2011 APQN CONFERENCE & AGM

2-4 March 2011
Bangalore, India

Quality Assurance in Higher Education: Expectations & Achievements

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2011 APQN
CONFERENCE AND AGM, BANGALORE

Quality Assurance in Higher Education: Expectations and Achievements
2-4 March, 2011

Venue : Matthan Hotel, Bangalore, India

Host : National Assessment and Accreditation Council
Quality Assurance in Higher Education: Expectations and Achievements
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2011 APQN
Conference and AGM

Theme
Quality Assurance in Higher Education: Expectations and Achievements

Objectives

1. To reflect on expectations and achievements of Quality Assurance (QA) in Higher Education.
2. To highlight current challenges and issues of QA in Higher Education.
3. To share good practices in QA of institutions and quality agencies.
4. To enhance regional cooperation amongst QA agencies.
5. To share a regional vision on quality in higher education.
2011 APQN Conference and AGM, Bangalore

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5. To share a regional vision on quality in higher education.

Venue: Matthan Hotel, Bangalore, India
Host: National Assessment and Accreditation Council (NAAC)
Organizer: APQN

DAY 0: TUESDAY, 1 March, 2011

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<tr>
<td>12:00 noon - 5:00 pm</td>
<td>Pre-conference Joint Workshop by NAAC and Commonwealth of Learning (COL) (by invitation only)</td>
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<tr>
<td></td>
<td>‘QA in Dual Mode universities’</td>
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<tr>
<td></td>
<td><strong>Facilitators:</strong> Sir John Daniel, President, COL</td>
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<td></td>
<td>Professor Ram Takwale, Former Chairman, NAAC, India</td>
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<td>3:00 pm - 6:00 pm</td>
<td>Registration for the APQN Conference</td>
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<td>6:00 pm - 8:00 pm</td>
<td><strong>Board Meeting:</strong> First Board Meeting (APQN Board Directors only)</td>
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<td>Chair: Dr Antony Stella, Vice-President, APQN</td>
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<td>Time</td>
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<tr>
<td>8:00 am - 9:00 am</td>
<td>Registration</td>
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<td>9:00 am - 9:10 am</td>
<td>Opening Ceremony</td>
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<td>9:10 am - 9:20 am</td>
<td>Welcome by the Chair of the Organising Committee</td>
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<td>9:20 am - 10:30 am</td>
<td>Keynote Address: Quality Assurance in Higher Education</td>
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<td></td>
<td>Speaker: Sir John Daniel, President, COL</td>
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<td>Presidential Speech: Professor Goverdhan Mehta, Chairman, NAAC</td>
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<td>10:30 am - 11:30 am</td>
<td>Panel Discussion 1</td>
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<tr>
<td>11:30 am - 12:00 noon</td>
<td>Morning Tea and change Over to Parallel Sessions</td>
</tr>
<tr>
<td>12:00 noon - 1:00 pm</td>
<td>Contributors' Session 1</td>
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<td>Session A: Details in the full program schedule</td>
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<td>1:00 pm - 2:00 pm</td>
<td>Lunch Break</td>
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<td>2:00 pm - 2:30 pm</td>
<td>Prenary Lecture 1</td>
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<td>Theme: Quality Assurance in India</td>
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<td>Speaker: Dr M Anandakrishnan, Chairman, IIT-Kanpur, India</td>
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<td>Chair and Commentator: Professor A Gnanam, Former Chairman, NAAC, India</td>
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<tr>
<td>2:30 pm - 3:00 pm</td>
<td>Panel Discussion 2</td>
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<td>Theme: Quality Assurance in India - Link between Internal and External QA</td>
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<td></td>
<td>Panel: Professor Chandrakant Kokate, India and Professor AP Padhi, India</td>
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<td></td>
<td>Chair and Commentator: Professor Sudha Rao, India</td>
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<td>3:30 pm - 4:00 pm</td>
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<td>4:00 pm - 4:45 pm</td>
<td>Contributors' Session 2</td>
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<td>4:45 pm - 4:50 pm</td>
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<td>Contributors’ Session 3&lt;br&gt;<strong>Session A</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session B</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session A</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session B</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session E</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session F</strong>&lt;br&gt;Poster Presentation</td>
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<td>5:35 pm</td>
<td>Close of Day 1</td>
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<tr>
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<td>Conference Dinner &amp; Cultural Program - Matthan Hotel</td>
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<tr>
<td>8:30 am - 9:30 am</td>
<td>Plenary Lecture 2&lt;br&gt;<strong>Theme:</strong>&lt;br&gt;Issues of Quality and Access in Higher Education&lt;br&gt;<strong>Speaker:</strong> Dr Jang-Jyi Jiang, HEEACT, Taiwan&lt;br&gt;<strong>Chair:</strong> Professor Ram Takwale, Former Chairman, NAAC, India</td>
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<tr>
<td>9:30 am - 10:30 am</td>
<td>Plenary Lecture 3&lt;br&gt;<strong>Theme:</strong>&lt;br&gt;Quality Assurance and Student Mobility&lt;br&gt;<strong>Speaker:</strong> Ms Zeynep Varoglu, UNESCO and Dr Jagannath Patil, NAAC, India&lt;br&gt;<strong>Chair:</strong> Ms Carolyn Campbell, QAA, UK</td>
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<td>10:30 am - 11:30 am</td>
<td>Panel Discussion 3&lt;br&gt;<strong>Theme:</strong>&lt;br&gt;Institutional vs Programme Accreditation: Challenges and Concerns&lt;br&gt;<strong>Panel:</strong> Dr Galina Motova, NCPA, Russia and Dr MS Shyamsundar, NAAC, India&lt;br&gt;<strong>Chair:</strong> Dr Kazuo Okamoto, NIAD-UE, Japan</td>
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<tr>
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<td>Contributors’ Session 4&lt;br&gt;<strong>Session A</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session B</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session A</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session B</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session E</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session F</strong>&lt;br&gt;Poster Presentation</td>
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<tr>
<td>1:00 pm - 1:45 pm</td>
<td>Lunch Break</td>
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<tr>
<td>1:45 pm - 2:30 pm</td>
<td>Contributors’ Session 5&lt;br&gt;<strong>Session A</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session B</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session A</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session B</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session E</strong>&lt;br&gt;Details in the full program schedule&lt;br&gt;<strong>Session F</strong>&lt;br&gt;Poster Presentation</td>
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<td>2:30 pm - 2:40 pm</td>
<td>Change Over to Plenary Session</td>
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<td>Time</td>
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<tr>
<td>2:40 pm - 3:25 pm</td>
<td><strong>Panel Discussion 4</strong>&lt;br&gt;Theme: Ranking of Higher Education Institutions: Issues and Concerns&lt;br&gt;<strong>Speaker:</strong> Professor HA Ranganath, NAAC, India&lt;br&gt;<strong>Panel:</strong> Dr Angela Hou Yung-chi, HEEACT, Taiwan and Ms Zia Batool, HEC, Pakistan&lt;br&gt;<strong>Chair and Commentator:</strong> Dr Akihiko Kawaguchi, NIAD-UE, Japan</td>
</tr>
<tr>
<td>3:25 pm - 3:55 pm</td>
<td><strong>Conference Close</strong>&lt;br&gt;(Comments, feedback, acknowledgements &amp; announcement of the 2012 conference)</td>
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<tr>
<td>3:55 pm - 4:30 pm</td>
<td><strong>Afternoon Tea &amp; Registration for the Annual General Meeting</strong></td>
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<tr>
<td>4:30 pm - 6:00 pm</td>
<td><strong>Annual General Meeting</strong></td>
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<tr>
<td>6:00 pm</td>
<td><strong>Close of Day 2</strong></td>
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<tr>
<td>7:00 pm</td>
<td><strong>visit to NAAC (Foreign Delegates only)</strong></td>
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**Day 3: FRIDAY, 4 March, 2011 (Members only)**

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<tr>
<td>8:30 am - 9:30 am</td>
<td><strong>Plenary Lecture 4</strong>&lt;br&gt;Theme: Mutual Recognition of QA Outcomes&lt;br&gt;<strong>Speaker:</strong> Dr David Woodhouse, President, INQAAHE&lt;br&gt;<strong>Chair:</strong> Ms Concepcion V. Pijano, Executive Director, PAASCU</td>
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<tr>
<td>9:30 am - 10:30 am</td>
<td><strong>Workshops</strong>&lt;br&gt;<strong>Workshop 1:</strong> Quality Benchmarking for Higher Education Institutions&lt;br&gt;<strong>Facilitators:</strong> Dr Jagannath Patil, NAAC &amp; Angela Hou Yung-chi, HEEACT&lt;br&gt;<strong>Workshop 2:</strong> Prospects for Institutional Members&lt;br&gt;<strong>Facilitators:</strong> Dr Li Yaogang, APQN Secretary &amp; BS Ponnumudraj, NAAC&lt;br&gt;<strong>Workshop 3:</strong> APQN Project: Mutual Recognition of QA Outcomes&lt;br&gt;<strong>Facilitators:</strong> Dr Jan Cameron, NZUAAU &amp; Prof. Zira Mohd Fahmi, MQA&lt;br&gt;<strong>Queries????</strong>&lt;br&gt;<strong>Networking</strong>&lt;br&gt;<strong>Ask Mr Fang Le, APQN Secretariat</strong></td>
</tr>
<tr>
<td>10:30 am - 11:00 am</td>
<td><strong>Morning Tea</strong></td>
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<td>11:00 am - 12:15 pm</td>
<td><strong>Plenary Discussion</strong>&lt;br&gt;<strong>Theme:</strong> Future of APQN&lt;br&gt;<strong>Facilitator:</strong> Dr Antony Stella, President-elect 2011-2013, APQN</td>
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<tr>
<td>12:15 pm - 1:00 pm</td>
<td><strong>Conference Close</strong></td>
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<td>1:00 pm - 2:00 pm</td>
<td><strong>Lunch Break</strong></td>
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<td>2:00 pm</td>
<td><strong>Board Meeting:</strong> Second Board Meeting of APQN</td>
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<td>2:00 pm</td>
<td><strong>Sightseeing Tours (including visit to NAAC)</strong></td>
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Quality Assurance in Higher Education: Expectations and Achievements

WELCOME MESSAGE FROM APQN

Dr. Antony Stella

Welcome to the Annual Conference of the Asia-Pacific Quality Network! I deem it a privilege to welcome you in the very land where the network discussions started ten years ago. It was the 2001 conference of the International Network of Quality Assurance Agencies that was the nucleus for the formation of this network. The 2001 conference hosted by the National Assessment and Accreditation Council in Bangalore, provided the right platform for the first meeting of the quality assurance bodies of the region. I was with the host organisation in India then. During the years that followed, the network efforts have grown from strength to strength.

I wish you all a fruitful period of interaction and information sharing for the next three days. I am glad that the APQN conferences have been very successful in providing an excellent platform for all those interested in quality assurance to learn from each other. Every APQN event helps us take home many lessons of experience and that benefit brings us back to the next event. For the benefit of those who are new to this conference let me present a few highlights about APQN.

Following the discussions of 2001, the Asia-Pacific Quality Network (APQN) was formally founded in Hong Kong in January 2003. It was incorporated as a legal entity in December 2004 and the Secretariat was hosted by the Australian Universities Quality Agency till February 2009. In March 2009, the administration of this non-profit organization moved to the Shanghai Education Evaluation Institute, China.

APQN has four levels of membership: Full Member, Intermediate Member, Associate Member and Institutional Member. In addition, it accepts observers from outside the region. As of 31 December, 2010, APQN has 80 members from 33 countries and territories in the region. Of these, 27 are full members, 13 intermediate members, 29 institutional members and 6 associate members. It has five observers from outside the region.

APQN aims to enhance the quality of higher education in Asia and the Pacific region through building the capacity of quality assurance agencies and extending the cooperation between them. We do this by promoting good practice, facilitating research, providing advice, information and expertise, and developing links between quality assurance agencies.

Our vision is to be the first point of reference for advice or support, one that is efficient in operation and open in information sharing. APQN has maintained a strong program of information-sharing and capacity building while considering the unique national contexts in which the agencies have
Quality Assurance in Higher Education: Expectations and Achievements

to function. The APQN Conference and General Meeting is a key instrument in our information
sharing. It is organised on an annual basis in a different country within the region each year. This
is the eighth annual conference of APQN, including the 2003 conference we had in Hong Kong
before incorporation.

APQN relies heavily on the voluntary work of its members and the intellectual capital the members
bring to the discussion table. The role APQN can play in capacity development in quality assurance
has been recognised by world bodies such as the UNESCO and the World Bank. APQN was the
first network to receive the World Bank Development Grant Fund (DGF) from September 2004 to
March 31, 2008. For the past two years (2009 and 2010) it has also been a beneficiary of the
Global Initiative for Quality Assurance Capacity (GIQAC) grant administered by UNESCO and
the GIQAC support has extended to this year as well. Projects that have been successfully
implemented with the GIQAC grant include online discussion forums, creation of a database of
consultants, developing training material for trainers in quality assurance and the internship
programs. There have been over 50 staff exchanges and internships that benefitted more than 20
countries across the region. The moderated online forums have involved over 200 people from 40
of our member agencies.

An Evaluation Review of the DGF projects conducted by an independent external consultant in
May 2008 showed that ‘the greatest impact has occurred in improving QA mechanisms across
national systems in various countries, in the exchange of ideas and of expertise, and in promoting
communication and cooperation between agencies and institutions’.

I truly hope that this conference will become one more feather in the cap of APQN and add to your
new learning on some more quality assurance issues! I look forward to using this conference to
discuss the targets for the elected Board for the next two years and strategies to achieve them
with the support of the APQN community!

Best wishes to all

1Vice-President & President-elect (2011-2013) of APQN
Audit Director, Australian Universities Quality Agency
As Chair of the Organising Committee and Director of NAAC, I extend warm welcome to delegates of APQN Conference.

It is matter of great pleasure that, National Assessment and Accreditation Council (NAAC) is hosting Asia-Pacific Quality Network (APQN) Conference 2011 and AGM-2011 at Bangalore during 2-4 March, 2011. I am happy to inform that, about 500 participants including representatives from 40 countries are participating in this flagship event of quality assurance in Asia Pacific region. The conference will be preceded by workshop on 'Quality Assurance in Dual mode Universities' sponsored by Commonwealth of Learning (COL), Canada on March 1, 2011.

The Asia-Pacific Quality Network (APQN) Conference and AGM is the main annual event for discussing and advancing quality assurance in higher education throughout Asia and the Pacific region. After the successes of the APQN AGMs in New Zealand (March 2005), China (March 2006), Malaysia (February 2007), Japan (February 2008), Vietnam (March 2009) and Bangkok, Thailand (March 2010), the Board of APQN was pleased to accept offer of NAAC to host AGM and Conference 2011 to be held in Bangalore, India.

The target audience for the APQN Conference and AGM is primarily those associated with quality agencies in the region. This includes APQN Members and Observers, the APQN Board, Committees and Project Groups. I am happy to note that, a large number of academicians from India including Vice Chancellors of universities, Directors of national level institutions, university faculties, college principals and IQAC Co-ordinators have registered for the conference.

National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. NAAC has been instilling a momentum of quality consciousness amongst Higher Education Institutions, aiming for continuous improvement. The prime agenda of NAAC is to assess and accredit institutions of higher education. So far NAAC has accredited 161 Universities and 4240 colleges. The NAAC is active member of Asia-Pacific Quality Network (APQN) and International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

It gives me great satisfaction to share with you that, this is probably the biggest annual conference APQN has ever held. We have received more than 220 abstracts on various themes of the conference. Due to this overwhelming response, we will have about 80 poster presentations.
besides more than 50 oral presentations in the conference with as many as 6 parallel sessions at a time. It is indeed an unique opportunity that academicians from over 40 countries will be able to share experience and expertise with Indian colleagues from over 200 higher education institutions.

This is also an opportunity for us to showcase the India’s rich and varied cultural heritage. I hope you will be able to spare time in the evening or after conference close on 3rd March 2011 to get glimpse of Bangalore and near by places of historical value. I am sure that, the cultural evening planned for the conference will be a great experience for all delegates.

I take this opportunity to thank authorities of NAAC and my colleagues at NAAC who are working relentlessly to make this programme grand success.

1Director, National Assessment and Accreditation Council, Bangalore, Karnataka, India & Chair of the Organising Committee
After the challenge of providing secondary education to the 400 million children between the ages of 12 and 17 who do not now receive it, expanding the supply of teachers and improving the quality of their training is the world’s biggest educational challenge. Some 10 million more teachers will be required in the coming decade and, since many of the 75 million teachers already in place have only the most rudimentary training, there is a massive task of in-service training as well.

Drawing on his recent book, Mega-Schools, Technology and Teachers: Achieving Education for All, the author will first ask whether current approaches to teacher education can be described as ‘fit of purpose’. Are they addressing teachers’ real needs and are they likely to promote the ultimate outcome of better learning by the children they teach? He will argue that the focus of effort in teacher education should be switched from long pre-service programmes to regular in-service programmes that address the reality of the classroom.

Having ensured that teacher education adopts the proper aims, how can we make it ‘fit for purpose’, i.e. of good quality? Referencing the Toolkit for Quality Assurance in Teacher Education produced by NAAC and COL he will outline the key elements that teacher educators must attend to. He will conclude by commenting on the role of open educational resources, using the programme of Teacher Education in sub-Saharan Africa, TESSA, as an example.

1President, Commonwealth of Learning, Canada
Abstracts from Plenary Lectures and Panel Discussion
Quality assurance of higher education is made up of two parts: internal quality assurance (IQA) and external quality assurance (EQA). Both belong to a union of the coexistence and balance of yin and yang. But in reality there exists a paradox of “confusion of QA subject consciousness, singularity of social QA and lack of QA independence”. The present paper suggests that “giving priority to the internal QA, the external QA is promoting the internal and appropriately combining both the internal QA and the external QA.”
QUALITY ASSURANCE IN INDIA : AN OVERVIEW

M Anandakrishnan

Consequent on the adoption of The National Policy of Education (NPE, 1986) by the Parliament of India, the Programme of Action (POA) that followed underscored the need for setting up a council for ensuring and enhancing quality. Accordingly the National Assessment and Accreditation Council (NAAC) was established in 1994 at Bangalore with a reasonable degree of autonomy along with some controls by the UGC, which was fully funding its operation. The mandate of the NAAC was to cater to the "institutional" accreditation. Around the same time separate efforts were undertaken to create another body called National Board of Accreditation (NBA) for accreditation for technical education "programmes". Since the concept of external assessment is relatively new in the Indian context, and because of the plurality of the institutions, it has been an uphill task to change the mindset of the people about the desirability of external peer review for accreditation. Despite significant change of attitudes in favour of accreditation, there are still large sections of higher educational institutions not interested in accreditation. Accreditation is undertaken on voluntary request by the institutions with one significant difference. The publicly funded colleges and universities are now provided with financial support to meet the accreditation expenses by the NAAC. The NBA on the other hand charges substantial accreditation fees. The assessment criteria and grading pattern are also vastly different between the two and have gone considerable modifications during the last two decades.

The higher education system is growing at an exponential rate. Neither the NAAC nor the NBA has the capacity to fulfill the needs of accreditation and re-accreditation in a reasonable time frame, especially considering the penetration of foreign institutions in the higher education space. There is a high degree of national consensus that the existing two systems of accreditation are not able to cope with the existing and growing demand. Given the vastness and diversity of higher education in India, it would not be possible for the two agencies at present i.e. NAAC and NBA to undertake accreditation of all higher educational institutions and programmes of study especially if accreditation is made mandatory.

Keeping these factors in view the Central Government has formulated a draft legislative proposal, namely, "National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2009."
This proposal envisages creation of a National Authority for regulating Accreditation of all higher educational institutions including, universities, institutions deemed to be universities, colleges, institutes, institutions of national importance established by an Act of Parliament, and their constituents, imparting higher education beyond 12 years of schooling leading to the award of a degree or a diploma, and whether through the conventional or distance education systems.

Chairman, Board of Governors, IIT-Kanpur, India
The quality of higher education has been the major concern all along as the country was preoccupied with the spread. The National Education Policy (1992) articulated this concern which culminated in the establishment of the National Assessment and Accreditation Council (NAAC) as national quality assurance body. NAAC is currently functioning as an autonomous body under the broader support of the UGC and MHRD.

National Board of Accreditation (NBA) and the Accreditation Council of Agricultural Education were formed soon after, for technical and agricultural education. Each one of them uses their own system of assessment to accredit. For example, Accreditation is voluntary for NAAC, but it is compulsory for NBA and obligatory for the Agriculture. As of now, NAAC undertakes institutional accreditation, while NBA does it at the program level to be compatible with the ABET of America.

NAAC could assess only a fraction of institutions largely due to want of takers. NBA which accredits programs also could not complete because of the number of programs involved. In the meanwhile there was a surge in the growth of higher education institutions since the turn of the century. One estimate is there are now 600 universities and more than 30000 colleges. The surge is mostly due to the induction of private providers. Though NAAC has the provision to establish a number of regional units the current demand for its accreditation is not enough to warrant regional branches.

Thinking that a single agency cannot cope up with the task, moves are underway to establish a large number of both private and public QA-agencies with a superstructure to approve and monitor. The government has already taken the initiatives and necessary Bill has already been introduced in the Parliament. Meanwhile the private universities and colleges want to have their own common QA bodies as in some countries or prefer international agencies. The media have also started their popular league table type of ranking of select institutions.

It is further aggravated by the fact that the mobility of qualified personals across the border either for further education or for work is not connected with the QA certification at the international and national level. The fervor seen in the late 1990s for transnational/cross border education has slowed down and it has also impacted on interest in QA among the stakeholders. None the less, QA initiatives have greatly enhanced the quality consciousness among the higher education institutions. These and other developments will be discussed.

1 Former Chairman, National Assessment and Accreditation Council, Bangalore, Karnataka, India
QUALITY ASSURANCE IN INDIA: LINK BETWEEN INTERNAL AND EXTERNAL QUALITY ASSURANCE

A P Padhi

Quality education is meant to promote the quality of comprehensive and coordinated development of students: physical, mental and spiritual potentials in an integrated manner. The great truth about a student is his power-potency which needs development through quality education. Therefore, strengthening quality education is the need for reform of higher education. Quality assurance both internal and external seeks to promote quality education.

Quality improvement is a continuous and unceasing movement towards the goal of excellence. It is this continuing and onward progress that makes an institution to ultimately attain excellence in all spheres of academic and administrative activities. This is the key. The institution should constantly raise its bar through this

Need for Quality Assurance

(1) There is great pressure to maintain and promote quality because the number of competing institutions is growing;

(2) There is also the question of survival;

(3) Quality for the sake of quality prompts an institution to provide quality-based service;

(4) Need for knowledge-based economy for higher growth, large-scale development and modernization requires quality education and

(5) Unless our students acquire necessary requisite expertise skill with rigorous training, culture of teaming and fluency in English language they cannot complete globally.

As per NAAC guidelines every accredited institution should establish an internal quality assurance cell (IQAC) as a part of its system to promote quality enhancement and sustenance. More than 3000 institutions have already established IQAC to channelise their efforts and measures towards the destination.

It is worthwhile to examine how their bodies are working to maintain and enhance quality in respect of teaching learning, research, extension etc. My experience as an assessor is both sweet and sour. Only in a few institutions management and faculty members are working with single-minded pursuit of excellence. In majority of cases the working of IQAC is of routine type. It is worthwhile to promote collective obsession for QA with a culture of teaming. Institutions can define their core competencies, strengthen them and can out-source in other areas. We must
think of QA not only with our bodies and minds but also with our hearts and souls. For success. For example I have seen how the use of IT in teaching-learning has promoted flexibility for learners to get access to internet and engage in study at anytime, any place and at their own pace. Infact the state of the art technology is used in “Smart Schools” in a few advanced institutions.

Now researchers are doing bigger computations faster with greater reliability. But in a majority of institutions these facilities are absent and internet facilities are not even available in hostels and common rooms for use by students.

Similarity application of IT in administration has simplified many complex issues. For example I have observed how different functions like accounts establishments, audit, works, library etc. are integrated through application of IT.

It is saving time, energy, cost and maintains consistency. The decision making authority can get the information in a co-hesive manner irrespective of the locations. But such facilities are not in existence in most institutions

Both IQAC and NAAC are interrelated and function as complimentary and supplementary. Both work hand in hand to promote the common objective. However the main responsibility is that of higher educational institutions because these bodies will implement various programmes, projects, plans, policies and guidelines. And these functions of HEIs and NAAC should be backed by respective govt and Universities. Corrective measures ought to be taken to improve qualitatively and it is here that both IQAC & NAAC can play as effective partners.

Conclusion : Never despair

In spite of various obstacles and challenges IQAC & NAAC have not only created an awareness of quality among Els but also created procedures for quality assurance. May all the stakeholders move forward with a new strength, a new spirit and a new determination, focussing on the goal and making all out efforts into a total integrated movement.

1Former Vice-Chancellor of Berhampur University, Odisha, India
QUALITY AND ACCESS IN TAIWAN HIGHER EDUCATION

George Jiang1

Globalization in the 21st century presents universities and states with a number of challenges and opportunities. Currently, the major concern for both of them is how to assure quality in higher education and to enhance global competitiveness through a variety of policies and actions. Hence, quality assurance mechanisms and rankings, which emphasize output monitoring and measurements and systems of accountability and auditing, have become more popular worldwide. Up to present, nearly 90% of the governments have successfully developed national quality assurance system in Europe and Asian Pacific regions.

Today, with the rapid expansion of higher education institutions throughout the world and education's increasingly market-based orientation, students, parents, higher education, employers and governments have a much greater interest in the actual academic quality of universities and colleges. Definitely, universities and colleges are beginning to take on accountability toward related members of the school and societies in the same way that private enterprise does. Colleges are being requested to present institutional effectiveness to the general public. Besides, "universities are expected to have goal and plans to attain them, as well as mechanisms for evaluating their progress" (Ramirez, 2010, p. 43). In this way, universities are supposed to act as an effective organizer and a good learner on how to improve their quality, particularly in teaching quality, through several assessment tools (Henard, 2010).

Throughout the rapid expansion in higher education over the past two decades, the number of Taiwan universities has been increasing from 50 to 160. With a strong request by the general public to enhance the overall quality of higher education, Taiwan government passed "University Law" revised in 2005, under which all Taiwan universities and colleges are obligated for assessments regularly with regard to standards and procedures by accrediting agencies chartered by the Ministry of Education. A decentralized and peer-review based quality assurance framework was forged formally. The presentation will focus on three main parts: expansion of Taiwan higher education over past three decades, development of quality assurance system, accountability on Taiwan higher education and its international competitiveness.

1President, Higher Education Evaluation & Accreditation Council of Taiwan, Taiwan
Quality assurance and student mobility are among the major aspects of globalization of higher education. With more than 2.5 million students studying outside their home countries, international student mobility is a key area of interest and concern for both sender and receiver countries. As per UNESCO reports, this figure is estimated to rise to 7 million international students by 2020. International student mobility has many underlying trends. The major one consists of students from Asia entering the academic systems of North America, Western Europe, and Australia, etc. China and India alone constitute a major chunk of students crossing borders for education.

Revenue of full paying students being the attractive consideration, countries like the United Kingdom, Australia, and Canada have adjusted visa and immigration requirements to attract foreign students. While USA still continues to be the top attraction of Asian students, aggressive promotion by the UK, Australia, and New Zealand, in past few years have resulted in an increase in student flow to these countries. Some countries faced with skilled manpower shortages have devised strategies for skilled immigration that goes hand in hand with student mobility. It is a win-win situation for both sender and receiver countries. However, the things are not so rosy when countries face situations like unrest among citizens for jobs being moved from local to global market places. The rise of bogus institutions, comparability of quality of education in export-oriented-education are some of the concerns faced by the international students while making appropriate choices.

Concerns for quality and globally acceptable qualifications have become more prominent in the wake of massification of higher education as well as commodification of higher education.

Mechanisms for establishing international comparability are being attempted by some key players, but still need to be consolidated. UNESCO has facilitated the conventions that commit signatories to common policy and practice to ease the mobility of students within each region. UNESCO’s activities in recognition are centered around its six Conventions on the Recognition of Qualifications. The growth and impact of these conventions are yet to match pace with rapid expansion and crossborder movement of higher education globally. The political and economical considerations seem to dominate the issues of mutual recognition.

The Bologna Process reflects remarkable progress in regard to the integration of higher education in Europe by creating a common degree structure and qualifications frameworks. It aims to
Quality Assurance in Higher Education: Expectations and Achievements

develop higher education area within Europe by promoting transparency, mobility, employability and student-centered learning.

Efforts are being made to take cue from success of Bologna process in some other regions. Brisbane Communiqué launched a few years ago is making steady progress in Asia Pacific region. APQN played a pivotal role in cooperation with Brisbane process, to come out with set of principles for QA in Asia Pacific region in 2008, which are now popular as Chiba Principles.

The other approaches keeping stakeholders in focus are also gaining ground. OECD’s Assessment of Higher Education Learning Outcomes project, launched in 2006, focuses for example on interaction between student and faculty, career expectations, completion and success in finding a job.

UNESCO Portal on Higher Education Institutions offers access to on-line information on higher education institutions recognized or otherwise sanctioned by competent authorities in participating countries.

The key issues as discussed in this paper to promote student mobility while assuring quality are-

- To implement various provisions of regional conventions such as creations of National Qualification Framework (NQF); National Quality Assurance (NQA); and National Information System on HEI (NIS HEI), etc.
- To participate in UNESCO Portal on Higher Education Institutions offers access to on-line information on higher education institutions
- To encourage mutual recognition of QA outcomes by QA agencies
- To undertake awareness initiatives among policymakers and key stakeholders about various global initiatives on quality assurance and student mobility
- To undertake Quality Literacy missions for students to facilitate informed choices
- To join hands to battle menace of degree mills and accreditation mills.

Forums like APQN are expected to play the role of catalyst in promoting these initiatives for the benefit of students and all stakeholders of quality higher education.

1Board Member, APQN & Deputy Adviser, National Assessment and Accreditation Council, Bangalore, Karnataka, India
The report focuses on the issues of institutional and program accreditation in the context of the Russian Federation.

Part One highlights the factors that determined the predominance of state institutional accreditation in the Russian higher education system: (a) vast territory of the country and the large scale of its education system; (b) national tradition of establishing a HEI as a single institution with a single budget, common resources, library, and campus; (c) long tradition of supervision of higher education institutions by the Ministry of Education; (d) development of the Russian accreditation procedure on the basis of the US experience in institutional accreditation; (d) political and socio-economic situation in Russia in the early 1990s (the beginning of "education boom", the unprecedented increase in the number of HEIs, education programs and student enrollments; emergence of the private higher education sector; scarce budgeting etc.) (e) use of modern computer and Internet technologies and data bases. The author considers that institutional accreditation has a number of advantages for large-scale education systems as it is rather inexpensive, unified for all HEIs of the country, and allows to solve the tasks of managing a heterogeneous (private and public) structure of education.

In Part Two the author examines the current situation in the Russian system of higher education discussing the drastic changes in the sphere of educational management and quality assurance. Such issues as the demographic crisis, the rise of competition in the higher education sector, the new state education policy and financial support, as well as and the role of state institutional accreditation are covered in this part of the paper. The author argues: now that state institutional accreditation has become obligatory and mass in Russia, it can no longer be regarded a proper motivation tool for further development in higher education.

Part Three of the paper discusses the potential and challenges of program accreditation in Russia. Program accreditation requires more financial and human recourses, but it can provide real engagement of all interested parties including employers and alumni in the evaluation process. Of special importance is that program accreditation allows avoiding formal quantitative approaches to the assessment, thus focusing mainly on the quality and expert evaluation. Recognizing the
role of accreditation as an efficient tool for managing an education system, the author reveals the opposition between state (institutional) and public (program) accreditation in Russia, the former being primarily a lever for state control in education, the latter - a lever for change, educational quality enhancement and further development.

The author concludes that in the Russian society there is a growing awareness of the necessity to develop more efficient and flexible mechanisms for quality assessment and quality assurance in education.

1Deputy Director, National Center of Public Accreditation, Russia
Multiple changes are impacting the Indian Higher Education System (HES) as never before and that too at a very rapid pace. These architectural changes are challenges and have assumed greater significance than ever before, because of quantity-quality dilemma. As per the philosophy of National Assessment and Accreditation Council (NAAC) the process of Assessment and Accreditation (A&A) is absolutely voluntary for Higher Education Institutions (HEIs). NAAC has been creating a good deal of awareness about the advantages of A&A among various stakeholders. After realizing the advantages of A&A, some of the State Governments and their policy makers have taken momentous initiatives and made A&A mandatory in their states. Apart from State Governments and policy makers, some of the universities also have taken initiatives and came forward for the process of A&A. HES has mega metro and less endowed institutions, rich and the poor existing in juxtaposition in about 500 universities, 26000 colleges, 4 lakh teachers and around 110 lakh students of all hues and configuration, achieving equity is a great challenge.

NAAC has decided to take up only Institutional Accreditation (IA) initially, to prioritise the assessment efforts. It is considered even today in many countries that IA could be a pre-requisite for Programme Accreditation (PA). Accordingly it has accredited around 5000 HEIs spread all over the country. It is planning to implement PA, which is also within NAAC’s jurisdiction, in view of many requests received and necessity to adopt to situational contexts. PA is the performance evaluation of an individual programme in the department concerned from an accredited university. The main focus of the PA is to compare and contrast efficacy of a particular programme in different HEIs. This comparison may be helpful not only for the students but also for their parents to take radical decisions with respect to admissions to various programmes in different parts of the country. It also helps policy makers and the regulatory bodies to take some of the pivotal decisions. The macro level challenge for IA and PA is to accredit a large number of HEIs with different shades of diversity and complexity in the country, which is a gigantic task. Some of the concerns of IA - it can’t give accurate picture of the programme of all departments in the university; projection of various programmes available in departments may lose the focus; comparison of performance of programmes among various Universities across the country is not possible. PA can overcome some of these obstacles, as it has distinct advantages over IA. PA facilitates campus placement/ recruitment, qualification enrichment of faculty, obtaining
more and more research projects from funding agencies. Nonetheless PA also faces certain challenges - accrediting the total number of programmes in all the Universities in the country; contextualization of the instrument to Indian context; inclusion of relevant indicators in the instrument; availability of right kind of experts at a right time; assessors’ training / orientation; prestige of an institution is at risk, when a particular programme is not accredited.

There are certain merits and demerits of both institutional and programme accreditation. Hence the blend of both IA and PA is more desirable in the Indian context.

In this paper, an attempt has been made to discuss implications of IA and PA processes on Indian HEIs and identify some of the major issues of concern and challenges of IA and PA along with probable strategies for implementation. It also tries to capture the new roles of QA agency in the light of on-going restructuring of HES in the country.

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1 Deputy Adviser, National Assessment and Accreditation Council, Bangalore, Karnataka, India
The Japanese quality assurance framework in the higher education sector consists of authorized systems to strongly support higher education institutions’ proactive and autonomous quality assurance approach: ‘Standards for the Establishment of HEIs’; ‘Approval System of the Establishment of HEIs’ based on the Standards; and ‘Certified Evaluation and Accreditation (CEA)’ whose function is to assure the quality of approved HEIs.

There are 2 types of CEA schemes:

1. Institutional level - A mandatory scheme for all universities, junior colleges and colleges of technology on their overall states of education, research and administration. They must undergo at least once in 7 years.

2. Professional Graduate School-level - A mandatory scheme for professional graduate schools on their states of academic program, faculties and other necessary aspects. They must undergo at least once in 5 years.

CEA is conducted by organizations certified by the government. NIAD-UE was certified in 2005 to conduct CEA on universities, junior colleges, colleges of technology and law schools. There are a total of 3 institutions including NIAD-UE for conducting CEA on universities and CEA has been conducted on approximately 780 universities to date.

In addition to law school, there are other organizations conducting CEA on professional graduate schools in the fields of management, accounting, midwifery, clinical psychology, public policy and teaching education. In cases in which no such CEA organization exists, exceptional measures are otherwise taken such as to conduct self-assessment and external evaluation.

Since the first cycle of CEA which started in April 2004 is in the final stage, improvement on its system and management is required for the further enhancement of the educational quality in each institution towards the next cycle. The Subdivision on Universities of the Central Council of Education, a governmental committee, indicates the issues to be considered towards the next CEA cycle such as: enriching the contents and method of evaluation, enhancing efficiency, fostering distinctive initiatives of universities, and internationalizing their activities. Among these, evaluation on professional graduate schools is expected to ensure their efficiency further by taking into consideration collaboration with institutional evaluation.

Kazuo Okamoto

1 Vice-President, NIAD-UE, Japan
Global ranking of institutions by professional bodies has both appreciations as well as concerns. One of the major criteria for this is the evaluation of research performance of the institutions.

The landscape of research is fast changing. Science and its communications have undergone many transformations. An important issue in the context of today’s world is, while practicing of science and its reporting have changed so much, should not measures of science change? Early attempts to measure science date back to the first half of 20th century which gave rise to laws of bibliometrics, such as Lotka’s law, Zipf’s law and Bradford’s law. These laws continue to be studied and form the basis of the modern day science metric literature. Since De Solla Price’s classical essays in the 1960s on quantification of science, measuring and evaluating science has emerged as an area of study as well as assessment tool. Distinct but rapid transitions involving phases such as Bibliometrics, Scientometrics, Informetrics, Webometrics and Cybermetrics are seen in the evolution of the field of quantification of science.

Measuring science using Scientometric and Informetric indicators (SII) is almost an accepted methodology in the sociology of science, but the challenge is, there is proliferation of indicators as well as metrics explosion. A critical review will be presented on indicators such as citation counts, journal influence, impact factor, h-index, g-index, G-factor etc. As with any measures, the SII, have come in for a fair amount of criticism and debate. Like all performance indicators, these SII are also to be vied as such - indicators nothing more, nothing less and it is felt that sufficient care has to be taken to normalize and balance the skewness.

1Director, National Assessment and Accreditation Council, Bangalore, Karnataka, India
GLOBAL RANKINGS AND ITS IMPACT ON HIGHER EDUCATION POLICY AND INSTITUTIONAL BEHAVIORS, AND STUDENTS' CHOICE: EFFECTIVE USE OF COLLEGE RANKINGS

Yung-chi Hou (Angela)

Since the start of the 21st century, the development of college rankings has become internationalized. Global rankings have a variety of uses, levels of popularity and rationales and they are here to stay. When examining the results of the current global ranking, it can be found that well-reputed world class universities are among the top ranked schools. Many studies have shown that students are using ranking tables in their decision-making about where to study. Governments are taking advantage of rankings to decide where to invest, and scientists use them to know where to work. Institutions use rankings to know where they stand and whom they can partner with. Therefore, more and more institutions explicitly have set a goal of ranks moving up in the global rankings and tying resource allocation, hiring, and other decisions to this goal.

There are four major global rankings developed since 2003, including the Academic Ranking of World Universities, the World University Rankings, the Webometrics Ranking of World Universities, and the Performance Ranking of Scientific Papers for World Universities. A major concern for top university administrators in many parts of the world is how to use these global rankings wisely in their mid term and long term strategic planning for building their institutions into world class universities. So, global academic community raised several questions about the future development of college rankings, such as how will rankings affect the higher education policy by universities and governments? What type of rankings should universities take seriously? Should universities change their policy choices in light of their position in national or global rankings?

The objective of the presentation is to provide colleges and universities with a chance of understanding the relationship between university rankings and higher education policy in the international perspective. It will also explore the most influential indicators in the 4 major global university rankings which will affect the rank mobility of an institution. Based on an analysis of correlation coefficients and K mean of cluster, a model of strategic institutional planning for building a world class university is proposed in the presentation. In addition, a new interactive, student-based approach will also be introduced as well.

1 Dean of the Office of Research & Development, Higher Education Evaluation & Accreditation Council of Taiwan, Taiwan
RANKING OF HIGHER EDUCATION INSTITUTIONS: ISSUES AND CONCERNS

Zia Batool¹
S Sohail H Naqvi²

The ranking generally aims at improved standards of quality in higher education through competitiveness nationwide and across border. The ranking is linked up with identifying the weaknesses and strengths of the HEIs with plain intentions of facilitating the process of quality improvement. Generally, ranking is experienced by the Media and Private Sector Organizations. Various systems of ranking practiced in the world such as the Ranking being done by GUARDIAN & TIMES (UK), Academic Ranking of World Universities (China), NEWS (USA), MACLEANS, (Canada). Moreover, the practices of AUQA, Australia for Academic Audit based rating and QAA-UK model for HEIs rating is also considered as one of the alternates. Ranking practices have many issues and concerns to be addressed for achieving the goal of improved quality of higher education compatible internally and externally with equal strength.

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²Higher Education Commission, Pakistan
STRENGTHENING EDUCATIONAL COOPERATION
AND EXCHANGE

R C Sobti

The onset of new millennium has unfolded multiple breach of borders between universities and corporations, education and training, academic and vocational institutions, and on-campus and off-campus learning experiences. Global transformative trends towards knowledge-driven economy, coupled with ensuing competitions, invite keen attention and concern of everyone. One of the most desirable steps in the current scenario is to liberate education from its orthodox iron curtains, where the barriers of conventional and innovative cease to matter, and indigenous and global considerations converge. The onerous task of overhauling the higher education can not be accomplished single-handedly in our secluded ivory towers. Hence, the third-world nations like India and China need to carry out SWOT analysis to rationally integrate with each other for mutually synergistic benefits. Besides, the education system in the developing countries needs to be grossly reformed, educationists duly trained, curricula updated and the didactic delivery methodologies revamped. Then only, we can hope to see a paradigm shift in the quality of education from the disparate to harmonized education.

1Vice-Chancellor, Panjab University, Chandigarh, India
The Constitution of APQN states the following as its purposes:

- to promote good practice in the maintenance and improvement of quality in higher education in the Asia-Pacific region;
- to facilitate research in the region into the practice of quality management in higher education and its effectiveness in improving the quality of higher education in the region;
- to provide advice and expertise to assist the development of new quality assurance agencies in the region;
- to facilitate links between quality assurance agencies and acceptance of each others’ decisions and judgements;
- to assist members of APQN to determine standards of institutions operating across national borders;
- to permit better-informed international recognition of qualifications throughout the region;
- to assist in the development and use of credit transfer schemes to enhance the mobility of students between institutions both within and across national borders;
- to enable members of APQN to be alert to dubious accrediting practices and organisations; and
- where appropriate, represent the region and promote the interests of the region, e.g. vis-à-vis other networks and international organisations.

To monitor the achievement of these purposes, in 2008, APQN developed a Strategic Plan which guided the network activities during 2009-2010. The Plan presents the following as the Vision/Mission of APQN:

- APQN is a self-sustaining network of tertiary education related agencies and Higher Education Institutes (HEIs) and is the first point of reference for its members for the provision of expertise, advice, discussion and consultation on all matters relating to quality assurance within the tertiary education sector.
- To enhance the knowledge and capability of agencies and individuals within the Asia and the Pacific region to provide quality education within their specific country tertiary education sector through a cooperative network platform.
Towards this Vision/Mission, APQN has identified five strategic objectives:

- To enhance the quality of tertiary education in the Asia-Pacific region through sharing good practice.
- To facilitate the sharing of information and experience between members including making available research in the theory and practice of quality assurance within tertiary education.
- To provide information, advice, expertise and training to assist quality assurance agencies or individuals with quality assurance related issues.
- To facilitate the process for cross-border recognition of tertiary qualifications within the region and with other countries.
- To establish effective working relationships with relevant international and sector groups who can contribute to the work of APQN (this includes INQAAHE, AUN, AQAN, UNESCO - Asian Region, World Bank).
- To be the primary contact for all quality assurance questions and discussions from network Quality Assurance bodies and individual universities.

In achieving these objectives, APQN has identified a set of values that drive APQN to be:

- Committed to quality tertiary education
- Open in its information sharing
- Cooperative with all members
- Fair and equitable in dealing with its members
- Focused on continuous improvement focussed
- Service oriented

The current Board has followed these guidelines for two years during 2009-2010. It is time to review the situation and set new targets for the next two years 2011-2012. The plenary on the Future of APQN will facilitate a discussion on the Strategic Plan and improving it. The discussions will provide guidelines for the next term of office for the elected Board.

1Vice-President & President-elect (2011-2013) of APQN & Audit Director, Australian Universities Quality Agency, Australia
Abstracts from Contributors’ Sessions
India is witnessing rapid economic growth propelled by its knowledge and human capital. The growth of the knowledge economy of the country depends on the sustenance of the quality. The global competition and need for excellence can be met only by innovative practices. The higher education in India is finding it difficult to find a way to sustain the quality while addressing the needs of a large population. The undergraduate Colleges have a social commitment to fulfil while providing higher education. The knowledge economy has made the University Education universal. The rapid increase in number of students has had visible effects on the quality of higher education. This paper deals with important factors of quality sustenance namely the governance, affiliation, academic programmes and examination.
Higher Education (HE) in India is one of the most developed in the entire world. Hardly 15 per cent of those leaving schools in India pursued HE against the world average of 45 per cent. In India, divergent streams in HE such as AICTE, MCI, ICAR, and NTE apart from 481 Central and State Universities are indirectly governed by the Ministry of Human Resource Development. Though HE in India is considered as better, barring IITs, IIMs and other professional bodies, the quality of education in India in most of the Engineering Colleges in general and Arts and Science colleges in particular is at stake. In a survey by FICCI with the World Bank it was found that 64 per cent of surveyed employers are “somewhat”, “not very”, or “not at all” satisfied with the quality of engineering graduates’ skills. Now-a-days education becomes a product, demanded at international level. Only quality products can be sold there. Most of the students pursuing HE do not get the required skill expected from them by the job providers, whose expectations are high. Education is after all for life. Education is considered to be the key to the development of poor people. But is the present HE system in the Asia-Pacific region providing the so called life for the learners? It is a question to be debated. This paper aims to analyse the mayhem in the quality of HEIs in India and the steps needed to improve quality with the aim of assuring employability to the learners.

1 Associate Professor of Commerce & Co-ordinator, IQAC, Dr. Zakir Husain College, India
QUALITY ASSURANCE IN INDIA

A Venmathi

Education is an important investment in building human capital that is a driver for technological innovation and economic growth. It is only through improving the educational status of a society that the multi-faceted development of its people can be ensured. Rapid developments in technology and communication are forcing changes within educational systems across the world as ideas, values and knowledge, vital to education, cross nation states and boundaries. Quality higher education has now been found to be important to national development. The process of doing this will involve Quality Assurance. Quality assurance is the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained. Hence this paper deals with the need for quality assurance, institutions involved in assessing the quality, process of attaining exceptional high standards in education, how far we have succeeded, problems in maintaining quality and draw backs in the assessment system and suggestions to improve the planned and systematic review process of quality assurance. This paper highlights the observations made and opinions gathered from fellow educationists. Quality assurance process concentrates on enforcing the rules and regulations to be followed to assess the quality of education but it lacks in sustainability and strict enforcement strategies. The educators (Teachers) are concentrating on beholding their positions rather than to become good teachers.

1Professor in Resource Management, Avinashilingam Deemed University for Women, Coimbatore, Tamil Nadu, India
EVALUATION OF RESEARCH IN ACCREDITATION

A Kalanidhi

The accreditation process in Higher Education has been embarked to explicitly inform the stakeholders and the general public about the comparative academic standing of the institution amongst the group of institutions. In the present context it is very essential since the student population has increased; and number of institution has increased. Careful analysis and explicit exhibit of the comparative academic standing is highly essential. In the current scenario where the obsolescence is galloping; advancements in classroom education has significantly improved because of the advancements in Engineering and Technology. In order to evaluate the quality of an institution critically, it is essential that the research parameter is assessed carefully and due weight-age is given in-order to get the true academic standing of the institution.

1Vice Chairman, Commonwealth Science and Technology Academy for Research, Chennai, Tamil Nadu, India
ENSURING SYNERGY BETWEEN IQA AND EQA

A Maria Soosai

This paper is based on the experience of Sacred Heart College (Autonomous), Tirupattur, Vellore Dt., Tamil Nadu, India, in its journey towards offering quality Higher Education, with its 60 years of existence, 22 years of Autonomy, and 12 years of NAAC accreditation.

The paper highlights the various mechanisms and systems introduced in the college, to ensure internal quality through, student follow up in attendance and academics, CQC and Federation of CQC, Evaluation of Teaching Learning methods, etc.

Teaching and Learning is carried out in a cordial manner, with autonomy, curriculum development cell, External Question paper setters and Examiners, CBCS system which allows students to choose a few subjects of their own choice in the UG programme, students as board members, value education taught and implementation of academic audit by external agencies.

The role played by external agencies like the Employers, Alumni, Parents, Public and the Government in ensuring quality in Higher Education is highlighted.

The third part of the paper deals with the limitations faced, in synergising the efforts of IQA and EQA. They are:

1. Not all the external stakeholders are of the same wavelength
2. Less frequent interaction between IQA and EQA
3. Mismatch between the practical expectations of the employer and the theoretical foundation of the curriculum.
4. The easy-going attitude of the up-coming student generation
5. Contradicting or overlapping guidelines by the external monitoring agencies.

In conclusion, the perceptions and experiences from our setting in synergising IQA and EQA mechanisms are shared.

1Principal, Sacred Heart College, Tirupattur, Tamil Nadu, India
NAAC uses seven criteria for assessment and accreditation of HEIs tuned to the philosophy of pedagogical management. This paper studies the pedagogical management in selected HEIs for assessing the nature and importance of governance and leadership and analyzing the effectiveness of the weight allotted to governance and leadership. The sample is drawn following some statistical norms. The primary data have been collected by administering structured questionnaires. The secondary data have been collected from various government/semi-government agencies. Data analysis has been done in a criterion-wise manner. The statistical tools used are One-Way ANOVA, Partial Correlation Coefficient, Two-Way ANOVA and Coefficient of Determination. Only criterion II (Teaching-Learning and Evaluation) and criterion VI (Governance and Leadership) result in a significant difference in the performance of the colleges. Partial Correlation Coefficient has been calculated, taking criteria II and VI as independent variables and criteria I, III, IV, V and VII as dependent variables. Criterion VI has a greater effect on the performance of the colleges than criterion II. Two-Way ANOVA indicates no significant difference amongst colleges as regards criterion I. But criterion VI plays a significant role as regards criterion I. Significant differences exist as regards criteria II, III, IV, V, and VII only because of the significant role played by criterion VI as regards such criteria. The analysis reveals that most of the colleges are not adequately aware of the importance of the role of management. The findings imply the need for a change in the weight allotted to each criterion by NAAC.
CALL FOR INCREASED EMPHASIS ON 'PEOPLE' IN INDIAN HIGHER EDUCATION ACCREDITATION SYSTEM

Bhadrayu Vachhrajani¹
Hardik Vachhrajani²

India has seen enormous expansion of higher education in past couple of decades mostly led by strong private participation. This rise has created enhanced educational opportunities for nation’s youth. This rapid and largely spontaneous growth has given birth to a huge gap in demand - supply equilibrium in academically and professionally qualified faculty and academic administrators. Most of the higher educational institutes in India today, complain that it is very difficult to attract good faculty and even more difficult to retain them. The problem cuts across all ‘sun shine’ disciplines ranging from management to medicine. The problem is as much a ‘micro’ problem as being a ‘macro’ problem. In such a scenario, the role of accreditation agencies becomes ever more important. They need to build standards and regulations which promote better HR practices within the organization.

The paper presented here studies the HR challenges faced by educational institutes in India and existing mechanisms in accreditation system to promote better HR practices. The paper further goes beyond, and studies the ‘Investor’s in People’ framework from UK and benefits of such a framework to a university.

The paper recommends that India’s existing accreditation mechanism should work towards promoting world-class HR practices within the higher education institutes of India. Establishment, implementation and periodic review of exclusive HR focused standard for higher education developed from Indian context is the need of the hour.

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The National Assessment and Accreditation Council (NAAC) is the agency to assess and accredit universities and colleges in India. NAAC evaluates the functions, services and infrastructure of the institutions under University Grants Commission (UGC) and thereby helps to standardize their programs and services. It has formulated a set of guidelines to facilitate the services and better grading of the institutions. The guidelines and certain practices proposed by NAAC identify the principal factors influencing the accreditation and grading. This paper discusses the percentage of implementation of ‘best practices’ suggested by the NAAC in library developments and better grading to the colleges. For the study, a survey was conducted in the NAAC accredited colleges of Kollam Dist, Kerala. The study reveals that libraries are in a transitional stage and not serious about NAAC’s best practices. The practices such as online services, feedback study, suggestion boxes etc. are almost neglected. Though, most of the colleges are in B and above grade, the library services are poor. There exist a wide mismatch between library service and the grade of the college. The findings also suggest that, NAAC should be consider the library as a vital subunit of the institution such as other parameters like quality of teachers, quality of curriculum, quality of tools and technologies in overall grading. The study proposes remedial procedure for better implementation of the best practice.

\[\text{Best Practices Proposed by NAAC for Accreditation & Grading: A Study of Libraries in Kollam District, Kerala}\]

Beenamole T
Khaisar M Khan

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SUCCESSIVE CYCLES OF QUALITY ASSURANCE:
LEARNING AND APPROACH

B S Ponmudiraj

The paper discusses the learning from successive cycles of assessment and accreditation (A&A) with special reference to India. The purpose of this study is also to know the various approaches for successive cycles that are being followed by other quality assurance (QA) agencies. This study is important because the National Assessment and Accreditation Council (NAAC) in India is in the process of third cycle of A&A onsite visits. The paper presents details about the instruments used in successive cycles of QA mechanisms. This paper demonstrates how the second cycle of QA was followed in NAAC. The paper also describes the factors that are being considered over and above the first cycle of accreditation. A major contribution of the study is the learning’s from the first cycle which were incorporated in the current methodology of A&A in order to cater to diverse institutions in India. It also discusses on the transition of nomenclature to weightages of different criteria that are being followed by the external quality assurance (EQA) agency in India. The study demonstrates the need for the successive cycles of QA. Needless to say the refinement and application part of the assessment methodology which enhances the scientific approach of the process. The higher education institutions (HEIs) which are volunteering for the third cycle in India clearly demonstrate the impact that NAAC had in the first two cycles of QA. Not only NAAC but also HEIs clearly appreciates many issues and concerns in higher education are being addressed through QA.

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PARADIGM SHIFT IN QUALITY CONSIDERATIONS OF MEDICAL EDUCATION IN INDIA

Chandrakant Kokate

Sixty four years of independent India have seen our country develop a self-reliant capability in medical sciences based on indigenous research and development. However, the contribution of medical colleges to this success story of health revolution in post-independent era is limited in nature. The National Knowledge Commission (NKC) has observed that present-day medical education is urban-oriented, doctor-centric, and technology-driven. It should be nationally sensitive and globally competitive. The paradigm shift in our approach to qualitative growth of medical institutions is the need of the hour. The proactive approach with emphasis on R & D, extension activities and innovative teaching-learning processes should be effectively reflected in quality profile of the institution. The OSCE, OSPE, MCQs, clinical skill development-oriented practical programs and elements of micro-teaching should be an integral component of curriculum. The community-oriented public health programs with involvement of the students and faculty are essential to ensure quality enhancement of medical education.

The variance in perception of different levels of medical institutions is required to be reviewed. The blue-print for medical education has to be well-focused and pin-pointed based on achievable quality-oriented targets to make India globally competitive in the arena of medical sciences.

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The Malcolm Baldrige National Quality Award (MBNQA) model of Performance Excellence provides a systems’ perspective for understanding performance management. It is an organizational excellence award that is administered by U.S. Commerce Department and the award process is overseen by the National Institute for Standards and Technology (NIST). It reflects validated, leading-edge management practices against which institutions can evaluate themselves. With its acceptance internationally as a model for performance excellence, the criterion represent a common language for communication among organizations for sharing best practices.

The paper explores the MBNQA and its implications to higher education in India. The focus of the paper is primarily to content analyze the American model of quality assessment and its implications to education in India. The study indicates that the Excellence Model has the potential to enable education institutions to build on existing quality management systems for ways to achieve excellence in the core Learning, Teaching and Assessment Process and associated support processes. It provides with a powerful tool of self-assessment which can help educational institutes to establish a permanent learning cycle for continuous improvement, ultimately leading to the transformation of colleges into "learning institutions". Administration should take care that the stakeholders do not perceive the concept as thrust upon them, as the voluntary initiative is of vital importance. The administration must have a long-term commitment to implement the model and put into operation the improvements suggested by the team of MBNQA. They must back it and drive it.

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ACCREDITATION AND ACCREDITATION RATING IN PAKISTAN

Dur-e-Shahwar Aamer1
Fakiha Zafar2
Azam Ali Khawja3
S Mahmood Raza4
S Sohail H Naqvi5

Since the establishment of the Higher Education Commission in 2002, enhancing Internal and External Quality Assurance has been one of its core strategic aims. Measures taken to strengthen external quality assurance include Peer Review of Ph. D programs, Accreditation and Institutional Performance Evaluation. The process of Accreditation is being managed in two ways. Firstly by the ten professional councils already functioning through government legislation and secondly through four councils established by HEC.

Conflict of interest arising from some overlapping functions of HEC and the ten Councils dealing with professional degree programs are being resolved by establishing formal linkages between them. There is general agreement that framing of policies and academic standards are to be regulated by HEC. On the other hand programs that have been granted accreditation by the Councils are recognized by HEC.

Besides the ten Accreditation Councils, under the powers vested in HEC, four Councils dealing with Agriculture, Business, Computing and Teachers Education are now functioning. These Councils with their own set of standards and criteria follow the same procedure as the professional Accreditation Councils involving the self-evaluation process and site visits. However, the accreditation status of a program instead of being a yes/no decision as in the case of the professional Councils, is rating based accreditation. A program may be assigned any one of the four categories (W to Z) of rating. ‘W’ is for a program meeting the major criteria, whereas ‘Z’ represents a program seriously deficient in meeting the laid down criteria.

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QUALITY ASSURANCE IN INDIAN HIGHER EDUCATION -
REVISITING INDIAN ACCREDITATION SYSTEM

D S Srikanth

Indian Higher Education System is one of the Largest Systems in the world. Expansion of higher education sector is Significant. There were 20 Universities and 500 Colleges at the time of independence. At present, there are 500 Universities and 26,000 colleges. Therefore, the challenge is to ensure the quality within the framework of acceptability by its stakeholders along with the expansion. India faces enormous social challenges as well as opportunities for development in the new millennium. Other Countries visualizing a similar future, are investing massively to improve both the quality and quantity of higher education institutions. To address the issue of Quality in Indian Higher Education Institutions, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) by Government of India, spelt out strategic plans for the policies, and advocated the establishment of an independent National Accreditation Body. National Board of Accreditation (NBA) was conceived as a constituent board of the AICTE in September 1994 to address Technical Education Standards, and National Assessment and Accreditation Council (NAAC) was established in 1994 to address General Higher Education Institutions.

This paper focuses on the issues related to Indian Higher Education System Canvas, NBA and NAAC’s Accreditation Value Frame work, its Assessment Methodologies and implications on HEIs, and Its role in bringing the different States Onboard with respect to Quality and encouraging the institutions to embrace the Quality as the defining element.

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SIGNIFICANCE OF EVALUATION SYSTEM IN THE CONTEXT OF QUALITY ASSURANCE

E Jasmin Vasantha Rani

Higher Education is the spring board of all the economic activities of any nation. Therefore there is a premium on both quantity and quality of higher education. In an academic program, evaluation takes place at various levels. Evaluation emphasizes an assessment on knowledge and skill acquired process. The prime role of evaluation is to evaluate teaching learning process, the effectiveness of teaching methods, the course/program offered and reforms introduced. By the time, faculty notice gaps in knowledge or understanding if is too late to remedy the problem. To avoid such surprises, faculty and students need better ways to monitor learning throughout the duration of the program, the teachers need a continuous flow of accurate information on student learning. The quality education needs to be monitored both at the process level and at the product level. To control quality at the process level Formative (continuous) evaluation is needed but at the product level summative evaluation is indispensable. This paper focuses on the components distinction, need and benefit of these two kinds of evaluation.

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BLENDING OF INTERNAL QUALITY ASSURANCE WITH EXTERNAL QUALITY ASSURANCE FOR QUALITY ENHANCEMENT

Ganesh A. Hegde

The Higher Education Institutions (HEIs) have a major role and responsibility for providing and assuring quality. The Governments has a special accountability for assuring the quality and sustaining it for the larger interest of its stakeholder. It is imperative that each HEIs must develop their own efficient Internal Quality Assurance (IQA) system. There is no single model that fits all. It is up to the institution to decide what model fits best. However, there are some basic conditions that have to be met. It should be equipped with the basic elements for developing an IQA system with the necessary provisions for monitoring, evaluation and improvement. At least the IQA and system should cover the basic steps of Deming cycle: plan, do, check and act (PDCA) for quality enhancement.

External Quality Assurance (EQA) is an agency outside the Higher Education Institutions to assess the performance and to accredit Institutions/Programmes. The quality assurance agency authenticates the Institutions/Programmes through accreditation process and standards. EQA provides the stakeholders with reliable information on the quality of education offered by the institution. Employers can make use of accreditation status for recruitment. It initiates and encourages the institutions to innovative, use modern methods of pedagogy and opportunity to make its own benchmarking and be competitive.

The IQA and EQA are two sides of the same coin means that the activities are inextricable and interrelated. Higher Education Institutions try to assure quality through its own internal mechanisms. All over the world the QA system has two elements: the internal Quality assurance (self-assessment) and the external quality assurance (external assessment).

IQA cannot exist without EQA, because EQA will confirms what an institution performs. HEI’s is expected to have a well developed robust and healthy internal quality assurance system to safeguard its quality. EQA credibility lies on its composition of experts, process, reports, international peers, students’ feedback and feedback mechanism from Institutions and experts. It also depends on follow up action plan and guidance to the institutions. This paper discusses the blending of IQA with EQA for quality assessment, which intern helps the institutions for further development in Indian context.

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THE BEST EDUCATIONAL PROGRAMS OF RUSSIA PROJECT: A NEW APPROACH TO BENCHMARKING IN HIGHER EDUCATION

Galina Motov¹
Vladimir Navodnov²

The article discusses advantages and shortcomings of the new project of the National Center of Public Accreditation aimed at (1) singling out the educational programs that are recognized as trustworthy by the academic community and thus can be recommended to employers and prospective students; (2) emphasizing the need for new indicators, methods, and technologies for assessing educational programs; (3) engaging as many interested parties as possible in assessing the quality of higher education programs regionally and nationally. The project is aimed at identification of higher education programs distinguished by the exemplary level of the quality of education. It is not ranking of educational programs according to certain indicators, but it is identification of the best of them, search for best practices on the basis of expert assessment by means of the large-scale Internet-survey. More than 1,000 experts in the field of professional education took part in the Internet-survey, among them rectors of the leading Russian higher education institutions (HEIs), members of the Regional Rectors’ Councils, certified experts engaged in external evaluations of HEIs for the purposes of accreditation; representatives of Academic Communities of HE for different study fields, Heads of the regions’ largest enterprises and organizations. The paper argues that the project can be considered a productive benchmarking tool to provide more comparison, transparency and visibility of quality in Higher Education.

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Six Sigma quality strategy is a two side sharp edge tool that serves twin purposes. On one hand it can be used as a quality enhancement and sustenance tool and on the other hand, it can be used as a quality assessment tool. In today’s global competitive business environment, focusing on the stack holder is absolutely essential for the growth of an organization. If we are not able to satisfy all the stated and implied needs of the stakeholders with respect to quality and cost, we will not be able to survive in the market. Hence, the only way to increase the customer satisfaction index is ensuring continuous improvement in the organization’s operation and operational excellence, which means adopting change and reaching out for new and higher standards of performance. Six Sigma puts the stakeholders first and uses the facts and data to derive better solutions. Six Sigma quality program provides an over all framework for continuous improvement in the processes and assessment of an organization. This paper focuses on six-sigma (6s) quality strategy’s DMAIC model as an alternative to NAAC’s existing model towards quality assessment.

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JAWAHAR KNOWLEDGE CENTRE (JKC) - A HIGH WAY TO EMPLOYABILITY

G Ranganatha¹

Promoting skills of employability is one of the dimensions of quality higher education. Most of the HEIs are churning out multitudes of unemployable graduates. Around 10% of the fresh graduates only are coming out with employability though most of the students are with academic excellence. So, the need of the hour is to transform the academic excellence of the students into employable skill-set. The thrust for the improvement of skills is a global phenomenon.

Education in its current form in many institutions is predominantly concerned with the transmission of knowledge failing to fulfill all the requirements of young aspirants. Statistics reveal that a student requires 15% technical skills and 85% soft skills to make advancement in his/her career and personal life. Here comes the role of JKC-Jawahar Knowledge Centre, a powerful instrument that changes academic excellence into multidimensional skills to make industry ready students.

JKC is a wing of Student Support Services in the campus. The Curriculum is designed based on Generic skills with major thrust on Communicative skills in English. The Training-learning and Evaluation process is conducted and monitored by well trained Mentors. It takes up Extension activities to inculcate social values. The Infrastructure and Learning Resources is in the form a Training lab with necessary hardware and software. JKC organizes campus drives inviting reputed companies.

This paper highlights the initiatives of institutions to enhance quality of higher education in terms of enhancement of student progression towards gainful employment. It discusses in detail how the JKC grooms the students using hardware, courseware and human ware and make them industry ready as the industry is looking for right candidates to perform right from the day one of their entry into work place. It also touches the obstacles to optimal utilization of JKC ware and means to remove them.

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QUALITY EXPECTATIONS IN RESPONSIBLE MANAGEMENT EDUCATION: AN EXPLORATORY STUDY

Jesiah Selvam¹
Saravana Kumaran²

This paper attempts to examine quality expectations in responsible management education through selected variables such as career ambitions of management aspirants, expectations of corporate from an MBA in terms of skill sets and behavior. More importantly investigation is made to ascertain whether or not these expectations are duly met by current management education. This research is exploratory in nature. This survey was conducted from September 2010 to December 2010 (4 months). A triple stage sampling has been made, by covering corporate recruiters, faculty members and students. The analyses reveal that quality certifications and teaching beyond syllabus are very basic requisite for getting national and international Accreditations. The corporate recruiters consider knowledge competency, expertise, skills, knowledge & capabilities and attractive personality as major determinants in selecting their employees. Irrespective of the fact that whether they are Indians or foreigners, they all prefer to work in MNCs or reputed Indian companies, but after a while they want to see themselves as entrepreneurs. The study also reveals that MBA alone is hard to fetch suitable jobs, but value added professional programmes are found to have given the students an edge over others who never inclined to take during their study. Timely presence of mind is the major skill expected, followed by timely good decision making ability and long term thinking ability. As for behaviours of MBA aspirants, good personality traits are considered more important for an ideal Business executive. Lack of hard work, lethargy and disloyalty are found to be major constraints in MBA employees. It is suggested that any meaningful and lasting change in the conduct of corporations toward societal responsibility and sustainability must involve the institutions that most directly act as drivers of business behavior, especially academia. Academic institutions help shape the attitudes and behavior of management aspirants through business education, research, management development programs, training, and other pervasive, but less tangible, activities, such as the spread and advocacy of new values and ideas. Through these means, academic institutions have the potential to generate a wave of positive change, thereby helping to ensure a world where both enterprises and societies can flourish.

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THOUGHTS ON INTERNAL QUALITY ASSURANCE AND EXTERNAL QUALITY ASSURANCE

Jianxin ZHANG¹
Yunchuan DONG²

Quality assurance of higher education is made up of two parts: internal quality assurance (IQA) and external quality assurance (EQA), both of which belong to a union of the coexistence and balance of Yin and Yang. But in reality there exists a paradox of “confusion of subject consciousness, singularity of social evaluation and lack of independence”. In order to reach the goal of “establishing the healthy quality assurance of higher education system” issued by “National Education Reform and Development of Long-term Planning 2010-2020”, the present paper provides the suggestions of “giving propriety to the internal, the external promoting the internal and appropriately combining both the internal and the external”.

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Abstracts from Poster Sessions
Although quality in higher education has gained immense importance in last few decades especially in wake of globalization still we are far away to capitalize its real benefits. Rapidly changing dynamics and emerging complex scenarios has really posed challenges to the pursuits of accomplishing quality in all sectors including education.

It is the responsibility of the state to chalk out education policy that will address all pertinent issues including awareness, infrastructure, education system, allocation of resources and sources to converge masses into intellectual capital. Government of Pakistan has also made relentless efforts to overcome loopholes and improve quality in higher education so as to develop economy of knowledge based society. It is creditable that government established a Higher Education Commission to minutely look into global quality standards in higher education and also to undertake initiative for institutional capacity enhancement as well as promoting local research activities besides development of faculty. Moreover, education Policy 1998 – 2010 elaborate salient features government has planed to achieve in order to commensurate with the needs of industry and economic development.

In case of Pakistan even after almost six decades, the developmental indicators are not showing positive results and government’s efforts have been undermined due to improper policies, implementation issues and disparity in the standards of education at the various levels such as English medium vis-à-vis Urdu medium and public vs. private school.

This paper also discusses challenges and opportunities ahead to Pakistan and how tertiary education system can be restructured in line of international and global world norms through accreditation of programs and institutions.

A brief introduction of University of Management and Technology has been included as a model to illustrate its leadership commitment in inculcating lifelong learning in the higher education of Pakistan. The paper summarizes recommendations for APQN that it should focus on setting norms and best quality practices for all the countries falling in Asian pacific cohort and take measures in removing inequality, inequity and inadequacy infested in their education sector.

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The present scenario of Higher Education in India is passing through a critical phase in matters of meeting the stands of quality assurance, as alignment of higher education to the global standards becomes essential in the present era of globalization. The plans and strategies formulated by policy makers in this regard, no doubt, enable the educational institutes in urban areas to reorient their infrastructural facilities, teaching and learning resources and curricular changes to implement the quality sustenance measures. However, the educational scenario in rural and semi-urban areas presents a different picture, as the implementation of such measures becomes a herculean task due to non-availability of proper infrastructure, faculty resources, learning resources, research facilities, and training and placement provisions. In the absence of special care and attention by the policy makers on these issues leads to many problems for the rural educational institutes to cope up with the global and national standards of quality assurance in the sphere of higher education. Total Quality Management (TQM) in rural areas, therefore, require special focus, specific priorities and substantial planning in order to bring them in mainstream. The need of the hour is to propose different quality improvement strategies, capable of addressing the issues and concerns of rural educational institutes. This paper makes an attempt to identify and discuss such concerns, strategies and approaches that integrates TQM and several sigmas for quality assurance in Higher Education in rural India to make the quality assurance programmes more successful and meaningful.

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GRADING OF TEACHERS THROUGH NAAC

A K Saxena

Evaluation of HEIs by NAAC (during accreditation) completely ignores the fact that the most important requirement for running, managing, and flourishing a prosperous institute is a “teacher”. Most of the teachers of HEIs are simply “engaging classes”, others are “actually teaching”, still others are teaching plus doing casual researching. Some others are “excellent teachers plus excellent researchers” finally only few are doing excellent extension work in addition to top level teaching and researching. Needless to say there are several teachers who are not doing any of the aforesaid tasks. None of the agencies (NAAC/UGC/State Govt. / University/ College) has ever tried to develop a programme of grading the truly competent, glorious teachers of different institute and short listing them. During accreditation, peer team can easily find out seven the excellent teachers by observing students assessment (regarding teachers ability), documentary proof of extension work (social services), thesis, books, awards (regarding researching potentials). While submitting report they can easily indicate A grade, B grade and C grade teachers. The A graded teachers of institution may be short listed University wise/ State wise and it should be mandatory to include them in the panel of experts, as review persons, and member planning boards of University / State level bodies. Higher education is succumbing in absence of any provision of “reward and punishment”. Any teachers who get entry into Higher Education automatically get all benefits on the basis of seniority / merit promotion. Recognition offered to teachers through this grading will act as reward for their pains taking exercises. The present paper provides details of evaluating mechanism.

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SELF-ASSESSMENT OF UNIVERSITY PERFORMANCE
IN THE LIGHT OF QUALITY INDICATORS:
THE EXPERIENCE OF SCIENCE AND TECHNOLOGY UNIVERSITY IN YEMEN

A D Khaled Omar Ahmed Awadh

University of Science and Technology in Yemen is the first private university in Republic of Yemen was initiated in 1992, and in the interest of the University to improve educational services and the development of performance was established a specialized department to ensure the quality and development in 1999, the diagnosis actually means education at the university and provide information to decision makers they provided an annual report on the process of self-Assessment of all departments and colleges from the academic year 2004/2005.

The paper aims to provide some results of self-Assessment in the light of indicators inputs processes outputs and feedback.

The paper provide a limited number of indicators that measured over the past two years and ends with some recommendations for the implementation of many improvements and corrective actions to develop university performance.

University of Science and Technology implement an annually self-Assessment to the University, this reflects its eagerness to know the strengths and weaknesses and work on continuous improvement in all components, is also a continuous development of the self-assessment process year after year both in terms of indicators as well New or re-examine the papers.

It is recognized that the process of development and continuous process improvement and despite the marked improvement in the performance of the University’s academic units are as described in the results of the Assessment, however, that the area available for development process and require a large joint and integrated efforts of all university employees and beneficiaries of the service of the University.

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QUALITY ASSURANCE IN INDIA

B P Adhau

In the regime of globalization it is important that Indian products of the higher education Institutions are as efficient & competent as other countries not only in the field of scholastic attainments but also in terms of the value system and overall development of personality. If Indian education system don’t gauge the expectation of international Level, all toil will be futile.

The NAAC activities are guided by its vision & mission which focus on making quality Assurance an integral part of the functioning of higher education institutions. The modern era of university began in 1857 with the establishment of universities in Bombay, Calcutta & Madras. India now has 369 top tier tertiary institution graduating some two million students annually. But the condition of Mediocre & poor education institutions are not in good condition.

Assurance of quality in Higher Education uses a process to establish confidence among the various partners involved.

- Every university must have its own curriculum. Learners participation in the generation of knowledge must be the focus. Problem solving abilities must be developed.
- Only concentrating on IT sectors and other is not efficient but real stakeholder should be nurtured intellectually, physically and mentally.
- Decentralization must be encouraged with a broad frame work of university system.
- Quality of higher education can be improved by inducting quality oriented objectivity in merit promotion of teaching faculty.
- Skillful knowledge must be developed.

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A REVIEW OF CURRICULUM AND QUALITY ISSUES IN TEACHER EDUCATION

B M Gore¹
Mahesh M Joshi²

According to National Curriculum Framework (2005), “The Teacher Education system through its initial and continuing professional development programmes is expected to ensure adequate supply of professionally competent teachers to run the nation’s schools.” Faculty of Education is committed to serve the society by contributing through academic excellence in the field of teaching, research and extension activities. It is also committed to provide best curricular inputs of international standards to the students learning in the courses under the faculty.

The present context of globalization, technology and Knowledge society have put many challenges and also the gateways to opportunities for the scholars of Education; these challenges and opportunities are demanding new face and fashion for conventional models of curriculum.

The focus of the paper is to discuss the framing the course work, its implementation and evaluation with reference to criterions recommended by NAAC to assure the quality of Teacher Education Programs. The discussion is extended by case study of Teacher Education Curriculum offered by SRTM University, Nanded (Maharashtra).

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ISSUES OF QUALITY IN INSTITUTION OF HIGHER EDUCATION:
A CASE STUDY OF RURAL AND HILLY BASED INSTITUTION -
‘WARANA’ IN MAHARASHTRA.

B M Ladgaonkar

The present paper attempts to study issues which entangles the excellence that about to come-up of students at higher level in rural and hilly area, with occurrence in Maharashtra. It also tries to focus its genesis. The paper further seeks to analyse these affairs in the relevance of higher education in India. Within this point of reference, it is discovered how institution examines the issues from academic point of view in education and attempts to access them.

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Institutional diversity should be considered as a positive goal and it is high time to discuss quality assurance aspects with regard to diversity in higher education systems in India. Birla Institute of Technology, Mesra is one of the leading Institutions in Jharkhand which may shoulder the responsibility to coordinate the Quality assurance activities and its implementation in different higher educational Institutions/systems in Jharkhand.

Over the period of time, the issue of institutional diversity has moved to the centre of policy discussions in foreign countries with such questions as how to ensure the competitiveness of knowledge-based societies and response to the diversity of students’ and stakeholders’ demands and needs. This type of study may be commissioned by NAAC which will compare institutional diversity in different higher education systems – in different states of the country. It will help us to understand, empirically, the complex interplay of factors that drive diversification or convergence, at both the system and the institutional level.

- Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

- It promotes personal growth—and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.

- It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society.

- It enhances economic competitiveness. Sustaining the nation’s prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens from diverse backgrounds and cultures.

Quality assurance systems can play an important role here by adopting an approach that accommodates this more diverse institutional landscape. Thus, quality evaluation should not be exclusively focused on assessing institutions within a standardized and externally defined framework, but should see the capacity of institutions to stand out through innovation and individual and institutional creativity. This is not simple, and governments and agencies will often need to adopt a balance between what should be done and what can be done.
Even in America, colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, others small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 3,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America’s higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of African-American and Hispanic students, reversing decades of progress in the effort to assure that all groups in American society have an equal opportunity for access to higher education.

Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

This paper describes how Singapore attempts to balance the need for quality assurance and the need for educational diversity and innovation. The Singapore experience shows that this is a delicate balance. On the one hand, to promote diversity and innovation, the government attempts to decentralise its power to the schools. On the other hand, for quality assurance, the government sets up quality structures that reassert the centrality of government control. This paper examines the implications of such a strategy and the challenges that schools face in navigating a new paradigm of diversity and innovation while satisfying the requirements of quality assurance.

**Quality Assurance as an instrument to strengthen institutions**

The consolidation of mass HE and the growing influence of economic ideas in institutions and in HE systems are both relevant to understanding some of the recent developments regarding quality assurance and performance evaluation as seen by the increasing scrutiny of institutions’ performance and their capacity to respond effectively to a series of multiple economic and social demands, which have been added to their traditional missions.

These trends have brought about a changing relationship between HEIs and governments, not only increasing institutional autonomy but also a growing influence of economic rationality in institutional regulation and decision-making. This has led to more extensive accountability and
Quality Assurance in Higher Education: Expectations and Achievements

scrutiny of an institution’s activity, with a notable emphasis on the promotion of explicit assessment of the institutions’ internal and external efficiency and effectiveness. Nevertheless, the development of quality assurance practices seems to highlight the difficulties in European HE due to the “incomplete transformations of systems of elite universities into systems of mass higher education” (Trow, 2001, p.114). European systems have moved from a small group of tiny elite institutions into hundreds of large-scale institutions catering for a much more diverse student population, notably through the establishment of more vocationally-oriented sectors. Thus, the development of mass systems has often brought the co-existence of elite institutions, often struggling to keep that status, and mass-oriented ones, and this new reality has neither been always clear nor simple to articulate at the policy level.

This multidimensional, empirical approach results in conclusions that undermine accepted ideas, particularly regarding the concepts of social elite, excellence and autonomy in higher education, and should be of use to institutional leaders and policy makers.

This type of studies in other countries have shown that understanding and measuring institutional diversity cannot be achieved by looking simply at the number of institutions of different profiles and orientations within a system. It needs to take into account the complex reality of institutional responses and the internal mix of their institutional missions. Systems that impose a typology of institutions and missions are not necessarily more or less effective than those that allow institutions to develop their own mission mixes.

The issue of funding is shown to be even more important than that of autonomy. Parity of esteem among different institutional types or missions can only be possible if a variety of funding incentives are available and if there is significant funding to support the expanded functions. Thus, assumptions that increased autonomy, market forces and inter-institutional competition will increase institutional diversity are simplistic. Systems in which institutional types and mission diversity are regulated by law should not be perceived as lacking institutional autonomy, provided the reward system is sufficiently differentiated to allow institutions to develop a variety of niches.

Similarly, many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring.

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Ranking of higher education institutions respond to demands from consumers for easily interpretable information and stimulate competition among higher education institutions. Clearly, the quality of higher education institutions within a country complements the rigorous work conducted in the context of “quality” assessment and reviews performed by public and independent accrediting agencies. This is how rankings of higher education institutions (HEIs) have become part of the framework of national accountability and quality assurance processes.

International rankings should be aware of possible biases and be precise about their objective. All nations and systems do not share the same values about what constitutes “quality” in tertiary institutions, and ranking systems should not be devised to force such comparisons. The choice of methods used to prepare rankings should be clear and unambiguous. The data should be in recognition of the ability of each measure to represent quality and academic strengths of institutions and not availability of data. This way, the users of rankings would have a better understanding of the indicators that are used to rank institutions or programs.

Critics assert that HEIs manipulate the data in order to achieve a higher rank. Most of the media rankings attempt to get an overall view about the quality of the HEIs through opinion polls and surveys, which affect the real ranking. The ranking of higher education institutions should not be sales oriented but should be designed with due regard for a purpose. Transparency should include the calculation of indicators as well as the origin of data.
REPOSITIONING HIGHER EDUCATION FOR 21ST CENTURY

B R Prasad Reddy

A contemporary challenge before the academic world is to show how higher education can become a powerful instrument for furthering the social and economic well-being of the society. As we enter the new millennium, the academic atmosphere is experiencing an unprecedented change. New developments in science and technology, thrust for quality, severe competition, media focus and wide exposure are revolutionizing the education sector. Economy has become buzzword of the governments in prioritizing education. Thus we are witnessing paradigm shift in higher education, from “national” to “globalization”, from “state controlled” to an “open market economy”, from “general education” to an “education system driven by market forces”, from “teachers centered” to “learner centered” and after the successful launch of “EDUSAT” recently it is “turning homes into classrooms”.

These changes make new demands and pose fresh challenges to our established education systems and practices and therefore, a time has come when we have to reappraise their role and functions.

The system of higher education is in no sense enjoying robust health. Even a cursory look will abundantly make it clear that our educational institutions are in a state of advanced decay. A large number of colleges are suffering from lack of adequate faculty, infrastructural facilities like dilapidated buildings, libraries, labs, botanical gardens etc. Among the numerous explanations for this state of affairs, foremost is the withdrawal of State’s involvement from the higher education sector.

It is necessary to reverse this trend in order to prevent private providers of higher education hijacking the system to take it further down the drain. Apart from government apathy, one cannot absolve the role of academicians in the decay. In most universities, the curriculum is out-dated. Another crucial issue that is staring at the academic world is the mode of assessment.

These questions apart, do we have jobs for all the people who are being educated? According to the latest figure available, the number of educated people registered with the employment exchange has crossed four million mark. There is also a complete negligence in imparting value based education in the colleges.
Is there any remedy? To correct the state of affairs, what we need is not only government’s involvement and huge investment but a new approach and commitment from the teaching community. The need of the hour is reforming our education system.

Policy makers and planners dealing with higher education should address to the ills affecting the system and arrest the dwindling quality of higher learning so as not to sacrifice the productive capacity of our young men and women of 21st century.

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At the Dakar Framework for Action, 2000 where the Millenium Development Goals were laid out, it was emphasised that quality was ‘at the heart of education’. The expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation).

UNICEF then in its paper ‘Defining Quality in Education’ approached quality recognizing five dimensions in the academic context: learners, environment, content, processes and outcomes.


Any technique, activity, incentive, whose use over others delivers a desired outcome more efficiently can be called as Best practice. Philosophically however since ‘best’ can suggest Universality and Finality; prove counter productive when blindly imitated; become redundant with time and stifle further improvements, the term should therefore be ideally substituted with “Better Practices” or “Current Thinking”.

Also the pursuit of excellence should be relentless and therefore better practices should pave way for ‘next practices’.

The paper presented shall focus on better practices adopted at Mira’s and present insights culled from primary stakeholders.

1Director - Sadhu Vaswani Institute of Management Studies, Pune, Maharashtra, India
Higher Education is considered as one of the most influential tools for the development of human communities. It is essentially meant to empower human beings with knowledge, skill and disposition to enable them to improve their lives. From time immortal, educational institutions have been established and formed to offer ‘learning services’ to students; so, it is imperative that every educational institution should primarily contribute to the intellectual, social, economic and cultural development of its wards.

India has the second largest educational system in the world. A focus on quality access and relevance of higher education to achieve the required social transformation for sustainable economic development of the country has been one of the National priorities. But, quality assurance is not an event! It is a continuous process and relentless pursuit to achieve academic excellence. It is an on-going, dynamic and life-long endeavor of any institution.

Every stakeholder of Higher Education has a role to play in quality enhancement and sustenance. The stakeholders – such as Government, management, teachers, non-teaching staff, other employees, guardians, alumni, students, external quality assurance agencies, well-wishers and the society at large all have an important role in ensuring the quality of Higher Education. But, the students are supposed to be the most important stakeholders, because the interest and participation of students at all levels in both internal and external quality assurance have to play a central role. As experts put it, Higher Education is first and foremost about the enhancement and empowerment of students as participants in a process of learning for transformation. Any good Higher Education Institution (HEI) needs to ensure that students have a voice at various decision making processes, formulating learning and teaching practices and that ‘voice of students’ should be considered as the primary evidence on which the quality of teaching and learning is evaluated.

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PARADIGM SHIFT IN CURRICULUM AS AN ESSENTIAL TOOL OF QUALITY SUSTENANCE IN HIGHER EDUCATION: A STUDY

C Bagavathi Sundaram

Having understood the changing academic scenario in the context of globalization the higher education institutes are willing to change the existing academic arrangements into the system that caters to the needs of the regional, national and global. Choice Based Credit System (CBCS) though partially fulfills the requirements of current academic world, it lacks in competing with the western system of education. In order to equip our Indian students to be equivalent to rest of the world there should be a change in the system.

The curriculum should gain the regional cooperation as well global competence. The faculties should be trained to update their knowledge in their respective fields. By making MOUs with reputed Indian Universities and Foreign Universities, the higher education institutions should frame the syllabi. The higher education requires a qualitative curriculum as the existing curriculum is lacking in several aspects. As it is the high time to look into the present academic scenario at global level, a paradigm shift in curriculum becomes inevitable.

The issues related to higher education start from the curriculum. When the curriculum is designed according to the current situation, it is possible to create a society that will win over the obstacles that may occur in the Indian socio-economic, political and religious society. A young mind is molded by the curriculum that suits the needs of the modern society.

This paper attempts to explore the reasons for the immediate change of curriculum design in Indian Higher Education institutions.

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INNOVATIVE APPROACHES AND BEST PRACTICES FOR QUALITY ASSURANCE AT KARVE INSTITUTE OF SOCIAL SERVICE, PUNE

Deepak Waloker

Karve Institute of Social Service is NAAC accredited ‘A’ grade premier school of social work in India, established in commemoration of the memory of the social reformist Bharat Ratna Maharshi Dr. Dhondo Keshav Karve. The institute imparts professional training in Social Work leading to Master of Social Work, M. Phil., Ph.D. degree of the University of Pune. It also offers autonomous course PGDGMN- Post Graduate Diploma in Governance and Management of NGO’s. Along with higher education in social work, the institute is involved in social research, consultancy and human resource development for social development, and social work activities through field action projects, under auspices of Research and Consultancy Cell.

As a commitment and mechanism to monitor, evaluate and enhance the quality and standards of social work training and education, the Institute has developed a number of academic and quality enhancing innovative practices which has contributed to the growth and excellence of our curricular programmes. QAC-Quality Assurance Cell and IQAC-Internal Quality Assurance Cell are functioning effectively. Innovations and best practices like- Social work practicum manuals, comprehensive orientation programme modules, skill and research laboratory modules, skill manual (published by SAGE), project report manual, mentorship and personal counselling. Internal Quality check mechanism such as standardisation of research, review and approval of research proposal, filed practicum and research calendar, student’s feedback mechanisms, standardize and transparent periodical review and assessment, moderation committee and remedial supervision.

A great deal of freedom is given to faculty to develop their classroom instructions with utmost creativity. This encourages faculty to cover the defined syllabus in a flexible manner, through practice based approach and experiment in teaching. Numerous mechanisms have been and continue to be developed to train students towards self-learning and objective self-monitoring. Karve Institute is continuously striving hard to become a centre of excellence where quality education is the prime concern.

All these quality assurance mechanisms would be extensively discussed in the paper.

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EFFICIENT AND EFFECTIVE FEEDBACK MECHANISM: ROAD TO ENSURE QUALITY IN HIGHER EDUCATION INSTITUTIONS (CASE STUDY ON THE ICFAI UNIVERSITY, DEHRADUN, UTTARAKHAND)

D K Giri

Quality enhancement is a never ending process thus the assurance is. With advancement of solidarity among international community there is a huge demand from various stake holders to enhance the quality of the products from the institutions of higher learning and research. Higher education institutions of today are very hurried to implement borrowing ideas to enhance their quality parameters but hardly they realize to think about the consequences of this mechanical process. Taking Feedbacks from the consumers/stakeholders is a very old mechanism to enhance the quality of a product.

In the age of corporate governance and E-governance this has become an indispensible mechanism to establish good governance in measurable terms. Since the main mission of a higher education institution is creation and dissemination of knowledge through research and extension activities the feedbacks from various stake holders such as students, alumni, recruiters, faculty members, administrative staffs, supporting staffs, parents, peers, community and visitors do help a lot to understand the loopholes of an institution and strengthen the delivery strategies for achieving desired objectives within a time frame.

The ICFAI University, Dehradun was established in 2003 under the ICFAI University Act mainly to promote professional education in the state. Within its 7 years of existence first time it is preparing itself for the accreditation process established and popularized by NAAC. While collecting the feedbacks from various stake holders the members of the steering committee found that the process was quite challenging and problematic also. Furthermore it was very difficult to motivate the students in the campus to give their feedbacks on various aspects of University in proper manner. Therefore the steering committee devoted quality time to make the students understand about the significance of this mechanism for their betterment.

Various self explanatory questionnaires were developed for the purpose. One of the unique features of the Questionnaires is it was asking the suggestions from the stakeholders to improve the various system and functions of the University. Students took much interest in the process and through their feedbacks the University tried to enhance the quality very significantly. The exercise became more challenging when the alumni came into picture. However the team completed this strenuous exercise and analyzed the feedbacks. The result was awesome.

The case study reports the whole exercise and reveals that effective feedback mechanism, analysis of feedbacks and actions on the feedbacks are very important pillars for quality enhancement in the higher education institutions.

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FORMULATING QUANTIFIABLE METRICS FOR DOCTORAL RESEARCH WORK IN INDIA

D T Shirke¹
R K Kamat²

One of the intellectual indicators for assessing the scientific and technological strengths of any nation is the quality and quantity of the Ph.D.s' produced. In recent times, the doctoral work is gaining paramount importance as compared to the other scientific indicators such as number of SCI publications, patents and technology transfers. However, when compares India’s strength both in terms of quality and quantity pertaining to the Doctoral work, needs to be improved and further enhanced. In this context, the present paper attempts to analyze the quality dimensions and put forth quantifiable metrics pertaining to quality aspects of doctoral research work in Indian scenario. Rationalized quantifiable metrics presented here are valid for a wide span of disciplines right from the Science and Technology to Languages and Humanities and perhaps might be adopted in the accreditation frameworks.

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THE CHALLENGES DUE TO DIVERSITY IN THE LEARNING ENVIRONMENT FOR QUALITY ASSURANCE IN HIGHER EDUCATION

G P Jeyanthi

Policy framework is carefully planned at the level of the Planning Commission, Ministry of Human Resource Development and University Grants Commission. However, the policies are not fully implemented mostly because of diversity in the management of the institutions of higher education and due to varied environment of the learners. The question of access to higher education needs to be addressed at the local, regional, national and international levels from trans-disciplinary, inter-disciplinary and discipline-specific perspectives. Status of centres of higher education - University versus College, involvement of private versus public sectors in higher education, lack of uniformity and quality in academic system, background of the students, performance and profile of the faculty, examination systems, quality of research work and curriculum based employment opportunities are identified as some of the factors of diversity among the centres of higher learning. The new challenges facing the system of higher education in the country cannot be met without a total overhaul of the structure of management of higher education institutions. Common yardstick has to be formulated and implemented to overcome such differences and to bring the quality of higher education in par with international standard.

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RETHINKING BASIC ASSUMPTIONS OF QUALITY ASSESSMENT AND ACCREDITATION

Hemang Tanna

Of late, the Central Government has given responsibility to NAAC to visit various Universities and affiliated Colleges and make an attempt to assess the standards of quality of imparting education, curriculum development, methods of teaching, methods of taking feedback, provision of infrastructure etc. and based upon this assessment a grade is given, which symbolizes the quality of education in that particular college or the university.

The paper work ensured by the Colleges/University attempting to get NAAC accreditation emphasizes on the paper work, which is cross verified to some extent with the students and lecturers, which need not be authenticate. The answers to these cross questioning does not in any way assure the answers are genuine and yet the Gradation is given by NAAC based upon this paper work. This Gradation hence is no assurance of the quality as certified by the grade mentioned in the certificate of accreditation of that particular college or university. And this is the reason why some of the famous universities in India embroiled in controversies have managed to get five stars (the best grade that existed at that time) in the NAAC accreditation. There is therefore no link between accreditation and the practice of quality education followed in the institution.

The implementation of the revised pay scales (VI Pay Commission) was the best chance to ensure the quality in education from those who benefited by the revised pay scales, by ensuring the acceptance of tough quality conditions. The higher education is in English, which affects the growth of communication skills and art which then becomes the matter of concern for the State Government.

Hence much deserves to be done on the front of quality assurance in the higher education.

1President, Bal Bharati, India
ISSUES OF QUALITY AND ACCESS IN HIGHER EDUCATION

Jacob John Kattakayam

While some institutions in the country have excellent infrastructure, faculty and other resources and meet global standards in terms of quality, the majority of higher educational institutions in the country are only average or below-average when compared to the institutions in the developed world that we are striving to compete with. Access to quality higher education in the country mirrors the socio-economic divide in the country and requires state intervention at various levels. This requires pro-active and bottom-up approaches that tackle access and quality issues between rural and urban areas, between males and females, rich and poor, high and low caste and various academic disciplines.

While our immediate focus after independence was on increasing quantity of students getting access to higher education, equal focus is now being given to the quality of education imparted. In India we have been faced with a failure to continually develop, improve and evaluate the curriculum. Improvements in the teaching process will require teachers to work proactively and refresh their knowledge, utilise new pedagogical approaches and adopt modern information and communication techniques. Quality assurance is an equally important aspect but this requires utilisation of different yardsticks to measure institutions – questions like how to grade those located in rural areas differently from those located in urban areas.

Access to higher education continues to be a major problem in India with large sections of the above 18 age-group failing to enrol in colleges and universities. While this is escalated by the poor school education facilities in many areas, factors like class, caste, gender to name a few also play a role in denying access. More critical is the denial of access to quality education for those seeking higher education. Institutions that provide the best education in the country are inaccessible to a major chunk of the population for no fault of their own.

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Higher education refers to a level of education that is provided at academies, universities, colleges, seminaries, institutes of technology, and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications.

The Quality Assurance process pertains to the discernment of the variations in the different functional aspects of the institution created by implementation/adoption of any well thought out action or practice. The purpose of quality assurance is capacity building within an institution for pursuing quality.

In this Paper we will focus on some important factors which plays important role in QA in Higher Education.
ASSURING QUALITY OF TEACHER EDUCATION IN INDIA

Jibby George

The development of any country depends on the quality of education provided to its citizens which in turn depends on the quality of teachers. India being a country striving to reach in the forefront in all sectors has to give utmost importance for assuring quality in teacher education at all levels.

National Council for Teacher Education (NCTE) makes all its efforts to assure quality in teacher education in the country. National Assessment and Accreditation Council (NAAC) is also doing a great job in assuring quality of higher education in the country. But many factors hinder the achievement of its goals. Mushroom growth of teacher education institutions results in quantitative expansion but it bypasses the quality. These institutions are not established on the basis of manpower planning which results in unemployed trained graduates and post graduates in education. In this era of digital technology and globalisation, teachers need to be trained to meet the demands and challenges of 21st century. The NCTE, an organization setting norms and standards to ensure planned and co-ordinated development of teacher education in the country has prepared a National Curriculum Framework for Teacher Education (NCFTE) in 2009. In tune with the suggestions of NCFTE, the author suggests the introduction of a unified flexible curriculum, integration of ICT, peer evaluation and grading system, a common national level aptitude test for admission etc. in teacher education programmes.

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In the year 2004 our college went through the process of Accreditation and soon after that a letter from NAAC informed us that we were required to establish an IQAC in the college. The format for the annual report also reached us in due course of time and in accordance to the guidelines provided by NAAC an IQAC coordinator began her work. The initial effort was tentative and hesitant but it soon dawned on the IQAC members that the exercise set for the IQAC body by NAAC would lead to a planned and all-round development of the institution. The IQAC committee soon became a representative body and assumed prominence in the decision making process in the college. Regular meetings of IQAC started getting convened. The discussions in the meeting ranged from academic to financial to infrastructural development of the college. The prevailing bureaucratic set –up makes it difficult to implement decisions and development of the college has not been as fast as the IQAC committee wished for but it has been steady.

When we cast a sideways glance towards several other colleges in the vicinity, especially those which underwent accreditation with great enthusiasm we find that many of them have not bothered to establish an IQAC and many others have it only in name – i.e there IQACs are only report writing bodies and are otherwise non- functional. Obviously the IQAC is perceived not as a complementary body set up to help in college administration but as a body which may compete with the authorities in various matters. It is essential to change this twisted perception regarding IQACs. Our own experience stands testimony to the fact that a healthy IQAC leads to a healthy development of a college.

The present paper deals with our own positive experience of having a functioning IQAC in our college which is a rural college in the sense that most of its students come from neighboring villages. Also we would like to discuss the following issues –

- Reasons for non – existence and non functionality of IQACs in Rural colleges
- Problems faced by Rural colleges
- Need of IQACs especially in Rural colleges
- Some suggestions and possible solutions

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VIABLE PARAMETERS OF ASSESSMENT AND ACCREDITATION FOR MAINTAINING QUALITY IN HIGHER EDUCATION

J P N Mishra

It seems difficult to define quality in higher education within frame of few words. It can be referred to a particular programme, or the output of U.G., P.G. and Ph.D. Students or the performance of the institution as a whole. The Quality can not be a one time affair during any stipulated time schedule. In fact quality assurance refers to various procedures that are put into practice to ensure quality of an higher education centre. The mechanism of quality assurance may be of both internal or external to the institution. Internally the institution adopts a series of procedures and systems with regard to different provisions related to the concerned higher education institution. Documentation of teaching and learning activities, motivation towards maintaining standards in such activities, creating appropriate methodology to obtain feedback from its stakeholders, ensuring transparency and accountability in transactions of all such activities are few of the important procedures required for sustainable quality enhancement. Most of the higher education institutions are executing the implementation of quality improvement in teaching, research and extension through a centralized mechanism which seems not to be successful. The mechanisms acting on individual level may be more effective. Thus there is a need to evolve such mechanisms. Equally important is the external quality assurance which referred to academic audit by an National Level Quality Assurance Agency, like NAAC. Higher education institution must find ways in which they could operate their internal quality assurance mechanisms in collaboration with National Level Agencies. Certain peculiar difficulties should be necessarily addressed which are encountered when the question comes of keeping at par different higher education centres irrespective of their size and nature of academic programmes. Keeping a flexibility in points of parameters designed for assessment and accreditation should always be taken into consideration other wise the higher education institutions with very specific academic programmes will always suffer. The mechanism of proposed module will be discussed in detail.

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QUALITY ASSURANCE IN HIGHER EDUCATION
ROLE OF ALUMNI – A CASE STUDY

K V Prabhakara¹

The preamble to the Student Charter released by NAAC calls upon them to live as worthy alumni of the institution.

A Pilot Study involving 315 respondents to investigate their role in quality assurance. 287 respondents liked the idea of Alumni Association. 28 respondents did not. As far as expectations are concerned the weightage is in the order of 78.4% for moral support, 63% for sentimental fulfillment, 57.3% for academic support and 50.6% for career support.

The data is subjected to statically analysis. The outcome:

Experience sharing takes the lead with 69%, creating brand image takes next lot with 67%, financial & infrastructural help constitutes 59%, facilitating bridging the gap between campus and companies takes 54%.

Participation in other areas brings forth these revelations: initiating new academic programmes 68%, using college platform for social service 63%, promoting sports, adventure, literary & culturals 60%, creating a window to look at global issues 59%.

The study indicates that Alumni Association has a profound role to play in Quality Assurance in Higher Education.

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ICT INITIATIVES IN HIGHER EDUCATION FOR QUALITY ASSURANCE IN INDIA

K K Sharma1
Jyotsna2
A K Dimri3

ABSTRACT: Information Communication Technology (ICT) has played a significant role in promoting quality, improving governance and creating knowledge in all the leading universities of the world. University Grants Commission (UGC) of India as a statutory organization for the coordination, determination and maintenance of standard of university education has taken many initiatives to create sound IT infrastructure in the Country.

Establishment of –
1) UGC Network Resource Centers in Universities and Colleges,
2) Consortium for Educational Communication (CEC) and its various affiliates in the form of Educational Audio-Visual Media Centers,
3) Information Library Network (INFLIBNET) by developing Union Catalogue, Database and UGC – Infonet E-Journals Consortium are such ICT enabled initiatives to support scholarship in teaching, learning and academic pursuits.
4) Online governance of universities and institutions of higher learning is another initiative taken by UGC to enhance administrative efficiency and transparency. However the financial crunch and unskilled teachers & employees remain the main handicap to implement programmes and policies at large scale. There is need to further strengthen ICT-resource centers and training the teachers and employees for promoting quality assurance and governance in higher education.

Founding the prototype ‘innovative universities’ with generous financial support, endowed with skilled scholarly faculty, may assure quality and create knowledge comparable to the best in the world. The research and development in such universities can address the domestic problems of hunger, water, poverty and disease etc. more effectively. The national and international issues of socio-cultural origin can also be tackled more successfully.

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BUILDING A FOUNDATION OF CULTURE FOR QUALITY IMPROVEMENT IN HIGHER EDUCATION THROUGH THE ACCREDITATION OF FOUNDATION YEAR COURSE PROGRAMS IN CAMBODIA

Khieu Vicheanon\(^1\)
Pen Sithol\(^2\)

Why just a flat becomes a university? Cambodia is confronting with a lot of challenges in improving the quality of higher education. Not limited to the subsequent examples, the establishment of higher education institutions organized before 2002 was just to have ones without any consideration of minimum requirements for physical plants. Those who ever visited some higher education institutions in Cambodia in late 2000s, could see that some institutions were too small in size and their physical plants were not fit with their names and academic programs. Those who ever visit some libraries of most of higher education institutions during this period would have no questions of limited reading resources. How will these challenges be addressed by a newly established quality assurance mechanism?

A plethora of studies on quality assurance in higher education suggests that once a quality assurance mechanism is set up, it will encourage a culture of quality, self-assessment and quality self-improvement in educational institutions. In view of the importance of quality of higher education in economic competitiveness, Cambodia set up a quality assurance mechanism, Accreditation Committee of Cambodia (ACC), to administer accreditation in higher education in 2003. After three years of its inception, this young accreditation body just started to accredit foundation year course (FYC) programs. FYC program is the first year academic program of Bachelor Degree study. This accreditation process for FYC program has posed some doubts over its effectiveness and accountability - the root causes for building a culture of quality improvement. Given this challenge in mind, some questions are posed “is ACC capable enough to change the landscape of higher education quality and to encourage the culture of quality improvement? How will ACC move accreditation process towards a level of good regional and international practices?

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ENCOURAGING DIVERSITY IN FACULTY AND STAFF OF HIGHER EDUCATION INSTITUTES IN INDIA

Kulvir Singh

The present study is the outcome of the analysis of census data of 2001 and various official data of human development index in India. Encouraging diversity in faculty and staff in higher education and institutes in India is the revolutionary pedagogic way to meet the challenges in the modern complex society. This study is exploring the issues of intolerance, discrimination and social exclusion of marginal strata of society. Further more the affirmative actions of government are insufficient, if the society as a whole refuses to accept them. India is the fast developing economy in the world, but it is lagging behind in the equal distribution of resources for the promotion of unity and integrity of nation. The diversity in higher education draws our attention towards the suppressed issues like race, gender, religious minority, regional imbalance, caste based discrimination and the plurality of languages and cultures. Involvement of diverse population in higher education will throw light on the diverse problems of different spheres of life, which can only be solved by various brains of various societies. If we concentrate on all the corners of society then the entire corners can grow properly in this way a nation will be properly educated. Education is like a common tree for all, which bring fruit for all strata of society. It is a humble step to draw attention of the scholars, regarding filling the gap of scholarly debate such as crucial issues like encouraging diversity in faculty and staff of higher education institutes in India. It is not only a mode of social change but also an ultimate answer to growing intolerance in society.

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BEST PRACTICES IN RURAL COLLEGES FOR QUALITY ASSURANCE

K K Deshmukh

Majority of the Indian population resides in the rural area. However, enrollment of students in the rural colleges is comparatively low. The possible reasons behind this may be the problems like insensitive attitude towards education, disbelief in the educational system and the employability of education, inadequate knowledge of English, want for the job-oriented courses, outdated courses and short of ICT facilities, insufficient infrastructural facilities especially for girl students, lacunae in the examination system etc. Hence, there is a need to employ best practices with good quality assurance policies in the context of improvement of facilities and quality education. The objective of the study is to highlight the need to use the best practices, vital focus areas of the best practices and quality assurance polices to enhance the overall performance of the colleges. The best practices are the practices which add the worthy values to the colleges and their stakeholders. Students, teaching staff, physical facilities and academic programs are the major focused areas, where best practices need to be used. Special scholarships / free ships, bridge courses, remedial coaching, add on courses, soft-skill development programs, mentor system, hostel facilities, well-equipped labs, sport facilities, earn and learn scheme, ICT based learning facilities, project based learning, feedback mechanism, various faculty improvement programs, financial assistance for research etc. are the parameters of quality assurance. By and large, the best practices can strengthen sustainable educational quality of rural colleges and empower the rural students.

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QUALITY CONSIDERATIONS IN MANAGEMENT EDUCATION – A CRITICAL VIEW

K S Srinivasa Rao¹
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Management education is one of the major segments in higher education. In India there are good number of management institutions working under autonomous bodies and also as per the guidelines of AICTE with the affiliation of the state universities, technical universities and foreign universities. In the recent past the number of management institutes is increasing with little consideration towards the infrastructure and the intellectual capital. The quality education offered in various Business Schools and IIM’s cannot be equated with the rest of the institutions offering management courses in different states of the country. It seems that the total number of private MBA Colleges in India is more than 1,700 with total intake of 1.8lakh students. Amongst the different states in India, Andhra Pradesh occupies the first position in number wise having 310 AICTE approved MBA colleges with an intake of 25,840 and 34 management colleges with PGDBM course with student capacity of 3,945 making 29,785 in total.

As per the recommendations of the National Knowledge Commission and NAAC the institutes must uphold the minimum standards in respect of designing the curriculum, courseware, teaching methodology, industry interface, case analysis. But in most of the institutions have got their own priorities at the cost of providing quality education. The institutions located in the interior areas have the acute problem of qualified faculty and no library and research support. The students studying in these institutions are not properly exposed to the business situations and not trained in the problem solving areas as per the requirements of the industry. The faculty working in these organizations have no proper training and working on temporary basis with minimum pay. The best possible practices that would benefit these institutions and the ways to standardize the existing mechanism in order to make the takers fit to face the challenges ahead.

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QUALITY ASSURANCE AND THE PACIFIC REGISTER OF QUALIFICATIONS AND STANDARDS

Lemalu Lafi Sanerivo

With the groundswell of country activities (both in the Pacific and other international educational systems) in the development of their respective national qualifications frameworks (NQF), the Secretariat of the Pacific Board for Educational Assessment (SPBEA www.spbea.org.fj) was tasked by the Pacific Forum Education Ministers in 2001 to develop a Pacific Qualifications Register (PQR) covering basic, primary, secondary, TVET and tertiary education benchmarked against international standards. This is a challenge as each Pacific Island Nation has its own Education and training system that addresses its own national priorities. The Pacific Qualifications Register attempts to capture this diversity in order to address common issues such as regional and international recognition and registration of qualifications, equivalence and comparability of all accredited Pacific qualifications, facilitate the mobility of Pacific learners and workers into the global community (e.g. labour market) including the implementation of regional and international social and economic protocols. Quality Assurance underpins mutual recognition and comparability of qualifications from these diverse systems.

As various forms of post school education and training activities in the Pacific expand and support by various development partners, the basic issue now is assuring the quality of all forms of education and training activities and hence the ensuing that Pacific qualifications meet rigorous national and international standards for people to participate in global developments and economy.

This paper discusses progress so far and how it may eventually be implemented.

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PSYCHO-CULTURAL DYNAMICS OF QUALITY SUSTENANCE

The present study employs Transactional Analysis in exploring the psycho-cultural dynamics of quality. It is a post-Freudian school of psychology originated by Dr. Eric Berne and developed by various Transactional Analysts such as Claude Steiner. Claude Steiner identifies five major aspects that decide and direct human behaviour: equality, power, spontaneity, awareness and love. Human beings are born with these capabilities but lose them gradually as they grow up in undemocratic cultural milieu. This promotes inequality, powerlessness, joylessness, mindlessness and lovelessness. They all form a powerful nexus that distorts and impairs the harmonious healthy human personality. This is what defeats our attempts at quality.

We need democratic culture to achieve, sustain and enhance quality but our culture remains mostly undemocratic. Students, parents and teachers who are the most important stakeholders of higher education have been the victims of our undemocratic culture. Parents and teachers absorb and observe undemocratic culture and bring up their children in it. So they feel less confident and less powerful. There is more competition than cooperation among them. Unless they feel confident and powerful, they cannot achieve quality and sustain it. Moreover they are encouraged to compete with one another rather than cooperate. So they lack team spirit and cannot work together. Their mindset prevents them from perceiving the reality and their behavior is directed by irrational emotions. All this defeats our endeavor to achieve and sustain quality. The present study attempts a precise analysis of the five aspects of our undemocratic culture.
CASE STUDY: PRACTICE AND REFLECTION ON INSPECTING PROJECT OF POST-GRADUATE TRAINING PROCESS QUALITY IN SHANGHAI

Meng Jie

For an excellent assessment, what is of vital importance is the formulation and optimization of a working plan, which includes selecting evaluation perspective, collecting information, setting up self-evaluation and objective judgment by experts, determining observation points of index, getting feedback of evaluation results, etc.

The formulation and optimization of the plan affects the orientation and ideology of the assessment work and guides the arrangement of the assessment procedures and the implementation of the criteria. Finally, reflection and improvement of the proceeding work should be undertaken in time.

There are some links of being post-graduate education quality, such as quality assurance which including input, process output assurance. We will introduce a case study of on summating the plan of inspecting Post-graduate training process quality Post-graduate education quality assurance plays an important role in consolidating and enhancing post-graduate education quality, supervising effective Post-graduate training ,by inspecting Post-graduate training process quality regularly.

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Human Resources play a critical role in the development of an institution, finally leading to
the national development. India has witnessed their indisputable role played as both, a prime
source of sustainable competitive advantage and as a key driver of value creation. Though
17% of the world’s population is in India, its GDP is a meager 1.87% of the world’s GDP. But
due to the fundamental strengths of the Indian economy, especially in terms of its HR, it was
not adversely affected by the recent recession to the extent to which some of the developed
countries were. The Indian economy experienced only a slow down, thanks to the inherent strength
of our people power. Academic Staff Colleges (ASC) set up by the UGC in 1987, focus on
strengthening the people power.

The National Policy on Education 1986, made a reference to the crucial link between teacher
motivation and the quality of education. Recognizing the needs to provide opportunities for
professional and career development, the UGC-Academic Staff Colleges were established in
Universities, as autonomous institutions for staff development programmes, funded by the UGC.
The scheme has completed 23 years. There are 66 Academic Staff Colleges all over the Country.
They have developed more than 4lakh teachers imparting instruction in more than 12000 colleges.
11135 programmes (Orientation, Refresher and Short-term) were conducted covering 3.62 lakh
teachers by Feb.2009. The Academic Staff College, Karnatak University Dharwad has organized
184 programmes catering to the academic needs of 6867 teachers till the academic year end
2010-11.

The right attitude or mindset of the teachers, towards attending the ASC programmes or towards
their profession, is a strong determinant of the success or otherwise of the ASC. These
programmes, being mandatory for professional growth, attract many participants. But, whether
the teachers truly benefit and pass on the advantage to the student community depends on
their perception and their ‘learning to learn’ potential. Academic Staff Colleges play a crucial
role in helping teachers to imbibe a positive attitude, very essential for human success. They
have also sharpened various skills of the teachers and widened their horizons of knowledge.
Teachers’ power to contribute towards self development, institutional development and youth
development is immense, provided they use it at the right time and in the desired direction.

Several research studies have confirmed the usefulness of the Academic Staff Colleges in
developing teachers while some have shown dissatisfaction in some areas.
Quality Assurance in Higher Education: Expectations and Achievements

This paper attempts to measure the teacher effectiveness in their personality and profession, consequent to attending the programmes conducted by the Academic Staff College, Karnataka University, Dharwad during the four years of the XI plan i.e. 2007-08 to 2010-11. The author has drawn inspiration from the Balanced Scorecard (Kaplan and Norton) and the HR Scorecard (Becker, Huselid and Ulrich) and has attempted to relate relevant aspects to the field of Higher Education.

While the Balanced Scorecard focuses on improving organizational performance by measuring what matters, the HR Scorecard emphasizes on managing HR as a strategic asset and demonstrating HR's contribution to the institutional financial success. This study refers to an academic institution set up with the sole objective of people development. Hence, the crux of the Balanced Scorecard and HR Scorecard- that of measuring development, is made use of, in this study.

Today, there are 5.70 lakh teachers in the Indian Higher Education System, which is the third largest in the world. The ASC's aim at developing these teachers- the drivers of future performance. Hence, the importance of this study which is relevant to the APQN Conference theme of Quality Assurance.

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CROSS BORDER HIGHER EDUCATION: INDIAN EXPERIENCE

M S Shyamasundar

Higher education system (HES) is not only evolving but also expanding at a significant swift rate along with number of foreign students studying in India. This has resulted in the emergence of a broad degree of diversity and complexity among Higher Education Institutions (HEIs). With advent of globalization and inclusion of education as trade in services in WTO/GATS, several countries are aggressively marketing their education in other countries. The internationalisation of higher education has added yet another newer dimension. Cross Border Higher Education (CBHE) with a provision for one country to offer education in another has introduced intense competition within the system. Both the "Export" and the "Import" models of CBHE, in addition to having on-shore & off-shore campuses, are likely to adopt variety of delivery models such as distance and e-learning; Validation and franchising; twinning and other collaborative provisions. Whatever may be the CBHE strategy, it has to deliver quality in all its programmes to safeguard students from poor quality education. CBHE enhances the mobility of students and teachers across national frontiers. Of late, students from different institutions seek employment in countries other than their own. Hence it has become imperative for the quality of an institution to be recognised in another country.

This paper explores QA initiatives and perspectives with a focus on the implications for the QA mechanisms, set of issues and challenges relevant to QA in CBHE. The implications are articulated in terms of QA framework and propositions, which are endorsed by the accredited HEIs and various stakeholders including Foreign Education Providers (FEP). It also tries to capture the new roles of QA agency in the light of on-going restructuring of HES in the country.

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ROLE OF STUDENT QUALITY ASSURANCE COUNCILS
IN INTERNAL QUALITY ASSURANCE

N Shashikala

Quality assurance and accreditation have been buzz words in the present Global Scenario. The need for reliable and consistent measures of assuring quality in Higher Education has been widely acknowledged.

It is imperative to involve the prime stakeholder - students the largest group within any HEI, who have a much stronger voice than any stakeholder. However, students are not well informed of quality education in real sense. Students choices are not always dependent on quality of the Institution / program. It may depend on a variety of other factors like locale, type of Institution, Fee structure and so on.

An empowered student will be able to give appreciable input on the quality of their Institutional performance through participation in the quality assurance activities and reviews. One primary duty of the Institution is to internalize quality assurance through student involvement in IQAC. They can also be encouraged to use ICT and web based mechanism extensively, for promoting student participation in quality assurance.

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Statistics shows that 18% of the world’s population and 65% in case of India, is youth. So India stands to gain from the ‘youth bulge’. The working population of India is expected to grow by more than 47 million by 2020. This gives us a great opportunity, but the opportunity can be capitalized if the powers of youth harnessed properly (Dibyasundar, 2010).

This is a great responsibility upon the shoulders of Higher Education (HE) to make this workforce a trained and capable to make the country superpower. To douse a quality output from this force we have to put into operation a quality induced system of higher education which makes our youth attuned with new trends and also there should be a system which can monitor and coerce the youth to be serious for their future endeavors.

Use of integrated biometric identification system (same as Multipurpose National Identity Card (MNIC) project of Indian Government going to begin from on February 2011) in the same way HE can make a powerful, flexible and strong system which will provide borderless study opportunity across the country and overseas and make the whole earth a very big class room according the catchphrase of Swami Vivekanand “Vasudhaiv Kutumbakam”. On the other hand this will compel the students for more earnestness towards their values and discipline in HE. This electronic system will reduce the paperwork in between the Institutes of HE in India.
Synergy of Science, Engineering and Business play pivotal role in sustainable socio-economic development and global competitiveness. Technical education is shaped accordingly ensuring quality and excellence. Knowledge without practice breeds theorist. Practice without knowledge breeds a trial-and-error layperson. Knowledge and practice together breed a well-grounded competent practitioner. Theory and practice must be intertwined. One may observe disconnects and inadequacies in the present technical education. There are fewer Practice-oriented engineers. Opportunity of vertical mobility for practice-predominant technicians from ITI certificate programs into engineering graduate programs is negligible. Engineering curricula lack sufficient number of social science subjects necessary for good personality development. Systems thinking and critical thinking lack in engineering graduates. Only about 10-20% graduates are employable in industry. There is attitudinal mismatch between digital native learners and digital immigrant teachers. Engineering education needs revisiting curricula, pedagogy and vertical connectivity. Innovation - Technological, Business and Educational - is imperative for sustainable socio-economic development. Innovation needs to be fostered among students and teachers. Inclusive innovation that may comprise laboratory-based, theory-backed structured innovation and jugaad/unstructured intuitive innovation needs to be promoted for rapid inclusive growth of the country bridging vocational training with engineering education is necessary to meet huge demand of quality technicians and practice engineers.

Steps to augment innovation may include curricular reforms and connect-up, promoting academic leadership, academic flexibility, innovation-centric Teaching-Learning, accreditation renewal on higher standards, focus on quality & standards and adopting neighbouring community/village for technology-driven inclusive growth. A multi-dimensional Innovation-centric education radar is proposed to evolve an Innovation Architecture for Engineering Education.

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Quality in higher education today has become a prime concern of the countries the world over. Higher education presents challenges to quality assurance that were unimaginable just a few decades in the Indian context. A significant impetus for the interest in quality assurance measures has been the great change in the higher education. We must analyze educational trends. The process is already on and the fervor is experienced by the stakeholders.

Development during the 21st Century is likely to be caused by the knowledge revolution. India's strength is her people and therefore development of the nation is synonymous with the development of the people. If the government is keen to accelerate the growth and development of the Nation, it should begin with promoting investment in education at all levels.

In case of education the basic parameter of quality is enlightenment of mind and awakening the hidden potential of an individual and hence quality in education is long continuous and endless journey. Education is not only providing information but it is offering an opportunity to actualize one's self. Quality concerns with knowledge evolution as well as personality evolution.

Quality in education is basically a value addition process. In education mere good curriculum is no guarantee of educational program. Similarly high calibered teacher is no assurance for quality enhancement. All factors taken to taken together eg. curriculum, teaching learning, research and consultancy, leadership and learning sources, and innovative practices constitute total qualities.

Emerging trends in higher education are:

1) shift from elitist to mass education.
2) continuing quantitative and qualitative expansion.
3) decreasing funding from governmental sources
4) debate on higher education as non-merit item.
5) increasing demand for non formal and life-long learning
6) increasing influence of market forces.
7) up gradation of syllabi every year
8) focus on new courses in science and technology
9) shift from mono to multi and inter-disciplinary approach.
10) rethinking the role of universities
11) quality assurance

In India, NAAC is the part of global movement for the promotion of quality in higher education. An essential requirement for envisaging India’s future in the new century is to recognize the quality educational parameters which determine national development. This will gear up greater possibilities in an ensuing time.

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ISSUES OF QUALITY IMPROVEMENT IN RURAL DEGREE COLLEGES

R P Lokhande

The present paper addresses the issues of quality improvement in rural degree colleges. No doubt NAAC has geared up the quality consciousness among the colleges irrespective of their rural and urban status. However, rural colleges have some issues which need to be discussed to achieve quality enhancement. The issues mentioned in the paper are not only applicable to degree colleges in Maharashtra but also seen all rural degree colleges in India.

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ENSURING SYNERGY BETWEEN IQA AND EQA

Rosy Godwin¹
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In today’s global competitive environment, it is important that the quality of Indian higher education institutions is as competent as that of any other country. Unless the quality and standard of Indian higher education institutions is enhanced and sustained at a higher level, it would be difficult for Indian professionals to compete at international levels. This has necessitated the role of assessment and accreditation mechanisms in higher educational institutions to ensure the quality of the academic programmes though the requirement is still debated in the context of teaching profession.

Quality assurance system in a Higher education Institution should have the two sides of coin namely IQA and EQA. Any Quality system has three elements such as input, process and output. The IQA consists of the first two elements and the EQA includes the third one. This paper has used the analysis of a case study on a higher educational institution. The study elaborates the IQA and the EQA processes of the educational organization and how these processes as a whole contribute towards quality enhancement and sustenance of the organization. It also highlights the perception of the faculty and students on the indicators of quality assurance. Quantitative data analysis is made by adopting the scaling technique to assess the attitude of the teaching faculty towards quality assurance and qualitative data is collected through informal interviews and open ended questions. Valid suggestions will be collated using the phenomenological approach. This multi pronged approach will give a critical outlook to the existing processes of QA and also recommends measures to fill the existing gaps within the system. In this manner the complementary role of IQA and EQA are discussed so that institutional efforts can address the issues of higher education.

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II SUB THEME:- ISSUES OF QUALITY AND ACCESS IN HIGHER EDUCATION MARGINALIZED MINORITIES OF INDIA AND NAAC QUALITY BENCHMARKS: ISSUES OF CONCERN AND SUGGESTIONS

Rehana Tariq
Saboha Azmi

The Constitution of India defines "minorities" as communities constituted on the basis of religion and language, even when the language does not have a separate script. The government has notified five communities viz- Muslims, Sikhs, Christians, Buddhists, and Zoroastrians as minorities at the national level. As per the census of 1991, together the minority groups constitute 17.71% of total population of our country. The Constitution of India has also guaranteed special privileges to the minorities through Fundamental Rights. Article 30 states that all minorities, whether based on language or religion, shall have the right to establish educational institutions of their choice. Article 350A of the Constitution regarding facilities for instructions in the mother tongue at the primary stage of education states that "It shall be the endeavor of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups". Article 350B states that there shall be a special officer for linguistic minorities to be appointed by the President of India.

Despite all these privileges the minorities are still economically and educationally backward as per Sacchar Committee Report and Ranganath Commission Report. Both reports specifically state that the educational and economic condition of Muslims in India is only marginally better than the Scheduled Castes. On March 2005, the PMO had issued the Notification for the constitution of a High Level Committee for preparation of a report on the Social, Economic and Educational Status of Muslim Community of India. The Committee was given the mandate to consolidate, collate and analyze the above information. After its first meeting in April, 2005, letters and performae were issued to several departments of the Government of India. The committee submitted its report in November 2006. The Census 2001 data has been used to understand the demographic profile. Similarly, NSSO 55th and 61st Round Data were used. Chapter 4 of the report analyzes the participation of Muslims at various levels of education. The Report states that "The literacy rate among Muslims in 2001 was far below the national average." Literacy levels are expectedly higher for males than for females- 75.3% against 53.7%. "The literacy rate among Muslims in 2001 was 59.1%. This is far below the national average (65.1%)" In urban areas the gap between the literacy levels of Muslims (70.1%) and the national average is 11%. Literacy rates are low in rural areas (52.7%). The condition is even more pathetic in the area of higher education. The Report states, "In India, a significant proportion of the relevant population still remains deprived
Quality Assurance in Higher Education: Expectations and Achievements

of the benefits of higher education, and the Muslims comprise an important category of the deprived communities."

"The NSSO 61st Round Data (provisional) regarding graduate level education, furnished by the NSSO states that Muslims and Scheduled Castes are the most disadvantaged. While the pool of technical graduates is even lower with only two in every thousand persons being technical graduates. In the case of IITs, out of 27,161 students enrolled, only 894 were Muslims. Similarly, the representation of Muslims in top medical colleges is about 4%.

Amidst such disparities deficits, deprivation and discrimination, it is extremely difficult for minority institutions, especially girls to meet NAAC quality benchmarks.

CHALLENGES AND ISSUES OF CONCERN

- Strained accessibility to higher education. Ghettotization of poor Muslims has stunted their growth in education.
- Delay in granting recognition to minority institutions and too much administrative pressure has led to gradual disintegration and rolling down of the community
- Lack of critical infrastructure
- Ignorance about Governmental schemes for promotion of the community
- Low levels of employability
- The thrust of students enrolled is on gainful employment. As the focus is on the battle for survival, more equal opportunities should be provided

SUGGESTIONS

As we do not want indecent compromises on quality, some suggestions are pointed:

- Minority-friendly approach
- Increase accessibility to education. More schools and colleges for minorities should be opened. They should registered in Section 2F and 12G of the UGC right from the beginning. Autonomy in management must also be respected, with regulatory measures being "reasonable and appropriate" (Ranganath Commission Report). Special grading relaxation must be given to minority institutions.
- All seats in minority colleges should be given only to minority students
- Teacher taught ratio should be maintained. More teachers should be appointed to maintain quality
- As there is a strong desire among Muslim girls for education, more girls’ colleges and women universities should be opened
Alongside providing education the government must also provide financial security not just through scholarship but through more Earn While Learn scheme to infuse a sense of dignity of labour among students.

Hence each school and college must have a technical training institute that avenues of income generation are opened. This can be done by establishing more technical institutes or ITIS especially for minority girls.

In the present scenario the focus should be on employability.
India has a long history of promoting sports participation but 'trend-data' relating to participation is weak. Sports has a close relationship with people’s health, the power of the nation and the honor of our country. The government of India has taken several steps to encourage relevant organizations to promote sport under their respective jurisdictions, and it has initiated its own programs to increase participation in sport and enhance India’s standing in the International sports.

ENRICHMENT OF HUMAN CAPITAL IN SPORTS

Physical education in schools has a direct bearing on achievement in sports arena and promotion of physical activities and it is a breeding ground for athletic talent. We understand that the Professional institutions in physical education are responsible for preparing ‘Quality’ physical education teachers. The Program offered at the Professional teaching training institutions should also be diversified and extensive to cater to the needs of the entire masses.

Physical Education should be a module in Sports Industry extending it’s services to the society. It is essential to enrich the ‘Human Capital’ in sports. Unfortunately, there is no attention paid to sport and physical activity contributing to health and fitness of the populace. The masses should be benefited of sports and physical activity. May it be school physical education program or the Fitness Centre/ clubs or adapted physical education for the differentially abled.

The physical education profession should recognize it as a ‘Corporate Social Responsibility’ to offer programs overarching the components like Functional Fitness and Adapted Physical education and so on. Today, you lift a 60 pound suitcase to carry it downstairs and throw your back out. We don’t give enough attention to Functional fitness. The professional preparation should be planned in the light of Global development, by including specialized areas like ‘personal trainer’ and ‘Gym Instructor’ in the curriculum. Thus we improve the superiority of Physical Education which may form the road map to Egalitarian Sports (pursuit of pleasure), Elite Sports (pursuit of excellence) and Entertainment Sports (pursuit of popularity).
This paper presents the prerequisite to producing computing graduates who have the skills required to fostering private sector competitiveness in information technology development. Furthermore, the paper discusses the steps the Faculty of IT at ICCS has taken to ensure that our graduates are of high quality and have the computing skills needed by the private sector and other potential employers. The paper presents the issues that need to be addressed, so to ensure sustainable private sector competitiveness in information technology development.

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ISSUES OF QUALITY AND ACCESS IN HIGHER EDUCATION

Soudamini C Menon¹

Many faculty and administrators in higher education are implementing assessment plans to evaluate the quality of their educational programs. Strong assessment plans provide faculty with meaningful data that can be used as a foundation upon which to make informed revision to the curriculum and related changes in educational practice. The ultimate goal of formal assessment plans at many institutions is to improve teaching, learning and development.

It is no longer necessary to demonstrate the importance of education and higher education for sustainable, endogenous and development. It is now clear that, higher education must change radically, by becoming organically flexible, more diverse in its institutions, its structures, its curricula, and the nature and forms of its programmes and delivery systems, and by mastering the information technologies which can help to achieve its purpose. Higher education must anticipate the developing needs of society and individuals, and it must be open to the needs of adults for continuing education and the updating of their knowledge and skills.

The main emphasis in higher education will be on consolidation, improvement in standards and reforms in the system to make higher education more relevant to national needs and to forge forward and backward linkages of higher education with employment and economic development. In doing so, emphasis will be laid on providing access to existing institutions through appropriate reservation, scholarships, provision and hostel facilities. A network of facilities will be provided through open universities, correspondence courses and part-time education to meet social demand and the needs of continuing education.

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EMPOWERMENT OF GIRL STUDENTS: A UNIQUE EXPERIENCE OF INSTITUTIONAL PRACTICES AIMED AT CONTINUOUS UP GRADATION

Shilpa Charankar¹
Mala Pandurang²
Vinaya Vaishampayan³

Quality is a parameter that can always set new heights and achieving a particular goal only brings any institution closer to achieving quality.

At Dr. Bhanuben Mahendra Nanavati College of Home Science which specifically caters to only girl students from traditionally conservative backgrounds that have not encouraged the education of women, a large percent of girls can be described as First Generation College goers’.

The institution, which aims at empowering its girl students, underwent NAAC accreditation in 2002 and this enlightening learning experience bought certain important quality parameters to light which needed to be focused upon.

This paper will focus upon the different practices taken up by the institution as part of the continuous up gradation process. The paper will discuss how specific aspects of academics, global competency, communication skills, student support systems and creating social responsibility were short listed and strategies there in were applied with specific targets in mind.

The paper will systematically evaluate expectations targeted, strategies devised and goals achieved. In summary, an attempt has been made to road map further efforts needed for continuous up gradation.

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DISTANCE AND FLEXIBLE LEARNING @ UNIVERSITY OF THE SOUTH PACIFIC (USP): CHALLENGES AND STRATEGIES FOR QUALITY ASSURANCE

Sereana Kubuabola

The USP is committed to providing an education that satisfies the constantly changing requirements of the diverse group of countries and people that are member countries of the university region. The DFL programme is an essential component in the delivery of this education and the university is well aware that procedures for conventional learning are not always suitable for the DFL learning settings. In the last 5 years there has been an observed increase in DFL students. The university has increasingly made more courses and programmes available on DFL and has diversified its delivery from print only to multimodal that includes online application like Moodle as learning support. The advancement in Information and Communications Technology is assisting USP to explore new frontiers that will reduce the isolation of DFL students and offers new and creative avenues for development. This paper will present an overview in Distance and Flexible Learning (DFL) at USP the approaches adopted and their strengths and weaknesses. The discussion will also include the administration and management of Quality Assurance processes in place for the DFL mode of delivery.

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Teacher Education is vital dimension of Higher Education; connecting it to School Education. Therefore, it play role in the processing of School Pupils as potential Inputs for Higher Education. Especially, Indian Teacher Education system has ‘School Oriented Approach’ rather than ‘Academic or Research Oriented Approach’. Therefore, the culture and issues of Teacher Education as a Faculty are quite different than other Faculties of Higher Education.

Maharashtra is leading state in India constituted with 11 state universities and entire universities are engaged in the Teaching, Research and Extension activities by Faculty of Education. This paper is evolved as a product of long experience of working in Teacher Education Institutions at various positions. The perceived issues related to access, assimilation and assessment of quality are discussed with purpose to focus case of Maharashtra state.

National Council for Teacher Education is statutory body having authority to affiliate, recognise and supervise the activities related to B.Ed. and M.Ed. Programs. Therefore, Teacher Education Institutions have to follow the Norms and Standards of NCTE. The rules and regulations of State Government, UGC and Statutory boards of Universities are also mandatory to them. Relevance of these Norms/ Standards with criterions of NAAC is also discussed regarding issues of quality.

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The demography, location of natural resources, and concentration of industry and technology demands global quality standards for defining minimum learning outcomes of the graduates to compete in the international market. Higher education in response to these imperatives has undergone phenomenal changes, especially towards devising global quality standards transcending borders and ideologies with a common goal of mutually acceptable qualifications. This voluntary collaboration has also provided opportunities for students of lateral mobility as well as flexibility to complete education as per the market demands and their own personal ambitions. One of the key elements of global market is the acceptance of the degrees awarded in varied education systems throughout the world which requires each country to develop a ‘Qualification Framework’ on international standards. Pakistan where the higher education system is going through a transformational phase needs to take up this task on priority. The Higher Education Commission of Pakistan is completing the mapping of the entire spectrum of degrees awarded by the 170 HEIs in the country. The presentation will highlight the progress and also a framework of equivalence of ‘quality assured qualifications’ with other countries’ qualifications.
INVESTMENT IN EDUCATION TODAY WILL LEAD TO KNOWLEDGE DEVELOPMENT TOMORROW WHICH CAN ASSURE US OF WEALTH CREATION IN THE FUTURE

S B Hagaragi
A P Biradar Patil

The Coverage
- Business and Knowledge Process
- Current Scenario of Academia
- Business & Academia Synergy.
- Knowledge Development Process.
- Entrepreneurship as process for developing Knowledge workers
- A working model.

The four parameters are:
- Knowledge Policy
- Institutionalization
- Dynamic Infrastructure
- Knowledge worker development

Institutional Perceptions
- Academic Institutions are Ivory Towers and are more theoretical
- There is a gap between theory and practice
- Focus on research is not adequate.
- Industries are not contributing.
- Academic Institutions have no access to research in the Industry.
- R&D Institutions have remained isolated and their research findings are never popularized and remain confined to their entities.

Areas of Synergy
- Involve the Industry in the curriculum development.
- Faculty exchange and participation in the industry and vice versa.
- Conducting advanced programs in Technical, Management, and other need based areas tackling contemporary issues of mutually beneficial nature
- Promote and Invest in Entrepreneurship in the Education System
Conclusions

- Universities must establish a CENTER FOR Knowledge Development
- Academia Synergy
- Building Entrepreneurial Culture in the Education system
- Knowledge Clubs as platforms for Government, Business and Academia meetings.
There has been much debate since the late 1990s about both the usefulness and political correctness of colleges and university rankings in India. Some higher education experts have argued that such rankings system is merely a list of criteria that mirrors the external characteristics of elite colleges and universities. Instead of focusing on the fundamental issues of how well colleges and universities educate their students and how well they prepare them to be successful after college, the rankings are almost entirely a function of three factors: fame, wealth, and exclusivity. Therefore it is suggested that there are more important characteristics parents and students should research to select colleges, such as how well students are learning and how likely students are to earn a degree. It has been confirmed from the latest studies that the rankings system of colleges and universities in India have significantly affected colleges’ applications and admissions.

The competition to get a hotspot on the best universities and colleges in India is unprecedented vigorously. The number of places available is limited. Many young students are forced to choose for their second, maybe better choice. Engineering, Technology and Medicine are still the most popular graduation directions. But new educational courses & programs like hotel management, media, fashion and health care are also hot, a direct consequence of the rapidly growing Indian market and internationalization which India goes through.

The input primarily looked at the reach, infrastructure and diversity of the institutions in providing higher education. The process emphasized on the quality of resources and delivery mechanism, while output focused on the performance of the institute in facilitating the trained student in getting a better prospect.
A CRITIQUE ON GLOBAL RANKING SYSTEM - EVOLVING A UNIVERSITY RANKING MODEL

Salman Saeed

Global university ranking systems rely heavily on research output and research quality just like it does on reputational surveys. During the last two decades, universities have shown more inclination to hire PhD faculty members having sound research credentials. This global effect of over-reliance on research has actually undermined the actual spirit of teaching and learning. Consequently universities are more concerned with their prestige compared to what they actually contribute in teaching and learning. Similarly employers and policy makers rate ranking, prestige and reputation of university on top. Research output is so much publicized in universities that it shadows actual teaching quality. Teaching and learning aspect is over-shadowed by research in almost all global ranking systems. How much difference a university creates starting from admission of students till graduation is generally missing in measurement of academic quality by ranking bodies.

Dill and Soo (2005, p. 507) have argued that ‘Empirical research suggests that the correlation between research productivity and undergraduate instruction is very small and teaching and research appear to be more or less independent activities’. Astin (1996) notes that research and teaching have negative correlation as substantial time is consumed in research activities, and as a result sufficient time is not given to students for teaching and advising, commitment to student development, use of active learning techniques in the classroom.

Following a constructive critique on two main global ranking systems, this paper suggests a university ranking model which is likely to provide more realistic picture of university quality.

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As NAAC has given stress on the steps to identify and use measures appropriate and necessary for the overall development of the Institution through the SEVEN Criteria, Institutions should made strategic commitments to continuous improvement through various innovative practices. Student Support and Progression is criterion among the seven criteria. This paper will discuss the various innovative practices can be practiced to support students and for their continuous progression.

Innovative practices for the Student Support and Progression can be practiced as follows:

1) **Student Support** :
   a) academic practices
   b) administrative practices

2) **Student Progression** :
   a) academic practices
   b) administrative practices

**Activities under each are as follows**

1) **Student Support** :
   a) academic practices :
      - Use of ITC for effective teaching
      - Communication skill development programmes
      - Will club
      - Self developed COP
      - Subjective clubs
      - Students conference
      - Senior counseling
      - Orientation and refresher courses for students
   
   b) administrative practices :
      - Welfare schemes
      - Information cell
      - Guardian scheme
      - Adventure club
      - Students role in college administration
      - Innovative community services
      - Parent students feedback
      - Class attendance monitoring
2) **Student Progression:**
   
   a) *academic practices* :
   - Institutional network
   - Placement services
   - Check on dropout rate
   - Faculty exchange programme
   - Competitive exam. coaching
   - Guidance cell
   - Industrial collaboration
   - Higher educational institute collaboration

   b) *administrative practices* :
   - Social up gradation
   - Economical up gradation
   - Enhancement in Teachers profile
   - Supportive activities of alumni association
   - Students role in decision making
   - Motivation programmes for students
   - Feedback from employer
   - Financial support through free ship, scholarship

In this paper above mentioned aspects will be discussed in details to bring clear light on the various issues and explanation will be given how these practices cope up with the difficulties in the way of students welfare.

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THE BHAGAVAD GITA - NAAC CRITERIA & THE QUALITY OF EDUCATION

T G R Prasad1
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The Bhagavad-Gita reflects every minutest aspect of man’s journey from birth to rebirth. It is the essence of all Vedas. The Bhagavad-Gita plays the multifaceted role as a teacher, a philosopher, a counselor, a friend, a well wisher, an elderly parent and so on. The National Assessment and accreditation Council (NAAC), also primarily aims at holistic development of an institution and its stakeholders with reference to the quality assessment factor pertaining to the higher education in India. Just as the Bhagavad-Gita moulds the personality of human beings, by inducing knowledge, intelligence, soft skills, crisis management abilities and virtuous personality traits, the seven NAAC criteria, also are capable of transforming institutions into seats of the academic environment for promotion of quality of teaching-learning and research in higher education, inculcating accountability towards National Development, Global Competencies, usage of Technology and Quest for Excellence.

In this paper a philosophic correlation is presented by comparing each one of the Seven NAAC criteria with the relevant Slokas from the different chapters of Bhagavad-Gita. An attempt is made to declare that the activities involved in the preparation for NAAC accreditation are noble and divine. This service to one’s own institution and to the students in particular and to the society in general is undoubtedly the most ideal means of pleasing God and attaining salvation.

The key aspects of the criterion of the ‘Innovative Practices’ are the internal quality assurance system, inclusive practices and stakeholder relationships. The ‘Viswaroopa sandarshana yoga’ of ‘Bhagavad-Gita’ says,

aneka vaktra nayanam, anekaadbhuta darshanam
aneka divyaabharanam, divyaaneekodyataayudham
divyamaalyaambaradharam, divyagandhaanulepanam
sarvaascharyamayam devam, anantam viswato mukham

‘Arjuna saw a gigantic person with innumerable faces, eyes on four sides, adorned with splendid ornaments, garlands, the fragrance of heavenly perfumes, and innumerable arms holding power embedded artillery’.

In spite of his enlightened counseling, Lord Sri Krishna felt that Arjuna was not yet convinced, so he manifested his ‘Viswaroopam’. This was perhaps Lord Sri Krishna’s, the most illustrative
and ideal means of rekindling the fighting spirit in the heart of Arjuna. The concepts of innovativeness, inclusiveness and human relationships are spectacularly depicted in the ‘Viswaroopam’ of Lord Sri Krishna. We should also design innovative and inclusive practices through lateral thinking and SWOT analysis.

The NAAC is that torch which has filled several hearts with an illumination of enthusiasm and commitment for the betterment of one’s own institution. This betterment has only commas but no full stop. The institutions which could effectively materialize the out puts of the seven NAAC criteria are blessed with the best grades and are blissfully enjoying the name and fame.
National and regional accreditation and quality standards are more similar than different as the basic fundamentals and principles revolve amongst specific common strands that underlie educational value. Accreditation (the EQA) as represented in the IQA = EQA Equation is built on a strong foundation of quality which is the EQA. Education quality can lead to the organizational performance excellence through the creation of educational value by its internal education processes. To create this education value, an institution can customize its IQA system using the existing MBNQA or EFQM framework that meets and excels beyond the requirements of accreditation. This paper illustrates the case study of King Saud University that inter-marries the national accreditation standards and criteria and the MBNQA assessment framework. This approach ensures the interplay of the key educational processes and assesses results performance through a rigorous assessment framework. This robust assessment can produce a set of strengths and opportunities for improvements that are reflected in the performance scoring that allows for comparative of its trends at different levels of the institution, college and program.
QUALITY ASSURANCE IN THE INSTITUTIONS OF HIGHER EDUCATION IN RURAL AREAS OF MADHYA PRADESH

U C Jain¹
Piyush Bhatnagar²

On 15th Aug. 1947 India’s tryst with destiny was realized. Its emerging society adopted education as a potential instrument of social change and upliftment.

Madhya Pradesh considered a backward state hitherto, realized its obligation to the new renaissance and showed a phenomenal expansion at all levels of education including higher education. During the last six decades various universities, research Institutes, regional institute, medical and engineering colleges came into existence.

In Madhya Pradesh, like in other states higher education has come to mean every development, economic, social, political, cultural individual and so on. Unfortunately, the Institutions established in rural areas and remote tribal regions have not been properly planned; consequently their quantitative expansion has been accompanied with qualitative deterioration. The number increased by leaps and bounds without realizing the needs and aspirations of the rural folk and tribals. No doubt there are some mediocre to poor quality vocational training institutes which offer basic courses in subjects like animal husbandry, land care and crop cultivation.

Students in rural institution, like that of urban, are in the dynamic process of social change. This change is so rapid that the standard and quality of rural institution has not kept abreast with the latest development.

Quality assurance is more serious issue in these institutions of rural areas. The glaring disparity is the lack of equally qualitative education for urban as well as students coming from rural background. I would like to emphasize that these students are not produced in Public Schools and they do not belong to the elitist society. Therefore the institutions, although offer similar courses but the product is not the same in achievement.

Quality assurance has to be determined on three levels in institution of rural areas of Madhya Pradesh

1. Infrastructural
2. Instructional
3. Human Resources

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STUDENT CENTRED TEACHING: AN EFFECTIVE TEACHING METHOD

V S Kale

Education is an assimilation of ideas. Quality of teaching and learning decides the quality of education. Conventional method of teaching and learning predominantly consists of verbal and visual transmission of knowledge. It is less effective method of teaching and learning. It fails in inspiring learner. In this method learners become passive, apathetic and bored.

On the contrary in student centred teaching emphasis is given on learning leading to paradigm shift of power from the teacher to the student or learner. It motivates the student in self doing. Students have high level of choice in learning. Learning styles differ from learner to learner. The process is governed by neuroscience.

Student centered teaching is a method designed based on eight styles of learning. Conventional chalk and talk method and student centred teaching method applied simultaneously in two different classes in the same subject showed significant difference in the student performance. Student centred learning (SCL) succeeded in generating interest, confidence and curiosity among students. Faculty members need training and motivation to adopt this technique. Class strength and timing are some of the limitations or critiques of the method.

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In today’s knowledge-based economy, the entire education system is undergoing a paradigm shift to meet the demands of the global scenario. Despite being the third largest in the world, the Indian higher education system is facing challenges in terms of access and excellence to compete globally. However, a lot of awareness has been created about the concept of external peer review in the Higher Education institutions in India in form of accreditation. A research study was conducted to explore the potential factors leading to quality enhancement for the accredited institutions of higher education in India. The study tried to assess the effectiveness of internal quality assurance mechanisms. It sought the perspective of the Heads of the institutions of higher education under general education stream. A questionnaire survey instrument was developed for collecting data and statistical techniques such as correlation, multiple regression analysis etc. were employed for data analysis. The findings of the study give empirical evidence of the linear relationship between implementation of the quality measures and observed improvement in the performance of the institutions. It is able to test and benchmark certain quality initiatives and current ongoing practices for the institutions. It has made comprehensive empirical information available for educationists, management and researchers involved in the field of Higher Education. A statistically significant quality assurance model for performance excellence for the institutions of Higher Education has emerged out of this exercise. Gradual implementation of effective measures mainly focusing on leadership and governance, teaching-learning-evaluation and student progression should help the institutions of Higher Education in India to compete globally.

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MANAGEMENT OF QUALITY IN HIGHER EDUCATION : THE ROLE OF INTERNAL QUALITY ASSURANCE CELLS

Wahidul Hasan¹
B S Madhukar²

Internal Quality Assurance Cells is relatively new terms in the vocabulary Higher Education System. It originated with NAAC making it mandatory for all accredited higher education institutions to establish Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance measure. Since quality enhancement is a continuous process, IQAC has become an integral part of an institution’s system which helps towards realizing the goals of quality enhancement, sustenance and academic excellence. IQAC has made a good deal of contribution in the post-accreditation stage of institutions. The work of IQAC is the first step towards the internalization and institutionalization of quality enhancement. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It should not be yet another hierarchical structure or recordkeeping exercise in the institution; it needs to be a facilitative, holistic and participative voluntary system of the institution.

The paper intend to explore the potential IQAC as a vehicle for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality by monitoring indicators which reflect academic, administrative, infrastructural, financial and human resources, in addition to internal quality assurance dimensions.

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The contemporary world is facing serious challenges such as international conflicts, communal violence, terrorism, growing poverty, unsustainable ways of life, etc. that are threatening the very existence of human life. In the process of globalisation, while the entire world has been shrinking into a village, the distance between the inner hearts of the people is fast widening with the traditional values and collective spirit becoming the things of the past. It is in this context that the role of education that moulds the young minds become most relevant and significant. The developing world has much to contribute in bringing about a paradigm shift in today's approaches to life to make it more equitable and sustainable. The approach to higher education demands an equal and serious attention from all the concerned.

There are two approaches generally adopted to higher education: The first approach, known as an ‘ivory tower’ approach, is said to be a traditional one which confines higher education within the four walls of an institution, and which does not connect the learners with people and their concerns. In this approach, teaching and learning becomes the primary focus. On the other hand, the second approach prepares the students, only for the markets. However, there is a third approach which should prepare the young to live in the society which is full of challenges and to respond to the challenges meaningfully, creatively and constructively. Education should make the learners academically competent with concern for others and capable of living in solidarity with nature and other human beings in the local, national, and global community. The urgent need therefore for higher education is to prepare agents for change with an ideology of bringing about change in society.

There have been varying attempts in revamping the educational system to make it more qualitative in nature and more accessible to all. The present paper attempts to look into such efforts and the accompanying issues related to imparting value education, reaching out to the masses and responding to the principles of equitable access and social justice, taking a few leaves from the experience of Tamil Nadu and Kerala.
IN PURSUIT OF A QUALITY ASSURANCE FRAMEWORK FOR UNRWA TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) SYSTEM: A REVIEW OF THE QUALITY ASSURANCE OF TVET IN THE ARAB REGION

Yasser Daoud Ali1
Rama Kondapalli2

The UNRWA Education Programme aims to provide Palestine refugees with quality education and opportunities to acquire knowledge, skills, attitudes, and values that enhance their development as responsible citizens capable of making informed decisions and contributing positively to their society. The Education Programme provides education at the elementary, preparatory, and secondary (in Lebanon only) levels for almost half a million children; technical and vocational education; teacher training; placement and career guidance; and a limited number of scholarships. In realizing its goals UNRWA embarked in reforming its education and training provisions. TVET has been one of the focus area for reform. As part of the reform initiative one of the priority output of TVET was developing a quality assurance framework. To develop a viable quality assurance framework UNRWA attempted to look at the QA practices in the region which would employ its graduates. As a part of the exercise the QA practices in the regions TVET sector were reviewed. The paper discusses the various findings from this exhaustive review and the draft QA framework being developed by UNRWA for its TVET programme.

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Other Abstracts
Quality Assurance in Higher Education: Expectations and Achievements
Quality has become the key word of the contemporary social scenario. In each area of operation this term has become the deciding factor for existence. It is true even in the field of Education. In Asian countries, India is much bothered about the future of Education, very specially Higher Education. Reforms have to be started from the grass root level. What we were not able to radically change in the past seven decades, in spite of lot of discussions, need meticulous and systematic planning and strategies for implementation, if we seriously need rejuvenation in the very structure of Education system.

The present Indian syllabus for education, system of teaching - learning, Exanimation and evaluation pattern, did not create any space for skill development. Now SKILLING INDIA has been developing as a separate industry, which could only serve the purpose to a very limited level.

The Education system must be able to focus the TOTAL DEVELOPMENT of the children.

The following 10 criteria shall be considered for restructuring the system

A) Sketching of quality syllabus emphasizing Skills
B) Building of State- of- the-art infrastructure
C) Engaging faculty with qualification and quality
D) Standard remuneration and welfare for the faculty at every level
E) Very scientific system of assessment and evaluation
F) Strong mentoring system focused on Emotional Quotient
G) Space for celebrating all days of national and international importance
H) Opportunity to learn History and Cultural heritage of the Country
I) Incorporate Value Education for MAN MAKING
J) Strong association with the all stake holders with transparency

This shall take another fifty years to come in as the system of Indian Education if properly envisaged. Let us work joining hands to create skilled and healthy Indian generations.

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Since the time immemorial the phenomenon of teaching is considered as a mere act of imparting knowledge i.e., the content of a particular subject. The invention of printing machine, this kind of teaching gain momentum by many a fold, as the printing of text books was under taken as per the curriculum. Consequently, the bulk of the syllabus and the knowledge explosion in the twentieth century lead to the predominant use of lecture method in teaching, especially in higher learning institutions. Now-a-days stake holder i.e., the student is tested not only in the subject knowledge but also in various other domains such as communication skills, aptitude, attitude and soft skills, either to secure a seat in an institution for further studies or to get employment.

In the wake of Liberalization, Privatization and Globalization (LPG), for the student of the present day, the acquiring of the employability skills, completing some useful Certificate courses before he steps out from the college with his graduation degree is becoming mandatory. Thus under the prevailing circumstances, the sustenance and enhancement of quality in higher education has become the needy demand of the day.

The Information and communication technology (ICT), has grown by leaps and bounds and has crept into every walk of life. Also the mankind adopted ICT to such an extent that it has become a major part of their life. The education system is no exception to it. The judicial use of these techniques will certainly help to improve quality in teaching and learning, which is a complex phenomenon. The rapid growth of visualization techniques has changed the classical educational methods. The three dimensional visual pictures not only attract the attention of the students by stimulating their senses, but also make the students understand difficult concepts easily. The use of ICT in education transforms the class room from lecture-centric to student- centric teaching. Several Universities have launched various Conventional and Professional courses in distance education mode, through the off-campus teaching and learning using ICT extensively.

In this changed scenario, the role of the teacher has changed to mere teaching to the role of a felicitator. This paper brings out a complete picture of the benefits of the usage of ICT in Classroom teaching. The usage of ICT facilitates the student to learn at his own pace at his own convenient time. As the visual class rooms are gaining momentum now-a-days, the adaptation of ICT in class room not only enhances quality in higher education but also shifts the class room environment from traditional teacher-centered to student-centered one.
FORCES SHAPING ACADEMIC AUTONOMY AND RESEARCH IN SOUTH

Dhulasi Birundha Varadarajan¹

As we approach the 21st Century, a number of major challenges face women and men as they interact with one another as individuals, groups, and with nature. It is imperative that higher education offers solutions to existing problems and innovate to avoid problems in the future. The major global educational discourses are about the knowledge economy and technology, lifelong learning, Global migration or brain circulation and neo liberalism. The rapidly changing contents of the knowledge economy and international development are key factors that impact whether or not developing countries remain as consumers or become active participants in the Global economy. Global forces shaping research agenda are market forces, scientific curiosity. Local forces are expenditure on research (aggregation), bottom up drive, (steering) top down drive for research, i.e. sustainable research platform or provision for translating research findings into effective action. Huang (2005) considers that Globalisation is the driving force influencing current world’s higher education. In the context of Globalization, educational system should make suitable changes which will enable the students to find or create their own place in future and in the economic, political, or social realms, higher education is expected to contribute to raise the overall quality of life. To fulfill its role effectively and maintain excellence, higher education must become far more globalised; it must integrate an international and intercultural dimension into its teaching, research, and service functions. Preparing future leaders and citizens for a highly interdependent world, requires a higher education system should promote cultural diversity and fosters intercultural understanding, respect, and tolerance among peoples. Such globalization of higher education contributes to building more than economically competitive and politically powerful regional blocks; it represents a commitment to international solidarity, human security and helps to build a climate of global peace.

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AVENUES TO MEET OUT QUALITY EXPECTATIONS IN HIGHER EDUCATION IN INDIA

J M Saboo1
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India’s higher education system is the third largest in the world after China and the United States. India’s achievements in higher education are worth mentioning. As of 2009, India has 20 central universities, 215 state universities, 100 deemed universities, 5 institutions established and functioning under the State Act, and 13 institutes which are of national importance. Other institutions include 16000 colleges, including 1800 exclusive women’s colleges, functioning under these universities and institutions. Three Indian universities were listed in the Times Higher Education list of the world’s top 200 universities - Indian Institutes of Technology, Indian Institutes of Management, and Jawaharlal Nehru University in 2005 and 2006. Six Indian Institutes of Technology and the Birla Institute of Technology and Science - Pilani were listed among the top 20 science and technology schools in Asia by Asiaweek. The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the Financial Times of London in 2010.

Some institutions of India, such as the Indian Institutes of Technology (IITs), have been globally acclaimed for their standard of education. The IITs enroll about 8000 students annually.

But still less than 0.6 per cent of GDP that goes to higher education and the current Gross Enrolment Rate (GER) of higher education in India is roughly 6 per cent. Attempts are there to increase the GER as the Eleventh Plan provides an outlay for 8 new IITs, 20 new NITs, 20 new IIITs, seven new IIMs, three new IISERs, and other research and post-graduate fellowships. But these efforts are not enough to increase the GER to 30 per cent by 2020 as visualized by the Centre. Japan has 4,000 universities for a population of 130 million and the US has over 3,500 universities for 310 million. In sharp contrast, India has only around 400 universities for a population of 1.2 billion. Therefore massive scaling up both in terms of quantity and quality is needed in higher education. There is scarcity of skilled manpower in every industry. The retail industry will need 2.5 million skilled professionals by 2012. To compete the global scenario India has to enhance the number of universities across the country and frame the programs which will provide skilled man power in huge quantity, but while providing this quantity there is a threat about quality. The present study will throw a light on the various available avenues to meet out the quality expectations from the higher education.

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MULTIPLE QA AGENCIES: PROSPECTS AND PROBLEMS

R K Lakshmipathy

This paper discusses the merits and problems of multiple QA agencies. The world over, there are many QA agencies concerned with, accrediting numerous types of organizations, basically classified as product and service organizations, the process of accreditation seems to pose no insurmountable problems. Even in area like higher education, in many countries, there are multiple assessors. There has been no cause for concern about any depletion of quality. On the contrary, there seems to be an enhancement of quality in the institutions of HE abroad. It is time we should have a serious discussion and consideration of the issues connected with multiple agencies. National Knowledge Commission, in its report of 2009 also recommended multiple rating agencies.

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QUALITY ASSURANCE AND DIVERSITY OF HIGHER EDUCATION SYSTEMS

R S Potukuchi

Significant changes in the level of economic development, political structure and social life both in the developed and developing countries of the world have been witnessed during the last half century. Lot of changes pertaining to quality in higher education structure, contents, modes of delivery have been caused in the developed and developing world.

The process of diversification of post secondary education in India in the formal system of education started in the 1950’s. Diversification here was in the form of introduction of new courses and specialisation in these courses. Diversification took the form of redesigning undergraduate courses. This was in response to the changing needs of industrial and modern development as well as in ability of the formal system of education to produce required type of manpower, as the existing system produced a prototype of manpower which had difficulty in finding employment. The need for diversification was further reiterated to meet the changing demands of development particularly for building a science and technology base and development of human capabilities to contribute to the national developmental process.

The diversification in general education took place in the development of disciplines in arts, Social Science, Commerce, Science and education fields. On Industrial side it occurred through the establishment of industrial training industries for skilled workers; Polytechics for the semi-professional and Engineering colleges and Institutes of Technology for the professionals.

Further changes are in offing not only in India, but in most of the third world countries as well as developed countries of the world.

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THE CONCEPT OF QUALITY IN EDUCATION: AN INDIAN PERSPECTIVE

S P Pani

Each nation and each society has to develop its own educational ideals, norms, plan and perspective keeping in view its own history, culture and socio-political conditions etc. in tune with the international educational ideals and norms. When the 20th Century was a century of colonialism, national struggle and an era of independent nation building, the 21st Century became a century of globalization, emergence of international work force, employment market and consequent internationalization of educational norms and ideals. Against this background the paper intends to theoretically explore the Indian perspective on Quality Education.

The dictionary meaning of quality is that which makes a thing what it is: nature, character, kind, property and attribute etc. Any assessment of quality of education presupposes that education has accepted standards, characters, properties and attributes. These are determined partly by internationally accepted yardsticks and partly by country specific attributes. This leads to a two front exploration: the Indian context and internationally accepted norms.

The Indian concept of quality (Guna) is drawn from the ancient epics and texts like the Vedas, Upanishads, Mahabharata, Ramayana and Bhagavad Gita. Qualities are equated with attributes like Tamas, Rajas and Satwic which in turn identified with inert matter, ego and action and the universal divine self. In other words human qualities are determined by body, mind including Ego and the ultimate divine self. Creation occurs only when the perfect balance between the three gunas are disturbed. This means the three qualities are never in perfect balance. Real education restores the perfect balance. This is not necessarily anti-life or anti matter or only pro-spirit. The individual soul is free to lead a worldly life as Jivanmukt. The highest goals of education involve an understanding of true nature of life and leading life with knowledge.

The above concepts play an important role in shaping the minds of Indians and their response to modern and international goals of education. The five year plans and perspective, the Indian constitution, the national educational policies, the reports of education commissions and the writings of Indian educators reflect the contemporary quality concerns. Some of the important quality concerns in education as evident from above include:

- To ensure democratization of educational opportunities and inclusive growth.
- To set two vital goals: the material goal of providing employment and spiritual goal of man making.
Quality Assurance in Higher Education: Expectations and Achievements

- To create a more tolerant society by instilling the spirit of national integration.
- To overcome the limitations imposed due to colonial past and needs to be equipped for its rightful place in the community of nations.
- To address issues associated with poverty and other human development index.
- To achieve quality without defeating quality.
- To synthesize its rich educational ideals with science, technology and democratic ideals.
- To translate the true ideal of transformation of human nature.

Quality Education is the only tool that can address all these through various innovative remedies.

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COEXISTENCE OF MODERN HIGHER EDUCATION WITH ANCIENT GURUKULA LIFE: A SYSTEM IN PRACTICE TO SUSTAIN QUALITY AND VALUES.

V K Sivasubramanian

The higher education in India has been undergoing a rapid expansion with excellent facilities and infrastructure for the past few decades. The support of the Government to strengthen the academic atmosphere in these institutions of higher learning is stupendous. The students emerging out of these institutions are well exposed to all the modern technology and they are in a position to acquaint themselves with any aspect of academic knowledge in a short span of time, thanks to the computers and internet facilities. However a constant point in discussions with the Indian academics, government officials and common people is invariably about the steady deterioration in the value system among the students. It is increasingly becoming clear that several of the ethical principles of yesteryears such as adherence to truth and non-violence, temperance in speech and conduct, tolerance and spirit of charity etc., are losing their pre-eminent position. Indeed the National Policy on Education (NPE-86) and subsequent steps by the government have urged that the gap between the education system and India’s rich and varied cultural traditions and heritage should be bridged through an enrichment of the curricula and making education a forceful tool for the cultivation of social and moral values. While such schemes might do some good to implant lofty ideals in the minds of the pupils, much more by way of concrete action, remains to be accomplished. What is particularly dangerous is the way the minds of the students get negatively shaped through their exposure to all sorts of media which invariably make an insidious entry into the drawing rooms of countless homes through television and internet. Some research studies have established the nexus between television viewing and violent behavioral patterns of students. This paper presents a system where there is total coexistence of modern higher education with ancient Gurukula life at a unique institution, the Vivekananda College, Tiruvedakam West. In one way the institution is endowed, with committed pedagogues, sophisticated equipments, modern language labs, smart classrooms to keep pace with rapidly expanding higher education, and in another way ancient Gurukulam has been revived here with all the residential students wake up by morning 4.45, doing physical jerks, yogasanas, suryanamaskars and attending prayers, serving food to fellow students and exposed to rich Indian culture and values, which positively lead to life-training and character building education. As the terms discipline and quality are synonymous and interwoven in academic terms, the system in practice at Vivekananda College is worthy to emulate that fulfills the dream of the great saint Swami Vivekananda.“Education is the manifestation of perfection already in man”, by ennobling the physical, emotional and intellectual aspects of a man’s personality.

1Associate Professor of Chemistry, IQAC Coordinator, Vivekananda College, Tiruvedakam West, Madurai, Tamil Nadu, India
Evaluation plays a prominent role in the quality enhancement in the field of education particularly in higher education. Different Higher Education Institutions are following different methods in evaluating their students. Technical institutions like JNTU (Jawaharlal Nehru Technical University) is following the online method of evaluation in conducting the examinations. It enhances not only the quality but also strict confidentiality in the system of evaluation. There are diversified methods in the system of evaluation like, seminars, group discussions, debates, quiz programmes, assignments, written examinations, practicals, oral examinations, internal assessment tests etc. Some of these methods such as Group discussions, Seminars and debates will undoubtedly make the students confident of themselves and improve their employability by adding to their ways of expression and by improving their soft skills. Almost all the entrance examinations for the admission into different courses in almost all the states are following the method of objective type of question paper.

The method of evaluation is open book system abroad. It enhances the overall knowledge in the entire subject. The ICT is playing key role in the evaluation system in the present scenario in the entire global educational system. The method of evaluation followed by the institutions particularly autonomous organizations throws light on its quality in higher education. Affiliated higher educational institutions are following the evaluation methods introduced by the university, and the autonomous institutions are following their own methods of evaluation. Both methods equally enhance the quality in the method of evaluation.

Evaluation is one of the key factors to enhance the quality in higher education. Almost all the higher educational institutions are to be cautious in the method of evaluation to enhance the quality in the higher education system.

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1Reader in History and Controller of Examinations, Silver Jubilee Government College, Kurnool, Andhra Pradesh, India
Brief CV of Speakers
Sir John Daniel

Sir John Daniel spent 17 years as a university president/vice-chancellor in Canada (Laurentian University) and the UK (Open University) before joining UNESCO as Assistant Director-General for Education in 2001 and becoming President of the Commonwealth of Learning in 2004. He has been closely involved in the development of open and distance learning nearly 40 years. Best known among his 300 publications are his books Mega-Universities and Knowledge Media: Technology Strategies for Higher Education and Mega-Schools, Technology and Teachers: Achieving Education for All. Knighted by Queen Elizabeth in 1994 he has received 30 honorary doctorates from universities in 17 countries.
Prof. Goverdhan Mehta  F.R.S.,
National Research Professor & Chairman, Executive Committee, NAAC

Prof. Goverdhan Mehta earned his BSc and MSc from the University of Rajasthan and PhD from the University of Poona, working at the National Chemical Laboratory (NCL) under the mentorship of Sukh Dev. His post-doctoral research at the Michigan State University under Don Farnum and at the Ohio State University under Paul Gassman was on the chemistry of strained polycyclic systems that led to the first preparation of the long sought parent cyclopropenyl cation. He first joined IIT Kanpur and then moved to the newly established University of Hyderabad as Professor of Chemistry (1977) and finally to the Indian Institute of Science (IISc) Bangalore (1998). He was Vice-Chancellor of the University of Hyderabad (1994-98) and Director of IISc (1998-2005). He has received the DSc (hc) from over a dozen universities in India and overseas. At Present, Prof. Goverdhan Mehta is the National Research Professor and also he is a member of the Scientific Advisory Committee to the Prime Minister of India.

Academic and Research Achievements:

Prof. Mehta launched his independent research career at IIT Kanpur in 1970 that resulted in the discovery of deep-seated cationic rearrangements in natural terpenes, synthesis of natural products and study of reconstitution of complex polycyclic systems. Over the years, he established a flourishing and productive group exploring diverse areas of organic synthesis, particularly, focussed on the total synthesis of complex natural products and design of new molecular entities. At the School of Chemistry in Hyderabad, his group achieved the total synthesis on over 20 natural products and created and introduced new molecular entities like garudane, golcondane, ladderanes and BuckyBalls into the chemical literature. A notable contribution was the synthesis of triquinanes using only heat and light as the reagents and this is recognized as a seminal example of ‘green synthesis’. At Bangalore, Mehta initiated major programme on the design of carbasugar based glycomimics, conceptualisation and realization of a new family of polycyclitols, total synthesis of complex bioactive natural products based on simple 'global' strategies and study of supramolecular architecture in solid state.
Other Contributions:

Prof. Mehta has been President, Association of Indian Universities and the Chemical Research Society of India (CRSI). He has served as the Founder Co-chair of Inter Academy Council and President of the International Council of Scientific Union (ICSU). He is a Corresponding Member of the Royal Belgian Academy of Sciences, Belgium.

Awards and Honours:

Dr Antony Stella

Dr Stella, Vice-President of APQN and its President-elect (2011-2013), has been associated with the networking efforts among the quality assurance agencies of the Asia Pacific since 2001. Currently, she is Audit Director at the Australian Universities Quality Agency (AUQA) and head of its international activities. She contributes extensively to AUQA's international work, and has led audits in Bahrain, Fiji and Mauritius, and facilitated the QA developments in emerging economies such as Cambodia, Vietnam and Timor Leste. Before joining AUQA in August 2005, she held a senior position at the National Assessment and Accreditation Council, host of the 2011 APQN conference. Her experience with these two very different QA systems has been of great value to her understanding of the regional QA issues.

Dr Stella has published widely on quality assurance. She has authored reports, desk-study overviews, case studies and training materials on QA for organisations such as UNESCO, World Bank, and OECD. She wrote the scoping survey reports on the QA arrangements of APEC economies and the Brisbane Communiqué signatories for the Australian Government. She was a member of the UNESCO-OECD expert group that drafted guidelines for quality assurance of cross-border education. She has steered projects for INQAAHE and APQN on areas such as QA capacity development in small states and mutual recognition of QA decisions. She was one of the authors of the QA material developed by INQAAHE that is being used by two universities (New York University and University of Melbourne) as course material and as an adjunct professor of the New York University she taught a course on external quality assurance.
Hassan Annegowda Ranganath was born on 16th June 1948, Karnataka. He obtained his Ph.D. in 1975 from University of Mysore and he has post-doctoral experience in the laboratories of Germany and United Kingdom.

Prof. Ranganath has served the University of Mysore for over three decades in different capacities. He has made original contributions in the area of Genetics and Evolution. Prof. Ranganath was instrumental in establishing two national facilities at University of Mysore namely “Drosophila Stock Center” and “Unit on Evolution and Genetics”. Published many papers in highly reputed Journals such as Cell, Genetics, Genes and Genomics, Genome, Chromosoma, Genetica, Cytologia, Naturwissenschaften, Experientia, Evolutionary research, Journal of Heredity, INSA, Journal of Genetics, Journal of Bioscience, Current Science, Entomon, J. Cytology and Genetics, Human Genetics, etc.

During March 2006, he was appointed as Vice-Chancellor, Bangalore University. On 18th August 2008, Prof. H.A. Ranganath assumed the charge of Director, National Assessment and Accreditation Council (NAAC), an autonomous institution of UGC.

AWARDS: Prof. Ranganath was awarded the Indian National Science Academy Young Scientist Medal (1979), UGC Career Award (1986), Golden Jubilee Award of the University of Mysore (1994), Prof. Y.T. Thathachari National Award for Science (2003), Aryabhata Award (2008) and Sir M. Visveswarya Vigyan Puraskar Award from Swadeshi Vijnana Andolana – Karnataka (2010). He is the elected Fellow of all Science Academies of our country, namely (1) Indian Academy of Sciences (FASc., ), (2) National Academy of Sciences (FNASC.), Indian National Science Academy (FNA) and Foundation Fellow of Entomology Academy of India (FEAI).

Current Interest: Genetics (teaching & research), Administration and Higher Education.
Prof. Jianxin ZHANG

Prof. Jianxin ZHANG, expert of Yunnan Higher Education Evaluation Center, director & professor of RSHE of the Research Institute of Higher Education in Yunnan University, vice editor-in-chief of journal ACADEMY in China.
Chairman, IIT Kanpur

Dr. M. Anandakrishnan obtained his Ph.D in Civil Engineering (1960) from the University of Minnesota, USA and was Professor of Civil Engineering at IIT, Kanpur (1963 to 1974). He was the first Science Counselor at the Embassy of India Washington, D.C. (1974 to 1978). He served in the United Nations Centre for S&T for Development, New York from 1978 to 1989 and later as Vice-Chancellor of Anna University for two terms from 1990 to 96. He was Vice-Chairman of the Tamil Nadu State Council for Higher Education from 1996 to 2002 and concurrently the Advisor to the Chief Minister of Tamil Nadu on Information Technology and e-Governance. He was Chairman, Madras Institute of development Studies from 2003 to 2008. Since June, 2007 he is the Chairman, Board of Governors, Indian Institute of Technology (IIT) Kanpur. His honours and awards include Padma Shri from the President of India (2002); The Order of Scientific Merit from the President of Brazil (1996); Distinguished Leadership Award of the University of Minnesota (2003); Honoray Fellow of the Indian Society for Technical Education (2005); UGC National Swami Pranavananda Saraswati Award in Education (2006); Doctor of Science (Honoris Causa) from Kanpur University (2008); Fellow of the Institution of Engineers, India and Fellow of the National Academy of Sciences, India.
Professor A. Gnanam

Dr. A. Gnanam has been a leading Plant Molecular Biologist-Biotechnologist in the country for some decades now. After his earlier studies in the country he went to US under Fulbright-Smith Mundt Scholarship for his graduate studies in 1963 and got his Ph. D in Biochemistry from North Carolina State University at Raleigh, N.C. He taught at the Department of Plant Sciences at Cornell University, Ithaca, N.Y for a couple of years before returning to rejoin the faculty at Annamalai University in 1968. He moved to Madurai Kamaraj University in 1969 and established along with his colleagues, the now well known School of Biological Sciences. His research interest in Photosynthetic process in plants has been instrumental in the extensive study of the Molecular Biology of the Chloroplasts. His pioneering contributions to the understanding of their structure function and development has lead to many international publications to his credit. Over the years he had established a very good school of research in Photosynthesis in the country covering Bio-productivity, Photo chemical processes, Enzymology and Molecular Genetics of the Photosynthetic system. He was invited to establish one of the first three National Centers of Plant Molecular Biology at Madurai by the Department of Biotechnology, Government of India in 1990. He is an elected Fellow of Indian National Science Academy (INSA), in 1985 and became its senior Vice President. He was also elected as a fellow of Indian Academy of Sciences, Allahabad. He has been in the Research advisory committees of CSIR national laboratories and of Indian Council of Agricultural Research for years besides Bhaba Atomic Research Commission (BARC) and others.

Dr. Gnanam had taken up educational administration as the Vice Chancellor since 1985. He has been the Vice Chancellor of three universities viz., Bharathidasan University at Trichy, University of Madras, Chennai and Pondicherry University, Pondicherry for two terms. He was invited to be the Chairman of National Assessment and Accreditation Council (NAAC), Bangalore, India in 1995 soon after its establishment in late 1994 by the Government and continued for eight years.
referred to as “Gnanam Committee” report to UGC, “Towards New Educational Management.” His pioneering initiatives include 5 year integrated courses in general universities in 1986, establishment of the first constituent Community College for vocational training at Pondicherry University, instrumental in initiating 2 year Associate degree programs in 1987. He formalized the MOU between IGNOU and Pondicherry University for credit transfer in 1993. Other innovations include what is now widely considered as a major agenda for academic reform in all the universities viz., ‘the Choice Based Credit System’ (1993). His contributions in making the NAAC widely acceptable instrument of Quality Assurance in the Higher Education both in India and abroad are too well known. He was a member of the Central Advisory Board on Education (CABE).

He has over 140 publications in Science (Plant Molecular Biology) and 36 in Higher Education, besides 8 books on both. He is a member/Fellow of several National and International professional Societies and has been a consultant/expert to international organizations like Commonwealth of Learning, UNESCO, GATE (Global Alliance of Transnational Education) and Association of Commonwealth Universities. He has been an elected Board member of the International Network of Quality Assurance Agencies of Higher Education (INQAAHE). He was the co-chair with his counter part from Hong Kong of the task force constituted for promoting the Asia Pacific Quality Network (APQN) of INQAAHE. He was a invited member of the Global Forum on Higher education, constituted by the UNESCO, Paris to consolidate several issues including Mutual Recognition (MR) of the qualifications through the recognition of the Quality Assurance agencies world over. He has worked with World bank in promoting the ideals of National quality Assurance agencies in European Union Countries and others.

At the national level, he has been associated as a member of many of the State Councils for Higher education including the Tamil Nadu and Andhra Pradesh besides associated as a member and expert of Central Government agencies like UGC, AICTE, DST, CSIR and ICAR. He, however valued this role as the Chairman of the High Power committee for revising the Curriculum of the Matriculation Schools in Tamil Nadu. He is currently a member of the newly constituted School Board of the State of Pondicherry.

DR. Gnanam has been a recipient of several honors and recognitions including Rafi Ahmed Kidwai Prize for the best contribution in Plant genetics and D.Sc (Honoris Causa) from Nagarjuna University, India for his contributions to Higher Education. He had traveled widely both as a Scientist in Plant Genetics and as an educationist.
Prof. A.P. Padhi

Professor A.P. Padhi was graduated with honours in Economics from famous Gangadhar Meher College of Odisha and passed his M.A. in Political Science from Utkal University, Vanivihar, Odisha. After a brief period of government service in S.C.S. College, Puri he joined Sambalpur University in 1969. Because of his research-based article on “Role of China in World Affairs”, Hon'ble justice P.B. Gajendra Gadkar who was then Vice-Chancellor of Bombay University felicitated him and invited him to deliver lectures at the University of Bombay in 1968. He obtained his Ph.D. degree in 1972 and became Professor at an early age in Sambalpur University.

He is the author and editor of ten books dealing with secularism, democracy etc. His two volumes on “State Administration in India” was released by Hon’ble Dr. Shankar Dayal Sharma, the former president of India at the Indian Institute of Publication Administration in New Delhi in 1988. Besides he has a number of quality-based publications both in national and International Journals. He has directed eight major research Projects sponsored by national funding agencies like U.G.C. and ICSSR New Delhi. He has also been the director of ten research-based seminars and conferences. He has been the subject experts of the Union Public Service Commission, ICSSR, U.G.C. and various Universities of the country.

Because of his rich contributions, Government of India nominated him as a member of the Indian Council of Social Science Research, New Delhi and his fellow colleagues elected him as the golden jubilee president of All India Political Science conference. Governor of Odisha appointed him as the Vice-Chancellor of Berhampur University. During his tenure of Vice-Chancellorship he introduced many reforms like right to Information, social Auditing, Elders Advisory Council. He also introduced examination reforms like semester system and continuous evaluation. With the application of IT, he succeeded in the disposal of pending certificates. The chancellor of Berhampur University extended his term by six months and later appointed him as his nominee in the syndicate, (Executive Council) of Sambalpur University and Utkal University. The government of India have now nominated him to the Executive Council of NAAC.
GEORGE J.J. JIANG

George J.J. Jiang, Ph.D is former president of National Ilan University and Professor of Department of Chemistry, Chung Yuan Christian University. He now serves job as President of Higher Education Evaluation and Accreditation Council of Taiwan.

He has been conducting several projects related to Materials Science and Engineering as well as serving most top administrative position of institution, such as Dean of Student Affairs and Academic Affairs.

Besides the teaching and administrative experiences, he has been elected as the reviewer of the Intellectual Property Office and the reviewer of Science and Technology Institutions as well as the reviewers of academic journals.

Since he took the position as the president of HEEACT, his extensive administrative experiences has led HEEACT into a new stage, and it is goes without saying that the development of HEEACT will be vigorous.
Dr. Jagannath Patil

Dr. Jagannath Patil is Deputy Adviser of NAAC- National Assessment and Accreditation Council and Convener of the OC of APQN 2011 conference.

Dr Patil has served as consultant on various national and international missions including that of UNESCO, World Bank, IIEP etc. As experienced QA Professional of the leading QA agency and Board member of APQN for several years, he has shared his QA expertise to many HEIs and QAAs across the world. His most recent assignment was as consultant on UNESCO/ World Bank mission to Association of African Universities- AAU, Accra to help capacity building initiative of emerging African QA Network.

He leads an international Project group on ‘Student Participation in Quality Assurance’ under the auspices of Asia Pacific Quality Network-APQN. He is recently elected as Board member of APQN after serving 5 years as co-opted and elected member.

As an Adviser of NAAC he has coordinated Assessment and Accreditation exercise of more than 300 Higher Educational Institutions. He is also associated with large number of activities of NAAC including workshops, assessors training programmes and surveys. Dr Patil was also convener of international conference on student participation hosted by NAAC and APQN jointly.

He has visited Australia, New Zealand, Singapore, Malaysia, South Africa, Thailand, China, Hong Kong, Sri Lanka, Mauritius, Japan and the United States of America on academic assignments and made presentations and/or conducted workshops in quality assurance as resource person. He is associated with major initiatives of APQN including Membership drive, Brand APQN and Consultant database working group etc. Dr. Patil is also Moderator of APARNET, an online community of UNESCO Bangkok.

He has authored and edited several publications on accreditation and quality assurance under the auspices of NAAC, APQN and other international fora. Apart from several papers, He has published two prominent books-‘ Best practices in student feedback and Participation’ and “International perspectives on student participation in quality enhancement’ on behalf of NAAC and APQN. He has also conducted more than dozen workshops on student participation in Malaysia, Hongkong, China, USA, Japan, Australia and India. Recently, he has received a prestigious international award by the Government of Australia titled- Endeavor India Executive Award for year 2007.
Professor Galina Motova

Holds Ph.D and D.Sc. degrees in the Management of Education. Current position is Deputy Director of the National Center of Public Accreditation since 2009.

She had been working as Deputy Director of the National Accreditation Agency of the Russian Federation for 15 years. Besides, she is an Editor-in-Chief of the journal “Accreditation in Education” and as Executive Director of “The National Guild of Experts in Higher Education”.

Her international activities include the following positions: Member of the Steering Committee of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education and Secretary General of the Eurasian Quality Assurance Network.

Galina has great experience in Quality Assurance of Higher Education in Russia and also in Kazakhstan, Estonia and Germany as an expert and observer.

She is recognized by a number of professional bodies:

- a Member of the Russian Academy of Natural History,
- a Member of International Academy of Science for Pedagogical Education,
- Honored worker of Education of Mari El Republic.

She is the author of more than 120 publications in the field of accreditation. She is among of the authors of Russian National Reports prepared for Bologna Process Conferences of Ministers responsible for Higher Education (2007, 2009).
Dr. M. S. Shyamasundar

Dr. M. S. Shyamasundar is Deputy Adviser of National Assessment & Accreditation Council (NAAC), an autonomous organisation of University Grants Commission (UGC), which is responsible for Quality Assurance of Higher Education Institutions in India. As one of the first team of officers of NAAC, he has been a part of its developmental activities for the past 15 years. He has secured Ph. D (Agricultural Economics) with high distinction, first rank in M. Sc. (Ag. Econ.) with two gold medals and third rank in B.Sc. (Ag.Ma.Co). He was a recipient of Ford Foundation Fellowship for Doctoral Research. Having worked as Research Fellow, Research Associate, Research Officer and Assistant Adviser in different organisations, he has rich experience in teaching, research and academic administration with a good academic record. He has officiated as the Director i/c, NAAC on several occasions. He is the member of Executive Committee (EC), General Council (GC) and Finance Committee (FC) of NAAC, which are the policy making authorities.

He has a unique distinction of co-ordinating on-site visits to around 1000 higher education institutions including Universities, management colleges, professional colleges, educational colleges, affiliated/constituent/autonomous colleges, research institutes in various parts of the country. He has participated as an international expert in Training of Trainers /Accreditors / Auditors in Philippines, Nepal, Saudi Arabia and Malaysia. He has participated as an Auditor in the Audit Panel of the Mauritius and Nepal. He has participated as an observer in the QAA team of UK to visit Indian institutions.

He is associated with a large number of activities of NAAC including seminars, workshops, orientation programmes, brainstorming sessions, assessors training programmes, awareness programmes, programme for member co-ordinators, accreditation award ceremonies etc. He has been involved in various academic and administrative activities related to Assessment and Accreditation and overall planning of the organisation, which helps to trigger deliberations among
He is associated with a large number of activities of NAAC including seminars, workshops, orientation programmes, brainstorming sessions, assessors training programmes, awareness programmes, programme for member co-ordinators, accreditation award ceremonies etc. He has been involved in various academic and administrative activities related to Assessment and Accreditation and overall planning of the organisation, which helps to trigger deliberations among academicians to get their valuable inputs to fine tune NAAC’s instruments. He has participated as resource person in a number of national and international conferences. He was in-charge of the publication wing of the NAAC and brought out a number of publications and also contributed articles to books. He has published a few articles in regional dailies and national level journals. He has worked as co-ordinator for the revision of manuals, promotional materials and development of NAAC’s formats and also independently organised various academic activities in different parts of the country. He has actively involved in the “State-wise Analysis of Accreditation Reports” for various states in India, which helps in Quality Assurance of Higher Education Institutions. Currently he is in-charge of the Northern Zone of India for organising Peer Team visits to various institutions and coordinating different academic activities in various states of the zone.
Dr. Kazuo Okamoto

Vice-President, National Institution for Academic Degrees and University Evaluation (NIAD-UE), Japan

Dr. Kazuo Okamoto took up post as Vice-President of NIAD-UE in April 2010. Before taking up this post, he was Head of Center for Research and Development of Higher Education, the University of Tokyo from April 2002 to March 2010. His professional career started at the University of Tokyo in 1973. Since then, he served as a professional of Mathematics in College of Arts and Sciences (1990-1992) and Graduate Schools of Mathematical Sciences (1992-2010) as well as held a senior position. He has contributed many services in academic societies: President of the Mathematical Society of Japan (1995-1997); Council Member of the Science Council of Japan (1997-2005); and Chair of the Executive Board, University of Tokyo Press (2005-2009). He holds a Doctor of Science from the University of Tokyo.
Prof. Angela Hou Yung-chi

Angela Hou Yung-chi, Professor of higher education, serve as Director of Faculty Development and Instructional Resources Center of Fu Jen Catholic University as well as Dean of Office of Research & Development of Higher Education Evaluation & Accreditation Council of Taiwan. She specializes in higher education quality management, internationalization of higher education, faculty development, quality assurance of cross border higher education. She has been conducting several national QA and ranking research projects for universities and the government over the past decade, including “Mutual Recognition and its Impact on Taiwan higher Education”, “College Navigator in Taiwan”.

Over the past 3 years, she has been in charge of international exchange affairs in HEEACT and engaged in many international activities of quality assurance of higher education, including being invited to CHEA, SEEI, IREG, HKCAAVE, HEEC, AACCUP, NAAC, to present Taiwan higher education experiences, taking part in the networks' conferences, helping organizing the network's conference program, reviewing the papers, etc. She is also the APQN consultant now. Up to present, she has published more 50 Chinese and English papers, articles, books and reports in the areas of higher education evaluation and rankings in local and international referred journals. And she is also the sub-editor of “Evaluation in Higher Education” published by HEEACT and IREG.
Ms. Zia Batool

Ms. Zia Batool is the Director General - Quality Assurance for the Higher Education Commission Pakistan, and was appointed in the Commission in November 2003, having previously served as the Advisor Social Sectors for the Ministry of Finance Islamabad. She has earned a Post Graduation degree in Agri. Economics from one of the most prestigious Agricultural Universities of the region; University of Agriculture, Faisalabad. She has also served at National Agricultural Research Centre, Islamabad.

She has hands on experience in Quality Assurance and Enhancement in higher education system of a developing country rather she is considered to be the founder of the first Quality Assurance Agency (QAA) of the country and has developed and executed QA criteria and policies at national level. She has been participating in the events, training and conferences organized by APQN as a Pakistani delegate regularly. Therefore, her active participation in the board of APQN will add value to the diversified portfolio of the network. Being one of the most ambitious QA practitioners, she would be able to further motivate the APQN members to strengthen the network for development and promotion of a Quality Culture for the higher education in the region. Her professional experience and commitment to QA will lead the process of regional cooperation in this context and she will contribute with passion to realize the mission of APQN with best of her efforts and potentials.
Professor S Sohail H Naqvi

Professor Dr S Sohail H Naqvi is the current Executive Director of the Commission, and was appointed to the post in September 2004, having previously served as the Member (Human Resource Development and Strategic Planning) of the Commission since its establishment in 2002. He has an MS and PhD in Electrical Engineering from Purdue University, Indiana, USA. Previously, from 1995 to 1999, he was Dean of the Faculty of Electronics, Ghulam Ishaq Khan (GIK) Institute of Technology, Topi, Pakistan. During his tenure at GIK, the Faculty of Electronics became established as a premier electronics engineering department in South Asia. He was also Assistant/Associate Professor at the Department of Electrical Engineering of the University of New Mexico, Albuquerque, USA, from 1988 to 1995.

His participation in the activities of APQN as board member based on his valuable professional experience in higher education sector through academics to management of higher education at national level will further relate the work of APQN to a wider range of stakeholders. He has a blend of professional experience in higher education system of highly developed countries like US and a developing country like Pakistan thus his representation will further add value to diversity in the board. He has been guiding the whole process of Quality Assurance for the universities of Pakistan therefore his commitment to QA in higher education will be capable to drive QA move of APQN as well.
Prof. R. C. Sobti
Vice Chancellor, Panjab University

Prof. Ranbir Chander Sobti earned his BSc and MSc from the University of Punjab and PhD from the same University. He was also awarded MSPH in 1983 from University of Miami, Florida (USA). He has served as professor and as Head of the Department for several years. At present, he is a Vice-Chancellor, Punjab University.

He has also taught Advance Cytogenetics to the staff and students of the Department of Oncology, University of Miami, Florida, U.S.A. and Environmental Health (EPH 681) to MSPH students of the Department of Epidemiology, University of Miami, Florida, U.S.A. Besides he has authored around 20 books and several research articles in national and international journals.

He has been awarded 15 distinguished medals for his academic achievements and leadership in the field of education. He has guided more than 50 doctoral students leading them to obtained PhD. Apart from that he has completed more than 21 major research projects.

Prof. R.C. Sobti is also member of several academic bodies and societies such as American Society of Human Genetics, American Association of Cancer Cell Kinetics Society, USA. Canadian Society of Genetics, Genetic Society of America, Life Member of Environmental Mutagen Society of India, Executive Member, 1979-80, 1993-94., Life Member, Indian Society of Human Genetics, Indian Society of Cell Biology, Life Member Indian Science Congress Association. (Convener, Local Chapter since (1994) Life Member, Society of Cytologists and Geneticists, India Member, Society of Cell and Chromosome Research, Japan. Member, Task Force Manpower Planning of the Department of Biotechnology, Govt. of India. (1992-1996). Advisory Committee Member, Indian Journal of Human Genetics. Advisory Committee on Waste, Govt. of Haryana, Chandigarh (1997). Management Advisory Committee member, Rajasthan Agriculture Univ. Jodhpur Dictionary of Biotechnology, High Powered ‘TOKTEN Committee of CSIR Vice President, Panjab Academy of Science (1999-2000) President, Panjab Academy of Science (2000-2002) Member Board of Directors Rayat Institute of Engineering Chairman, Board of Examinations DOEACC, Govt of India Member Advisory Council S&T Govt of Haryana.
# Quality Assurance in Higher Education: Expectations and Achievements

## List of Current APQN Board Members (2009-2011)

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<th>No</th>
<th>Name</th>
<th>Agency</th>
<th>Country/Territory</th>
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<tr>
<td>1.</td>
<td>Concepcion V. Pijano</td>
<td>PAASCU</td>
<td>Philippines</td>
<td>President</td>
<td><a href="mailto:cpijano@gmail.com">cpijano@gmail.com</a></td>
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<td>2.</td>
<td>Dr. Antony Stella</td>
<td>AUQA</td>
<td>Australia</td>
<td>Vice President</td>
<td><a href="mailto:a.stella@auqa.edu.au">a.stella@auqa.edu.au</a></td>
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<td>3.</td>
<td>Dr. Jagannath Patil</td>
<td>NAAC</td>
<td>India</td>
<td>Board Member</td>
<td><a href="mailto:jp.naacindia@gmail.com">jp.naacindia@gmail.com</a></td>
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<td>4.</td>
<td>Prof. Zita Mohd Fahmi</td>
<td>MQA</td>
<td>Malaysia</td>
<td>Board Member</td>
<td><a href="mailto:zita@MQA.gov.my">zita@MQA.gov.my</a></td>
</tr>
<tr>
<td>5.</td>
<td>Prof. Somwung Pityanuwat</td>
<td>ONESQA</td>
<td>Thailand</td>
<td>Board Member</td>
<td><a href="mailto:Somwung.P@chula.ac.th">Somwung.P@chula.ac.th</a></td>
</tr>
<tr>
<td>6.</td>
<td>Prof. Colin Peiris</td>
<td>QAA</td>
<td>Sri Lanka</td>
<td>Board Member</td>
<td><a href="mailto:colinpeiris@yahoo.co.uk">colinpeiris@yahoo.co.uk</a></td>
</tr>
<tr>
<td>7.</td>
<td>Nurilya Shakhanova</td>
<td>NAC</td>
<td>Kazakhstan</td>
<td>Board Member</td>
<td><a href="mailto:nshakhanova@gmail.com">nshakhanova@gmail.com</a></td>
</tr>
<tr>
<td>8.</td>
<td>Dr. Kamanto Sunarto</td>
<td>BAN-PT</td>
<td>Indonesia</td>
<td>Board Member</td>
<td><a href="mailto:kamantos@yahoo.com">kamantos@yahoo.com</a></td>
</tr>
<tr>
<td>9.</td>
<td>Dr. Li Yaogang</td>
<td>SEEI</td>
<td>China</td>
<td>Secretary/Treasurer</td>
<td><a href="mailto:rsclyg@dhu.edu.cn">rsclyg@dhu.edu.cn</a></td>
</tr>
<tr>
<td>10.</td>
<td>Mrs. Fepulea’i Sinapi Moli</td>
<td>SQA</td>
<td>Samoa</td>
<td>Board Member</td>
<td><a href="mailto:sinapi.moli@sqa.gov.ws">sinapi.moli@sqa.gov.ws</a></td>
</tr>
<tr>
<td>11.</td>
<td>Ms Kathy MacLaren</td>
<td>NZQA</td>
<td>New Zealand</td>
<td>Board Member</td>
<td><a href="mailto:kathy.maclearen@nzqa.govt.nz">kathy.maclearen@nzqa.govt.nz</a></td>
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## List of New APQN Board Members (2011-2013)

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Agency</th>
<th>Country/Territory</th>
<th>Position</th>
<th>Email</th>
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<tbody>
<tr>
<td>1.</td>
<td>Dr. Antony Stella</td>
<td>AUQA</td>
<td>Australia</td>
<td>President</td>
<td><a href="mailto:a.stella@auqa.edu.au">a.stella@auqa.edu.au</a></td>
</tr>
<tr>
<td>2.</td>
<td>Dr. Jagannath Patil</td>
<td>NAAC</td>
<td>India</td>
<td>Board Member</td>
<td><a href="mailto:jp.naacindia@gmail.com">jp.naacindia@gmail.com</a></td>
</tr>
<tr>
<td>3.</td>
<td>Prof. Dr. Angela Hou Yung-chi</td>
<td>HEEACT</td>
<td>Chines Taipei</td>
<td>Board Member</td>
<td><a href="mailto:hou@heeact.edu.tw">hou@heeact.edu.tw</a></td>
</tr>
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<td>MQA</td>
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<td>Board Member</td>
<td><a href="mailto:zita@MQA.gov.my">zita@MQA.gov.my</a></td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Kazuo Okamoto</td>
<td>NIAD-UE</td>
<td>Japan</td>
<td>Board Member</td>
<td><a href="mailto:k-okamoto@niad.ac.jp">k-okamoto@niad.ac.jp</a></td>
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<td>Board Member</td>
<td><a href="mailto:colinpeiris@yahoo.co.uk">colinpeiris@yahoo.co.uk</a></td>
</tr>
<tr>
<td>7.</td>
<td>Mr. Vicheanon KHIEU</td>
<td>ACC</td>
<td>Cambodia</td>
<td>Board Member</td>
<td><a href="mailto:vicheanon@hotmail.com">vicheanon@hotmail.com</a></td>
</tr>
<tr>
<td>8.</td>
<td>Dr. Jan Cameron</td>
<td>NZUAUU</td>
<td>New Zealand</td>
<td>Board Member</td>
<td><a href="mailto:jan@NZUAU.ac.nz">jan@NZUAU.ac.nz</a></td>
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<td>China</td>
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<td><a href="mailto:rsclyg@dhu.edu.cn">rsclyg@dhu.edu.cn</a></td>
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### List of Organizing Committee

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>1.</td>
<td>Prof. S. K. Thorat</td>
<td>Chairman UGC, India</td>
</tr>
<tr>
<td>2.</td>
<td>Prof. Goverdhan Mehta</td>
<td>Chairman, EC, NAAC</td>
</tr>
<tr>
<td>3.</td>
<td>Prof. H. A. Ranganath</td>
<td>Director, NAAC</td>
</tr>
<tr>
<td>4.</td>
<td>Ms. Stamenka Uvalic Trumbic</td>
<td>UNESCO [ tbc]</td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Abdurrahman Umar</td>
<td>COL, Canada</td>
</tr>
<tr>
<td>6.</td>
<td>Prof. Dr Somwung Pitiyanuwat</td>
<td>APQN Board Nominee</td>
</tr>
<tr>
<td>7.</td>
<td>Prof. Dr. Kamanto Sunarto</td>
<td>APQN Board Nominee</td>
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<td>8.</td>
<td>Dr. Nurilya Shakhanova</td>
<td>APQN Board Nominee</td>
</tr>
<tr>
<td>9.</td>
<td>Mr. Vicheanon KHEU</td>
<td>ACC, Cambodia, Board Nominee</td>
</tr>
<tr>
<td>10</td>
<td>Dr. Ranbir Chander Sobti</td>
<td>Vice-Chancellor, Punjab University</td>
</tr>
<tr>
<td>11</td>
<td>Prof. Seyed E Hasnain</td>
<td>Vice-Chancellor, University of Hyderabad</td>
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<tr>
<td>12</td>
<td>Dr. M. P. Ravindra</td>
<td>EC Member, NAAC</td>
</tr>
<tr>
<td>13</td>
<td>Sr. Philomena Cardoza</td>
<td>Principal, Jyothi Nivas College, Bangalore</td>
</tr>
<tr>
<td>14</td>
<td>Dr. M. S. Shyamasundar</td>
<td>Deputy Adviser, NAAC</td>
</tr>
<tr>
<td>15</td>
<td>Mr. K. B. Gopinath</td>
<td>Administrative Officer, NAAC</td>
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<tr>
<td>16</td>
<td>Dr. Jagannath Patil</td>
<td>Deputy Adviser, NAAC</td>
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### List of Local Organising Committee

<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Dr.M. S. Shyamasundar</td>
<td>Deputy Adviser, NAAC</td>
</tr>
<tr>
<td>2.</td>
<td>Mr. B. S. Madhukar</td>
<td>Deputy Adviser, NAAC</td>
</tr>
<tr>
<td>3.</td>
<td>Dr. Ganesh Hegde</td>
<td>Assistant Adviser, NAAC</td>
</tr>
<tr>
<td>4.</td>
<td>Mr. B. S. Ponmudiraj</td>
<td>Assistant Adviser, NAAC</td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Sujata Shanbhag</td>
<td>Assistant Adviser, NAAC</td>
</tr>
<tr>
<td>6.</td>
<td>Mr. Wahidul Hassan</td>
<td>CPO, NAAC</td>
</tr>
<tr>
<td>7.</td>
<td>Mr. V. Lakshman</td>
<td>FLO, NAAC</td>
</tr>
<tr>
<td>8.</td>
<td>Mrs. Cynthia D’Mello</td>
<td>Finance Officer, NAAC</td>
</tr>
<tr>
<td>9.</td>
<td>Dr. Jagannath Patil</td>
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