

REQUIREMENT OF INTERNAL QUALITY ASSURANCE FOR HIGHER EDUCATION

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ABSTRACT

Quality assurance is nowadays becoming a central theme in higher education. In developing countries, quality assurance in higher education is one of the main concerns of the government. Which has main task and responsibility to evaluate the quality of study programs of state, private and central Universities and Institutes and to a certain extent, reflects external quality assurance process. This paper presents the importance of the internal quality assurance at higher education in India.

KEYWORDS: Quality, Assessment, Education, Plan

INTRODUCTION

Quality is primarily the responsibility of the higher education institution itself. Although the government has a special responsibility regarding quality assurance in many countries, it is the university (and especially its staff and students) that is responsible for providing and assuring quality. Therefore, it is important that each university develops an efficient Internal Quality Assurance (IQA) system. There is no one model that fits all. It is up to the university to decide what model fits it best. However, there are some basic conditions that have to be met. Of course, experiences at other universities may also be used in developing an IQA system equipped with the basic elements for monitoring, evaluation and improvement. At least the IQA system should cover the Deming cycle: plan, do, check and act (PDCA). A Quality Assurance system not only has an internal aspect, external elements also exist. A university is also accountable to the outside world. Accreditation is an important accountability instrument with which we can verify our quality. The United States of America already has a long tradition in this field but the rest of the world adopted this concept only a few years ago.

LITERATURE REVIEW

Quality assurance was one of the first tasks undertaken by the Scottish Qualifications Authority (SQA) on its formation. SQA inherited policies and procedures from its predecessor bodies, and these had to be integrated. It also had to take account of decisions already made in relation to the new Higher Still provision. Assessment and quality assurance of Higher National Certificates and Diplomas were also under review, as were the criteria applied to Scottish Vocational Qualifications. Convergence, where possible, with the emerging policies of the Quality Assurance Agency for Higher Education (QAA) has been another important consideration.

Our higher education system is a national asset of which we should be proud, and which we should celebrate at every opportunity. We have a globally prominent position and continue to demonstrate excellence in teaching and research, and make a significant contribution to the economy. For those constituents with an interest or stake in higher education,

confidence in the quality and sustainability of the sector is underpinned by the effective governance and management of autonomous institutions. Institutions also operate within a system of external regulation and accountability that provides additional reassurances and that has, until recently, served us well.

We recommend that a number of measures are taken to strengthen student protection in the event of an institution failing, academically or financially, or otherwise ceasing educational provision in whole or in part. A risk based and co regulatory approach should be taken and the focus for these measures should be on ensuring continuity of provision for affected students.

PDCA model will result in kaizen/continuous improvement of higher education quality in Universities. According to Mishra this cycle of P-D-C-A is in line with all models of quality assurance, and this is also a right fit for a higher education institution. With this respect, it can be referred that the core activities in quality assurance in an institution is the establishment of P-D-C-A cycle. The standard will be improved from time to time. An Academic Auditing Team (AA) at university level will conduct visits or audit the faculties. All activities of academic quality assurance system are implemented under the rector's responsibility. Accreditation is facultative and implemented by National Accreditation Board, aiming at external controlling and auditing the quality of education. Self Evaluation-Based Study Program Evaluation is compulsory program and done by Directorate General of Higher Education (Directorate General of Higher Education at the Department of National Education) to evaluate the extension of operational license of a study program.

ANALYSIS

The present studies show an optimistic picture of the implementation of standards for internal quality assurance in higher education institutions in India. However, it seems necessary to carry out detailed studies in this field (eg, using the techniques of interview). During in-depth interviews it would be possible to obtain answers to many interesting questions, such as procedures that were developed in terms of quality. What are the mechanisms to monitor the programs of study? Which tools ensure that staff who conducts classes have the relevant expertise? The research presented in the outline must therefore be taken as pilot studies that will be developed in the future research.

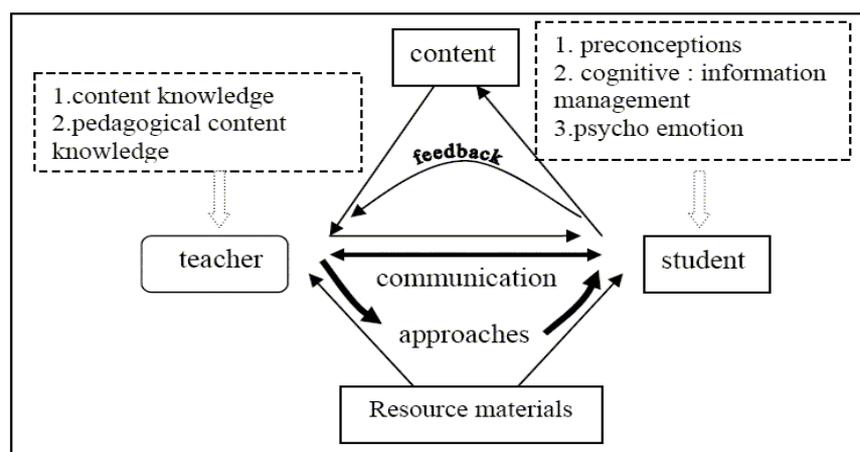


Figure 1

Figure 1 showed a knowledge transfer mechanism which is essential in education system. Teacher delivers the knowledge for the student to upgrade them. There is direct communication with student and teacher to get quality knowledge transfer which is essential for quality output. It is the feedback for the teacher.

Various types of activities performed by the faculties help to improve the quality of education. The activities are

- Research paper work with student
- Motivate the student for higher education
- Implement NBA rules in education system
- By upgrading the quality of faculty
- Using proper management system

METHODOLOGY

Test verification techniques have evolved to the point where it is now possible to prove that all test scenarios have been thought of and tested for ensuring that no functional bugs exist in the final version. For replacement, or upgrades to existing systems, automated testing efficiently executes regression tests which demonstrate the new version of the system is no worse than the original (does not generate different output for same input). In fact we have proprietary techniques that score predictive risk of a project at any point in time so that one would know the number of defects and downtime which a user is likely to experience before a system is released, with up to maximum percentage of certainty.

This risk management process supports identification, measurement and mitigation of project risks. The benefits of a more sophisticated approach to Quality Assurance, besides lowered cost, quicker time to market and higher customer satisfaction are adherence to security and compliance requirements.

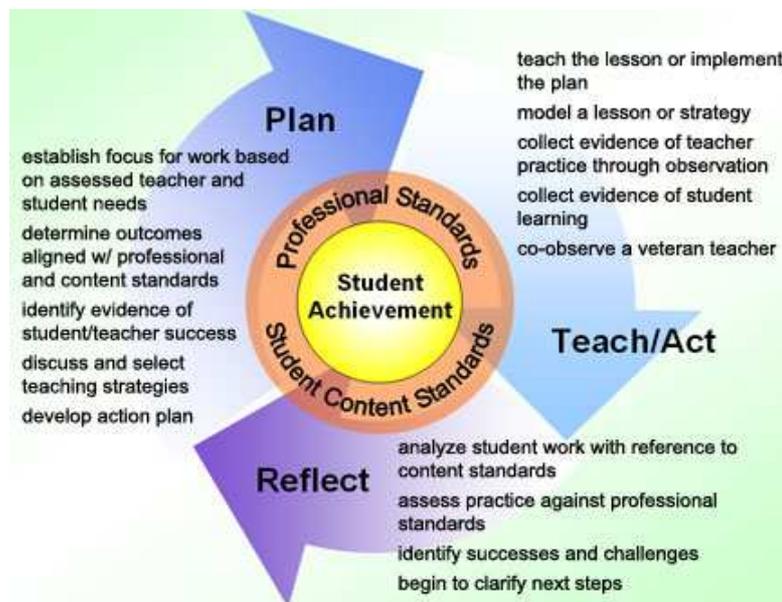


Figure 2

Quality Assurance in Higher studies is related with the motivation and satisfaction of student and teacher; it also depends on learning process and effectiveness. Student teacher relation and good atmosphere improve Quality. Learning is the duty of student and teaching is the responsibility of teacher.

A student is encircled by teacher, core team of the Institution and parents to guide them properly. The system is corrected and controlled by Director, Dean, In-School guidance and counselling team. For betterment the student, it is also

guided by Psychologist, Educational support team. For enchantment quality of higher education ministry of higher education also is to help the Institution.

Student gathers the best knowledge from his teacher to update themselves and this quality improvement helps them to solve the complex problem in the world and it is the feedback of the student for his teacher.

CONCLUSIONS

In order to improve the internal quality of higher education, a good infrastructure is the prime need, faculty quality is the major requirement and besides this, proper, managing system is also required. Motivation of the faculty, staff member and students associated with education system is essential too.

To have a high academic standard representing the fundamental tool of assuring the quality of teaching learning process, an academic standard which provides information on what must and should be known by students and lecturers is the utmost requirement. It does describe the rule and regulation for the students/lecturers. This will help at improving the standard set by the university.

In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors and other advisers. Learning resources and other supportable mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from users of these services. Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.

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