

# **ANALYTIC STUDY OF THE QUALITY ASSURANCE PRACTICES IN HIGHER EDUCATION OF MADHYA PRADESH, INDIA**

## **FIELD OF THE INVENTION**

This invention relates to the area of Education. This empirical endeavor helps the higher education institutions identify, examine, and enhance their current quality assurance processes and finally permits them to stay up with the aspirational problems. This research will assist build a baseline on the level of quality assurance methods in India's higher education industry.

## **BACKGROUND OF THE INVENTION**

A nation's religious leaders, social reformers, industrialists, and professionals such as doctors, engineers, lawyers, and those in economics all derive inspiration and knowledge for their work from universities. Universities enrich society by developing its values and resources. Greater access to higher education is essential to the growth of knowledge-based economies. As a result, governments in the developing world have taken steps to raise participation rates. Concerns regarding the quality of higher education in rich and developing countries alike have grown due to the globalization, diversity, and privatization of the higher education system. A higher education institution must implement quality assurance methods to effectively and efficiently react to rising global competition and national education reform.

Many studies, including one by the World Bank, have noted the need to build a solid quality assurance system for higher education to meet the current problems encountered by this quickly expanding industry. Several governmental and commercial institutions in India have used several quality assurance methodologies. The higher education commission has set aside 85 billion rupees for improvements in the industry. Higher education needs a system to guarantee that public interests are protected. Given the enormous and growing number of higher education institutions, the institution is developing on the right path. Only a system can accomplish those goals. The United Kingdom's Quality Assurance Agency for Higher Education (QAAHE) has established significant-quality assessment and quality assurance goals in higher education.

## **SUMMARY OF THE INVENTION**

This empirical attempt enables the higher education institution to identify, review, and improve their existing quality assurance practices and eventually facilitates them to keep up with the ambition challenges. This study will help establish a baseline on the status of quality assurance practices in India's higher education sector. This study is also of remarkable assistance to the policymakers, implementers, and development partners involved in India's higher education sector by providing information and analysis to identify and prioritize capacity-building needs for quality improvement. The study presents a snapshot of the quality assurance practices being experienced by the Higher education institutes and what the head of quality assurance is witnessing in future expansion. Not only are current practices of public and private universities acknowledged, but gaps and loopholes are identified. These findings can provide a foundation for developing a comprehensive quality assurance model for India's higher education sector.

## BRIEF DESCRIPTION OF THE DRAWINGS

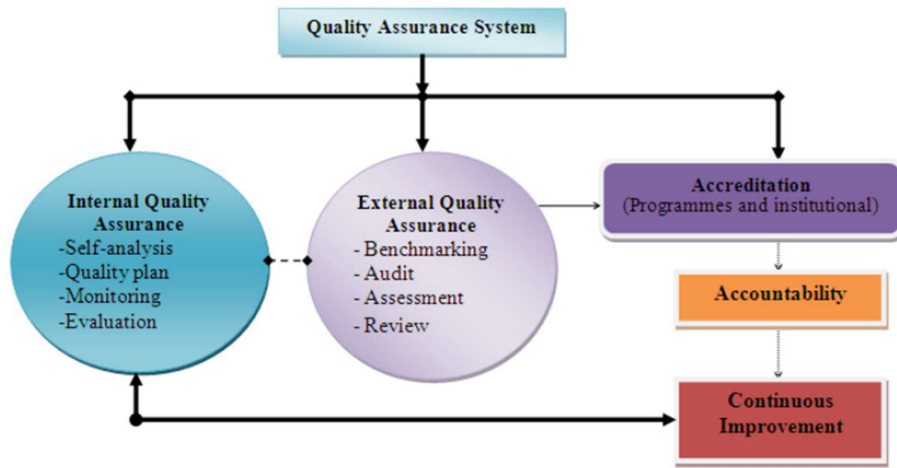


Fig.1 Depicts the Quality Assurance Practices Model.

Universities	Number of Universities	Administrators
Public universities	05	35
Private universities	05	35
<b>Total</b>	<b>10</b>	<b>70</b>

Table.1 Depicts Sample Details.

Category of Respondents	Job/Title	No. of Respondents
Administrators	Dean	10
	Head of departments	15
	Registrar	10
	Controller of examination	05
	Hostel warden	05
	Deputy Registrar	10
	Assistant Registrar	15

Table.2 Depicts the questionnaire used for data collection from the respondents.

Dimensions of the study	Higher Education Universities	OPTION PERCENTAGES					$\chi^2$ (df=4) P<0.05
		SA	A	UNC	DA	SDA	
Infrastructure and Learning Resources	Public	38	30	-	07	09	10.7
	Private	30	46	8	12	04	
Environment & Sanitation of Campus	Public	26	26	4	24	20	9.8
	Private	42	24	14	14	06	
Teaching Learning and Evaluation	Public	26	50	4	12	08	13.5
	Private	44	16	4	24	12	
.Classrooms Facilities and well equipped.	Public	22	26	2	40	10	10.9
	Private	34	38	8	14	06	
Student Support and Progression	Public	34	44	8	14	-	9.2
	Private	28	46	10	10	06	
Governance, Leadership, and Management	Public	38	34	4	16	08	n.s
	Private	40	42	6	10	02	
Institutional Values and Best Practices	Public	24	38	8	14	06	11.0
	Private	22	26	2	40	10	
Research, Innovations, and Extension	Public	38	22	6	20	14	14.6
	Private	8	24	4	36	28	
Development of Learning Resources, Patented Products & MOU	Public	44	18	-	26	12	11.6
	Private	18	16	6	34	26	
University Ethos & Ethics	Public	48	28	-	16	08	n.s
	Private	30	36	4	14	16	
Curricular aspects	Public	38	26	8	18	10	10.7
	Private	40	28	-	18	14	
The library is well furnished and equipped with books and journals	Public	14	42	6	20	18	n.s
	Private	40	36	6	26	14	
The faculty is complete with professional people as per UGC criteria	Public	24	16	4	38	18	n.s
	Private	18	38	8	26	08	
Internal Quality assurance practices System	Public	34	18	6	22	20	n.s
	Private	36	30	4	20	10	

**Table.3** depicts the summary of Administrators' opinions of Public and Private universities in Madhya Pradesh.

## **BRIEF DESCRIPTION OF THE INVENTION**

Universities play a vital role in any nation's social and economic development because all the religious, social reforms, industrialist, professionals like doctors, engineers, lawyers, and economics get their inspiration and knowledge from the university. Who serve society by enriching its values and developing its resources. The development of knowledge economies depends on more significant participation in higher education. Governments in the developing economies have recognized this and have sought to increase participation rates. The expansion, diversification, and privatization of the higher education system worldwide have raised concerns about the quality of higher education in both developed and developing countries. Higher education institutions must establish quality assurance practices to respond to increased global competition and national education reform effectively and efficiently. The world bank report and many other types of research have recognized the need to create a robust quality assurance system for higher education to address today's challenges faced by this rapidly growing sector.

Some public and private institutes in India have implemented different quality assurance models. The higher education commission has allocated 85 billion rupees for higher education sector reforms. This mammoth amount and increase of Higher education institutes demand a mechanism to ensure that public interests are safeguarded, and higher education is moving in the desired direction. A system can only achieve those objectives. For quality assurance, the quality assurance agency has concluded the primary purposes of quality assessment and quality assurance in higher education for the higher education of the united kingdom as:-

1. To Guarantee that the public funding is used for the education of acceptable quality.
2. To Provide public information about quality education.
3. And to provide insight and persuade improvement in education.

The problem highlighted in the above discussion is an urgent need for a quality assurance mechanism in higher education. This study will examine different quality assurance practices experienced in India's higher education sector, and the problem related to these practices will also be explored.

### **Quality Assurance**

Ellis 1993 defines quality assurance as a process whereby a consumer or other interested party is confident that standards will be maintained. Carley and Waldron 1984 described it as planned, deliberate activities instigated and carried out to maintain and improve the quality of learning for the participant. A more inclusive definition is provided by Harvey & green 1993 who refer to it as those mechanisms and procedures designed to reassure various stakeholders in higher education that institutions accord a high priority to implement policies designed to maintain and enhance institutional effectiveness.

Therefore, it combines several principles and philosophies that promote commitment and motivation. Critique of control argues that a university's overall quality depends on all aspects of the university's activities.

### **Quality Assurance Approaches**

## **1. External Approaches**

It is frequently stated that an institution's internal faculty committees are kept on track through the guidance of external review committees that can be formed by a group of universities and their faculties. The first stage of external review must be a document reporting the self-evaluation. Still, the further visit should be to meet with both small and large groups at the institution; however, quality assurance might be achieved within an individual program in a university as a process of internal review.

## **2. Internal Approaches**

L'Ecuyer mentioned that quality assurance is first and foremost up to the institutions themselves. Central agencies are not there to do the institution's job but to ensure that they do it correctly and satisfactorily. According to Becher, it positively affects faculty involvement, interest, and teaching effectiveness.

## **3. Outcome Assessment**

It is the assessment of institutions as well as of students. The above three components are evident in most quality assurance systems. These three components must be part of an integrated approach to the quality of teaching and programs offered at an institution.

## **Higher Education Scenario in India:**

Higher Education in India is governed more by neo-liberalism, neo-capitalism, and neo-colonialism. The increase in the demand for higher education, whether liberal or technical, is unmanageably significant, rapid, and pressing. The public and private dichotomy continue to be there in higher education. The governance & administration of Higher Education ought to be based on scientific, democratic, and humanistic principles. CBCS is being implemented mainly in higher education. There has to be a significant shift from F2F to e-mode to distance mode. Apex agencies are still lost in the dual way of granting & monitoring. Higher education is governed by bureaucratic, conservative, hierarchical, and obsolete models.

Learning from the profiles of Nalanda & Takshshila, the culture of Higher Education needs to be revived and even trans-created. We will have to do away with ritual conferences often without invocations. Higher Education's top academic leaders & administrators have to be creative & critical inter-disciplinary and multi-disciplinary experts having rich profiles and balanced personalities. The Professors ought to profess at the level that every bit of their text and act is its testimony. The support staff ought to support & guard Higher Education, always and all ways, every moment, everywhere, under all conditions. Rather than stretching hands for grants, Higher Education will generate a corpus of funds through its production and patents. Art without perspective, Commerce without substance, Science without ethics, Administration without sensibilities and sensitivities, and Leaders without creative & critical thinking, decision making, and problem-solving abilities are worthless.

## **The Rationale of the Present Study:**

At Present, none of the universities globally can be identified as a university because none of these is the true representative of the universe. Let us call these Higher Education Institutions

if these continue to be higher. The intent of the Present study is how to assure & ensure Higher Education in the Madhya Pradesh State of India. This research involves an analysis of quality assurance practices and processes in Higher Education Institutions of public and private universities in Madhya Pradesh. Compared to the more advanced higher educational systems in the world. Likely, knowledge of quality assurance practices of agencies, namely, NAAC, UGC, NCTE, BCI, NBA, QCI, and practices from other countries would be helpful in the development of higher education in Madhya Pradesh. The following would be the focus of the present study:

- Provision for quality assurance practices in the public and private universities of Madhya Pradesh.
- Periodic assessment and accreditation of higher education institutions in Madhya Pradesh.
- academic environment for promoting quality in teaching-learning and research in higher education institutions.
- Autonomy and accountability in higher education.
- TQM in the Institutes of Higher Education of Madhya Pradesh.
- Functioning of the IQAC in the institutes of Higher Education.
- Status of Teaching & Learning in the institutes of Higher Education of MP.
- Status of Research and Innovation in the institutes of Higher Education of MP.
- Entrepreneurship development in the institutes of Higher Education of MP.
- Quality assurance and ensuring practices are in vogue in Higher Education.
- The ranks of the Universities and HEIs in MP.
- The practices of assuring the quality of higher education of the public and private universities of Madhya Pradesh?
- The significant differences between the public and the private university of Madhya Pradesh concerning quality assurance.

#### **Objectives of The Study :**

1. Investigate Quality indicators in public and private sectors universities in Madhya Pradesh, India.
2. Examine the Quality of Management of public and private universities of Madhya Pradesh, India.
3. Compare the Quality of infrastructure in public and private sectors universities of Madhya Pradesh, India.
4. investigate the Quality assurance practices currently being utilized in the higher education institutes of Madhya Pradesh, India.
5. Compare the quality assurance practices adopted by public and private sector universities in Madhya Pradesh, India.

The sample was selected by the use of a stratified sampling procedure. The research included thirty administrators, one hundred professors, and two hundred students from twenty different institutions. Table 1 has a detailed description of the model.

The information from the respondents was gathered via the use of a questionnaire. On a 5-point Likert Scale, all of the questions were designed, with the responses being categorized as 5, 4, 3, or 1. (strongly agree to disagree strongly). Information was also gathered from the five-year plans of the relevant departments, educational reports, economic surveys, and the Higher Education Commission's statistical indexes, among other sources.

As shown in Table 2, the data obtained were tabulated and analyzed using percentages and two-way chi-square tests, respectively. The administration believed that private universities were superior in construction, environment, sanitation on campus, and campus upkeep and classroom amenities. However, public universities performed better in the areas of Teaching, Learning, and Evaluation; Student Support and Progression; Research, Innovations, and Extension; Development of Learning Resources; Patented Products and MOU; University Ethos and Ethics; Curricular aspects; and Research, Innovations, and Extension (RIE). The library is well-furnished and stocked with books and periodicals. The faculty comprises professionals who meet the requirements of the University Grants Commission and the Internal Quality Assurance Practices System.

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## **ABSTRACT**

Most higher education institutions in developing nations like India are not well equipped to keep up with rapid developments in science and technology. They cannot effectively disseminate and generate the information required to tackle these problems. The condition of higher education establishments in India necessitates an urgent revamp of quality assurance. Most emerging nations in Africa and Asia have understood that high-quality higher education is crucial to achieving the government's goals. These nations have established various quality assurance bodies for higher education. In recent years, multiple networks of quality assurance organizations have formed national quality assurance agencies. Only 18 founding members started the International Network for Quality Assurance Agencies in Higher Education in 1991. In 15 years, it has grown to 150 members from 100 countries. This fast growth of quality assurance organizations reflected the importance of quality assurance in higher education. Higher education quality and security have become significant challenges in Asia, the Pacific, and globally.



## CLAIMS

1. Universities play a vital role in any nation's social and economic development because all the religious, social reforms, industrialist, professionals like doctors, engineers, lawyers, and economics get their inspiration and knowledge from the university. Who serve society by enriching its values and developing its resources.
2. Some public and private institutes in India have implemented different quality assurance models. The higher education commission has allocated 85 billion rupees for higher education sector reforms.
3. Higher Education in India is governed more by neo-liberalism, neo-capitalism, and neo-colonialism. The increase in the demand for higher education, whether liberal or technical, is unmanageably significant, rapid, and pressing. The public and private dichotomy continue to be there in higher education.
4. At Present, none of the universities globally can be identified as a university because none of these is the true representative of the universe. Let us call these Higher Education Institutions if these continue to be higher.
5. The intent of the Present study is how to assure & ensure Higher Education in the Madhya Pradesh State of India. This research involves an analysis of quality assurance practices and processes in Higher Education Institutions of public and private universities in Madhya Pradesh.
6. However, public universities performed better in the areas of Teaching, Learning, and Evaluation; Student Support and Progression; Research, Innovations, and Extension; Development of Learning Resources; Patented Products and MOU; University Ethos and Ethics; Curricular aspects; and Research, Innovations, and Extension (RIE).
7. The library is well-furnished and stocked with books and periodicals. The faculty comprises professionals who meet the requirements of the University Grants Commission and the Internal Quality Assurance Practices System.