whether expenditure on QA at the central/state and institutional levels is worthwhile can only be answered by doing research in this field. The general aims of this research study are to comprehend how EQA agencies affect higher education institutions and programmes; to examine the structure and operation of IQA at the institutional level; and to analyse how EQA and IQA improve quality at the institutional level. The research questions focused on the relationship between the EQA system and the IQA system, with a focus on input, output, and outcome; the impact of EQA on the functioning of the University/affiliated college; the organisation of IQA across selected subjects and the interaction of IQA cells (IQAC) with departments; the nature of feedback from IQA cells to departments and colleges; and the impact of EQA on quality in terms of student learning. This study employs a descriptive research design and interpretive approach, with a significant emphasis on interviews and questionnaire surveys with faculty, administrators, and students; analysis of documents such as annual quality assurance reports, self-study reports submitted to NAAC, peer review reports of the institutions; and analyses of student-related data maintained at the institutions' IQAC. From five states, five institutions in the second or subsequent cycle of NAAC accreditation, as well as an approved college linked with each of the selected universities, have been chosen. Each state has formed three-person research teams comprised of professors from each of the chosen universities. The research teams from Mysore University, Karnataka; Devi Ahilya Vishwavidyalay, Madhya Pradesh; North-Eastern Hill University (NEHU), Meghalaya; Mohanlal Sukhadia University, Rajasthan; and Osmania University, Telangana commenced the project with the first research technique workshop.

Teaching and Learning in Indian Higher Education

This calls for new teaching methods among other reform prerequisites. However, there seems a lack of substantial empirical evidence on the status of teaching and learning and the development of higher education faculty in India. This study intends to know how the teaching-learning process varies among disciplines and institutions and what measures

are to be taken to improve teaching and learning in Indian higher education institutions. The study looks into faculty profiles, i.e. the social, academic and professional profile of the individuals teaching in Indian higher education institutions; perceptions of teachers about their roles, their articulation and understanding of teaching, their professional development needs and priorities; what transpires as teaching-learning and institutional support to the faculty in and out of the classroom to promote teaching-learning across disciplines; and students' perception and assessment of the quality of teaching-learning experiences in their primary programs of study.

Management and Governance of Higher Education in India

Universities' role in increasing knowledge remains, but institutional alternatives concentrate on skill development in areas directly related to the market economy. Universities are increasingly becoming entrepreneurial. The allocation of resources is shifting from an input orientation to an output and result orientation. The diversified structure has made it necessary to study the governance and management structures in order to understand the changing role of the state, examine issues of autonomy and accountability, and implement measures to improve operational efficiency, institutional and staff performance, and resource allocations based on institutional performance. The research project's main aims are to first explore the development of governance structures and processes at the national, state, and institutional levels. The initiative also seeks to comprehend the interactions between the Ministry of Education, the Directorate of Higher Education, the State Councils of Higher Education, and higher education institutions. The initiative will also investigate the role and operation of governing bodies at universities and institutions. Finally, the research intends to investigate higher education management at the institutional level. The research study investigates how governance and administration of Indian higher education have developed, as well as how governance and management of higher education operate at the national and state levels. The investigation also looks at how higher education institutions are controlled and maintained. The study employs

a descriptive and analytical research style, as well as a comparative technique, to examine the

similarities and variations in governance and management in the chosen institutions.

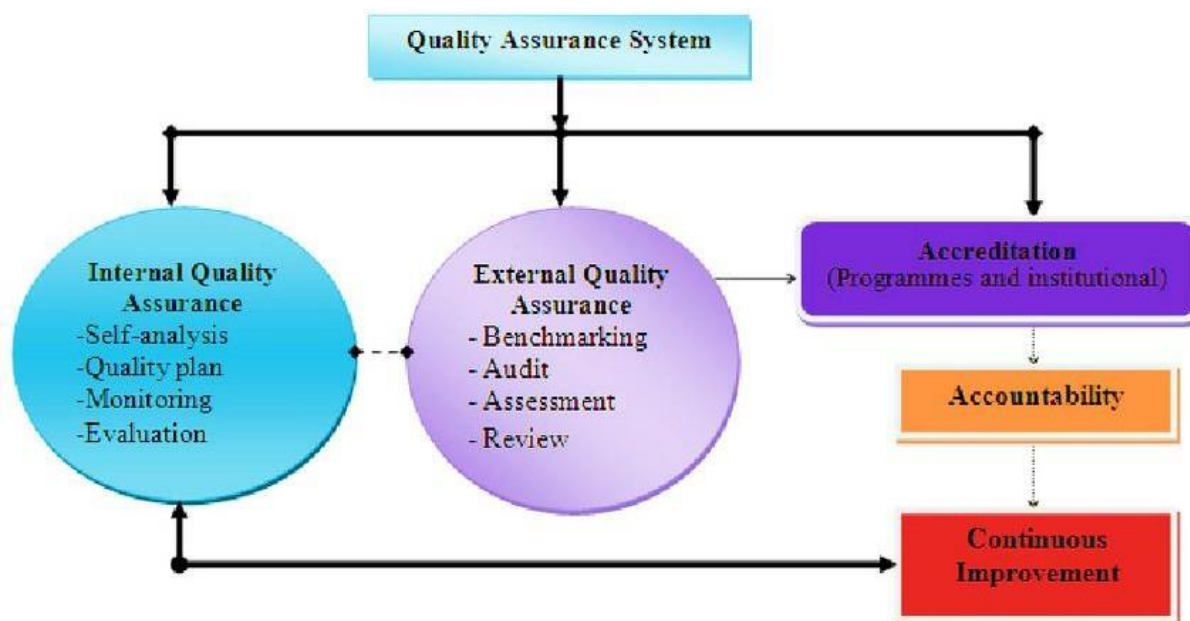


Fig.2: Quality Assurance System

Rashtriya Uchchatar Shiksha Abhiyaan (RUSA)

This is the federal government's contribution to the promise of India's state universities, the Rashtriya Uchchatar Shiksha Abhiyan. For the country's future, these campuses must be able to boost learning, conduct better research and encourage new ideas by being equipped with the necessary resources. RUSA, a government-sponsored programme, recognises that some of life's most valuable lessons may be learned outside of the classroom. When it comes to improving libraries or computer labs, fostering autonomous colleges, or building cluster universities, this initiative recognises that every institution has the capacity to benefit lives via top-notch education. With universities, it is possible to train scholars who are ready to face the challenges of the universe.

For the purpose of supporting public state universities and colleges and promoting fairness, inclusion, and academic success, RUSA is a Centrally Sponsored Scheme (CSS). The next phase of the programme is expected to fund about 1,600 projects. Untapped and underserved regions will be targeted by RUSA's new phase in order to help the most disadvantaged and achieve the Sustainable Development Goals (SDGs) in the most

disadvantaged parts of the country. Gender equality, ICT, and boosting employability via vocationalization and skill upgradation would be supported by state governments in the next phase of the programme. As a result of this funding, states will be able to establish their own "model degree institutions. In order to promote multi-disciplinary teaching and research at state institutions, an official said. In addition, grants would be granted for strengthening both authorised and non-accredited institutions and colleges in performing different activities, including teaching-learning in Indian languages.

Priorities and Strategies

- Quality Assurance
- Access and Equity
- Infrastructure Development
- Faculty Recruitment
- Research and innovation

National Assessment and Accreditation Council (NAAC)

HEIs including colleges, universities, and other recognised institutions are assessed and accredited by the NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) to determine the 'Quality Status' of that

institution. Institutions are evaluated by NAAC based on their performance in terms of educational processes and outcomes, curriculum coverage, teaching-learning processes; faculty, research; infrastructure; learning resources; organisation; governance; financial well-being and student services; and the quality of their services. An independent agency of the University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC) has its headquarters in Bengaluru. NAAC's mission is to make quality assurance an intrinsic component of the operations of Higher Education Institutions, as stated in its vision statement (HEIs). Administrative and policy-making leaders from throughout India's higher education sector make up the NAAC's Executive Committee (EC) and General Counsel (GC). The chair of the EC is a

distinguished academician selected by the NAAC's GC President, and the UGC Chairperson is the NAAC's GC President (NAAC). Both the GC and the EC have a member-secretary in the Director, who is in charge of NAAC's academics and administrative operations. Additionally, NAAC receives advice from the advisory and consultative committees it periodically assembles, in addition to the legislative authorities that direct its policies and the core personnel that backs its actions. The NAAC was created to allow participating institutions to evaluate their performance in relation to predetermined benchmarks by engaging in self-reflection and group decision-making. Self and external assessment, promotion, and support measures are all needed to ensure that higher education in India is defined by quality.

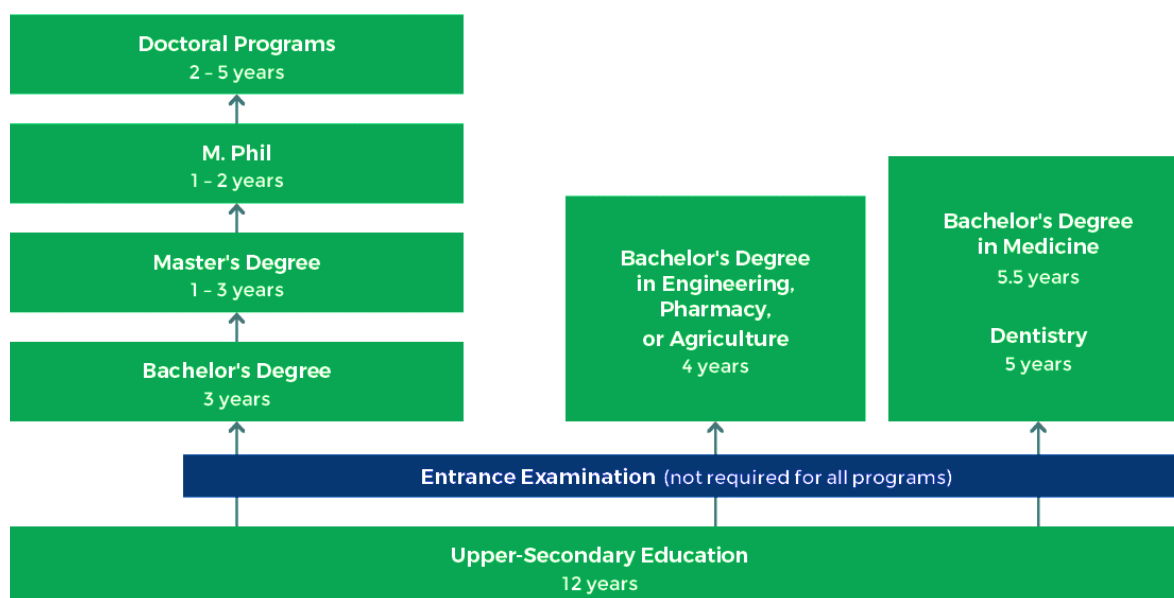


Fig.3: Basic Structure of Tertiary Education in India

Conclusion

Higher education in our nation is at a crossroads; on one one, there is a great demand for access to higher education, while on the other, the quality of higher education is called into doubt. To thrive in this globalised, competitive world, all higher education institutions must prioritise quality in higher education. However, NAAC has taken a variety of initiatives to enhance higher education quality, including self-assessment, peer review, best practise benchmarking, brainstorming, and so on. Finally, it can be shown that quality assurance in the academic system is vital. In

this sense, constant improvement should be the quality assurance motto that ensures the satisfaction of all stakeholders in their firm. It has been noted that the UGC and NAAC have played a very important role in streamlining the correct development of HEIs in both horizontal and vertical expansion. Over the previous two decades, institutions have launched and continually debated questions of quality and its maintenance. The method has shifted all stakeholders' attitudes about quality and its maintenance, and has engaged them in contributing to its attainment.

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