

## A REVIEW OF DIFFERENT QUALITY ASSURANCE SYSTEMS IN INDIAN HIGHER EDUCATION

\*Major Vinod John<sup>1</sup>, Prof. (Dr) Rajeev Samuel<sup>1</sup> & Prof. (Dr) Sanjeev Bansal<sup>2</sup>

<sup>1</sup> Dr. A. P. J. Abdul Kalam University, India.

<sup>2</sup>Amity University Noida, India.

\* [profjohnvinod@outlook.com](mailto:profjohnvinod@outlook.com)

**Abstract:** *The aim of this paper is to provide a summary and a brief analysis of the key aspects of quality assurance in global higher education. It offers an overview of accreditation as a quality-assurance system for higher education, looks at QA models and discusses the quality principle. This paper also discusses literature on the feasibility of quality assurance activities, with a special emphasis on the student engagement in quality assurance. The author has acknowledged the need for a standard structure for a quality insurance scheme while examining the concept of quality assurance itself. In addition, while consistency is the most significant concern for accrediting bodies, accreditation systems at regional and international level are decentralised and complex. Another challenge raised concerns faculty members and other stakeholders, including students, about the QA process. Since students are at the core of higher education and spend time and resources in the system, the author believes that it will enhance the quality processes.*

**Keywords:** *Quality Assurance, Accreditation, Higher education, Students.*

### 1. INTRODUCTION

India has the largest higher education strategy in dimension from the world following the US and China. Fantastic quality education provides competitive advantage over the others. The passing of time, the number of institutes was improved in India and also the amount of students in higher education has also improved. But there are just a few concerns associated with higher education along with their potential consequences. Now in India just, there is a range of jobless graduates who've completed some type of specialist classes. Based on OECD 2016, the general spending on education has improved but people expenditure per higher education student hasn't increased significantly [1]. The largest problem of today is the raising pace of unemployment i.e., grad unemployment. The main reason behind is that the higher education system doesn't react to the marketplace requirements if there's unemployment in the marketplace [2], [3].

The Enrolment at the Indian higher education system has risen from 7.42 million in 1999-2000 to approximately 9.7 million in current, signalling nearly 10 per cent yearly growth [4], [5]. The schools account for approximately 80 percent of their enrolment with the remainder from the college departments. Thus the programs offered from the school system mainly determine the quality of the higher education. There are two unique phrases which came into an image from the previous decade. Previously 'recognition' term was used a great deal whilst carrying about higher education whereas today it's been shifted to 'accreditation'. Formerly higher education institutes have been utilized to be realized by moving through a specific standard process of supporting the job. You will find standard terms and requirements to be fulfilled with the institute so as to acquire the recognized 'badge' in your

body. When all the requirements were met, the organization used to find the recognized badge. It therefore turned out to be a one-time process to be followed closely. While at the time of accreditation, the approval authority or agency used to stop the institute often in accordance with its programme, and to ensure that the magician still follows the standards and procedures laid down by the body. 'Accreditation' is therefore not a one-time procedure, but it is an ongoing process to ensure that quality education has been provided [6]–[8].



Figure 1 quality assurance in higher education system

India has four different types of higher education associations: public schools, which can be established by the central authorities through the actions of their parliament; country colleges, which can be established by state law; personal or "self-funded" schools, which can be referred to as "deemed-to-be-universities" and are therefore regulated by part three of the University Grants Commission (UGC) A Commonly known as private universities, they do not receive any development funds from the Indian authorities. They're living on the earnings they're collecting from school prices. Back in India, students, who would be the most important stakeholders and beneficiaries of all their higher education programs, obviously favor personal universities to the people. This is mainly because personal universities make a greater contribution to the improvement of their employability as part of the student's business. The progress of private higher education in India has been driven by a genuinely persuasive demand from the higher education market rather than by public policy [10],[11].

## 2. ACCREDITATION QUALITY ASSURANCE OF HIGHER EDUCATION INSTITUTES

Accreditation is widely used to understand the 'quality status' of an institution. There are a number of sections of the education system that should be considered when designing an education system such as a program, teaching-learning procedure, analysis, educational outcomes, school, infrastructure, learning resources and organizational architecture, technical courses, non-scholarly courses, etc.

- Quality Assurance — decides that the standards will be quantified on the basis of that quality and sets their minimum score to comply with that condition.
- Quality improvement — determine that procedures and activities will need to enhance the current quality standard by means of a review procedure.
- Research--- high universities have been recorded depending on the level of quality they provide. The table below reflects the best universities from different parts of the world. To be at the top in academic quality, there are a variety of things that need to be considered in terms of providing quality advice to students, encouraging academic excellence award recipients, encouraging award-winning professors, etc.

Three factors affect the patterns in quality assurance in international higher education, according to the Higher Education Accreditation Council. Firstly, quality assurance is more dynamic and stringent than ever. Secondly, regional quality assurance is being acknowledged. Third, an international quality assurance system with recognition and reciprocity across countries is important. International programmes encourage students to participate in their degree programmes in several jurisdictions. These innovative approaches to higher education need a better understanding of the strengths and needs of quality assurance organisations around the world. Wong (2012) articulated the importance for institutions to demonstrate integrity and success and claimed that higher education organisations apply standards in the assessment of quality initiatives to the private sector[9].

"Accreditation is a comprehensive examination of universities and programmes in higher education" (CHEA, 2014, para.1). An organisation or programme is certified to meet minimum quality requirements. One common topic of accreditation is evaluation and continuous improvement in quality assurance. Accreditation organisations have established guidelines and procedures for directing institutions through their application for accreditation through the context of mutual adherence to quality improvement. These principles are used as the basis for evaluation and recommendations and decisions by review panels.

Comprehensive regional accreditation means that an institution has reached quality levels in areas like the professorship, administration, curricula, student services and the overall financial well-being. Regional accreditors expect quality requirements and specifications to be complied with. In the United States, seven accrediting bodies in six regions perform and offer regional accreditation. The accrediting bodies are the Western Association of Colleges (WASC) Accrediting Commission for Senior Colleges and Universities, the Southern Association of Schools (SACS), the College Commission (COC), the New England Association of Schools and Colleges (NEASC), the Higher Learning Commission (HLC) and The Northwest Commis.

Over the last decade, there has been a sharp increase in the number of private schools, except for universities considered to be schools or state schools. The percentage of qualified age groups wishing to enter higher education institutions is likely to increase significantly by around 7% [10]–[12]

## 2.1 University Grant Commission (UGC)

UGC was established in 1956. The purpose of establishing this commission was to guide the institutions to maintain the standards of higher education in the country and it also assists the needy institutes in terms of financial aid. UGC supports the skill development programmes and vocational courses for Higher Education Institutes. UGC helps in funding all the educational institutes all over the nation. Apart from UGC, there are other agencies as well which help in research & development in a country like Indian Council of Agriculture Research, AYUSH, and Department of Biotechnology etc.

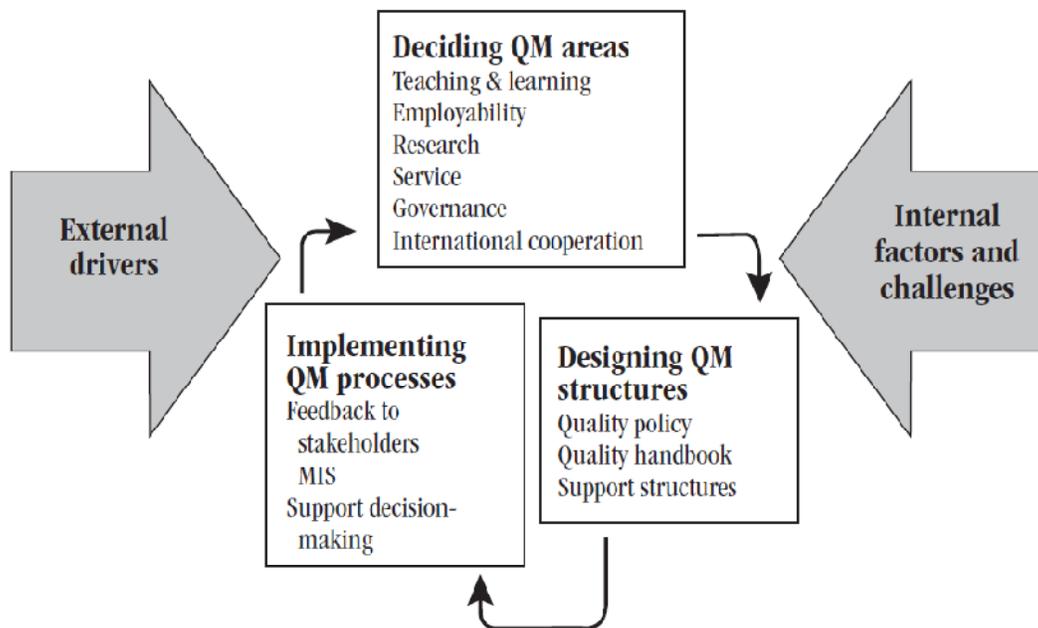


Figure 2 quality management framework [13]

The quality definition became a well-established subject, and the philosophy of quality assurance (QA) and quality improvement (QE) is widely employed by universities (HEIs).

### 3. LITERATURE REVIEW

The UGC is responsible for the oversight and regulation of higher education in India. UGC offers accreditation to colleges through 12 autonomous organizations formed by the University Grants Commission. There has been modest development in the education sector since India's Independence. The government promises improved education with significant commitments and initiatives to expand the breadth and quality of education across the country. Plans concentrating in particular on the education sector every five years [14], [15]. Despite the government's efforts, there are also some shortcomings that place a burden on the standard of higher education, as people began to take illicit advantages from this noble cause. However, the parliament has initiated several schemes that contribute to the incredible growth of number of establishments and enrolment; some difficulties, for example, the lack of quality workforce, low and biased access, poor framework and low quality research; all these points need to be properly considered before they are concluded. Financial strength was seen as a major obstacle to lower higher education enrolment across the board. Different states have developed fee rebate programs at certain lower wage rates. The legislature has empowered a few financial plans to overcome such challenges by accessing various financial schemes / plans. A lot of banking aids encourage students to study at better educational institutions even if they cannot afford to pay the fees. In the last decade, these programs have helped to improve transactions in an inexplicable way. India is today mainly concerned with creating a workforce of this kind so that it can fairly fit into its statistical benefit to the full. To achieve this goal, the nation needs an education system that can deliver quality to skilled and ambitious workers. In addition, an emphasis on world-class research and development is also required for better Indian education[16], [17].

According to [18], TQM is the way to alter an association 's basic culture and transform it into prevailing management efficiency. TQM was considered to be a well-equipped and understood management tool that has helped many companies to create good and better organisations. TQM helps build a culture of cooperation, confidence, high quality, teamwork, agility, continuous learning and a working environment that brings an organization stability and a better future. TQM focuses on consumers and their shifting preferences through a concept of "persistent transition." TQM is known as a general administration as logic and an arrangement of procedures and standards that enables an organization to follow a value structure and a direction of quality achievement.

Higher education quality differentiates a university from other universities. When an educational institute's quality framework is solid, it can only be competitive with other foreign universities and share their knowledge and expertise. The institute must be able to anticipate the needs of students and other stakeholders in order to attain a higher level of quality. It is a federally sponsored higher education reform scheme in India. It was recommended by the Indian Planning Commission. The policies and recommendations are designed in such a way that they promote the preparation and evaluation phase of the previously established strategic factors. The central government is allocating the funds to the HRD Ministry, from which the funds are distributed to the institutions concerned [19].

Inflation reports in India and around the world show that higher education costs are growing exponentially and have become an important concern for the government. As with other

aspects of our economy, globalization has far-reaching implications for higher education. This has contributed to a paradigm shift in the number of public and private educational institutions and universities. The transition in the educational scenario relates, on the one hand, to sustainability and competition and, on the other, to accountability and transparency. The critical factors determining higher education competitiveness include the cost, student debt, changing demographics, graduates' skills and technology [5].

#### 4. DISCUSSION

The estimated global higher education demand could reach 263 million students by 2025, up from just under 100 million in 2000 [3]. In 25 years, this could lead to a rise of 163 million students. As demand for quality education grows, demand for quality assurance (QA) in international universities, in which students, faculty, programmes and higher education institutions are increasingly mobile in the global networks [1]. Quality assurance should be a guiding force for higher education institutions to achieve excellence. However, it has become a great challenge in many countries to ensure that educational programmes reach local and international requirements simultaneously. Cooperation of quality assurance organisations and the approval of quality assurance assessment decisions are also important.

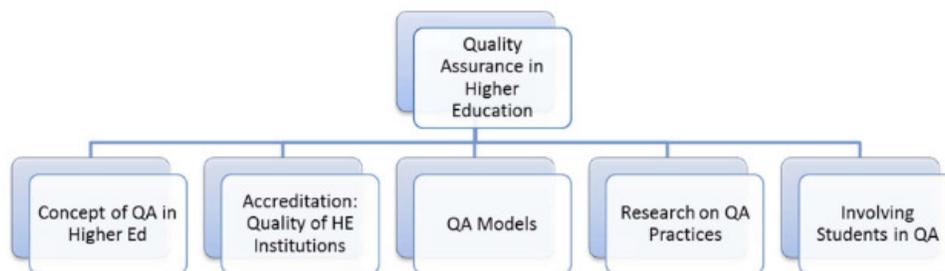


Figure 3 QA in higher education conceptual model

A standard structure for the quality assurance model will provide clear evaluation of the design, content and pedagogy of learning to address this emergent need. As shown in Figure 3, there are many areas protected by a conceptual quality assurance (QA) model in higher education. The aim of this paper is therefore to review the literature on quality assurance in higher education. It offers an overview of accreditation as a quality-assurance system for higher education, looks at QA models and discusses the quality principle. This paper also discusses literature on the feasibility of quality assurance activities, with a special emphasis on the student engagement in quality assurance.

Internationalization of higher education has resulted of "growing accountability and transparency demand." resulted in a need to build a culture of quality when addressing the complexities of globalised higher education. In practical terms, quality assurance evaluations offer independent, objective perspectives from external third parties. These reviews provide insights about partner organisations, goods, systems, facilities and processes and include improvement recommendations. Nevertheless, "the understanding of quality assurance is highly multi-dimensional and subjective, and there is a disparity between quality assurance practitioners and university staff and students". Various primary qualitative aspects of higher learning include performance, reliability and uniformity, as well

as meeting requirements and expectations; but no Quality Assurance System can cover all quality aspects and so decisions are made as to what quality is to be measured [20].

## 5. SUGGESTIONS

### 5.1 Quality Culture

This most important aspect of any educational system which needs to be imbibed by all stakeholders. Quality should be the only parameter based on which a systems or an organizations conformity to laid down norms by the government of any competent authority should be assessed. It is not the goal, but the means to achieve that goal which is important.

### 5.2 Outcome based system

Any efficiency and sustainability of any system or organization should be ascertained as per the frequency of the desired outcome. Any procedure or attribute which is not contributing or hindering the realization of outcome; should be made redundant and substituted or removed altogether. The existence of a procedure/process/system should be solely on the merit that it facilitates or enables the achieving of the desired outcome.

### 5.3 Performance Output

It is interlinked with both the Outcome and Quality of the procedure/process/system. The interplay of the three i.e. Performance  $\Leftrightarrow$  Quality  $\Leftrightarrow$  Output; define the value of the procedure/ process / system.

## REFERENCES

- [1] B. Macfarlane, J. Zhang, and A. Pun, "Academic integrity: a review of the literature," *Studies in Higher Education*, vol. 39, no. 2, pp. 339–358, 2014.
- [2] A. Switches, "Issn: 2249 - 0558 2016 \_\_\_\_\_," vol. 6, no. 1, pp. 222–238, 2016.
- [3] M. H. Yarmohammadian, M. Mozaffary, and S. S. Esfahani, "Evaluation of quality of education in higher education based on academic quality improvement program (AQIP) model," *Procedia - Social and Behavioral Sciences*, vol. 15, pp. 2917–2922, 2011.
- [4] C. Mason, "ISSCR 2009 Industry Panel Session: Promoting Translation and Commercialization," *Cell Stem Cell*, vol. 5, no. 4, pp. 379–384, 2009.
- [5] N. Senthilkumar and A. Arulraj, "SQM-HEI – determination of service quality measurement of higher education in India," *Journal of Modelling in Management*, vol. 6, no. 1, pp. 60–78, 2011.
- [6] S. Sariola, D. Ravindran, A. Kumar, and R. Jeffery, "Social Science & Medicine Big-pharmaceuticalisation : Clinical trials and Contract Research Organisations in India," *Social Science & Medicine*, vol. 131, pp. 239–246, 2015.
- [7] R. Soua and P. Minet, "Multichannel assignment protocols in wireless sensor networks: A comprehensive survey," *Pervasive and Mobile Computing*, vol. 16, no. PA, pp. 2–21, 2015.

- [8] H. Mallawaarachchi and S. Senaratne, "Importance of quality for construction project success," *6th International Conference on Structural Engineering and Construction Management 2015*, no. 6th, p. 84, 2015.
- [9] S. Sahney, "Use of multiple methodologies for developing a customer-oriented model of total quality management in higher education," *International Journal of Educational Management*, vol. 30, no. 3, pp. 326–353, 2016.
- [10] J. Mason, "Ean rimer," *Readings*, no. c, pp. 1–46.
- [11] K. S. Reddy, E. Xie, and Q. Tang, "Higher education, high-impact research, and world university rankings: A case of India and comparison with China," *Pacific Science Review B: Humanities and Social Sciences*, vol. 2, no. 1, pp. 1–21, 2016.
- [12] E. Strategy, "Learning For All : Learning For All ;," *Education*, 2010.
- [13] N. Mehta, P. Verma, and N. Seth, "Total quality management implementation in engineering education in India: an interpretive structural modelling approach," *Total Quality Management & Business Excellence*, vol. 25, no. 1–2, pp. 124–140, 2014.
- [14] S. Dixit and K. Sharma, "Approaches to improve the quality of workplace Built Environment," 2019.
- [15] S. Dixit and K. Sharma, "An Empirical Study of Major Factors Affecting Productivity of Construction Projects," in *Emerging Trends in Civil Engineering*, 2020, pp. 121–129.
- [16] P. Paper, "India Pharma Summit 2014-15," no. March, 2015.
- [17] S. Thanuskodi, "Higher education in India : Challenges and opportunities," vol. 2, no. June, pp. 106–108, 2011.
- [18] E. Lodgaard, J. A. Ingvaldsen, I. Gamme, and S. Aschehoug, "Barriers to Lean Implementation: Perceptions of Top Managers, Middle Managers and Workers," *Procedia CIRP*, vol. 57, pp. 595–600, 2016.
- [19] V. R. Kannan and K. C. Tan, "Just in time, total quality management, and supply chain management: Understanding their linkages and impact on business performance," *Omega*, vol. 33, no. 2, pp. 153–162, 2005.
- [20] J. S. Sodhi and H. Resources, "Shri Ram Centre for Industrial Relations and Human Resources Drivers of Employee Engagement in Indian Organizations Drivers of Employee Engagement in Indian Organizations Rama," vol. 47, no. 1, pp. 162–182, 2015.