# TABLE OF CONTENTS

List of Tables xiii

List of Figures xviii

List of Abbreviations xxi

## 1. INTRODUCTION 01-32

### 1.1. ENGINEERING EDUCATION 02 1.1.1.

Engineering Education in a Knowledge Society 04

1.1.2. Social Concerns of Engineering 05

### 1.2. ENGINEERING COLLEGES 06

1.2.1. Quality 08

### 1.3. QUALITY ASSURANCE, ACCREDITATION AND ISO: 9000 10

1.3.1. The Purpose of Quality Assurance 14

1.3.2. The Scope of Quality Assurance 15

1.3.3. Need for Quality in Technical Education 15

1.3.4. Quality Assurance in Technical Education 17

1.3.4.1. Curriculum 20

1.3.4.2. Examination and Evaluation System 21

1.3.4.3. Basic Infrastructure 22

1.3.4.4. The Educators 22

1.3.4.5. Library Facilities 23

### 1.4. THE ISSUES OF TECHNICAL EDUCATION 23

1.4.1. Faculty shortage 23

1.4.2. Meeting Increasing Demand 24
1.4.3. Knowledge-Explosion 24
1.4.4. Governance 25
1.4.5. Accountability 26

1.5. NEED FOR THE STUDY 26
1.5.1 Scope of the Study 27
1.5.2. Significance of the Study 27
1.5.3. Statement of the Problem 29
1.5.4. Definition of major terms 29

1.6. OBJECTIVES OF THE STUDY 30

1.7. HYPOTHESIS 30

1.8. LIMITATIONS OF THE STUDY 31

1.9. ORGANIZATION OF THE THESIS 32

2. REVIEW OF LITERATURE 33-87

2.1. CUSTOMERS OF EDUCATION INDUSTRY 33

2.2. DEFINING QUALITY IN EDUCATION 36

2.2.1. Quality as 'Exceptional' 39
2.2.2. Quality as 'Consistency' 40
2.2.3. Quality as 'Fit for purpose' 40
2.2.4. Quality as 'Value for money' 41
2.2.5. Quality as 'Transformative' 42

2.3. DEFINING QUALITY ASSURANCE 43

2.3.1. The Importance of Quality Assurance 45

2.4. ISO: 9000 IN EDUCATIONAL INSTITUTIONS 47
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.1. Accreditation models</td>
<td>52</td>
</tr>
<tr>
<td>2.4.1.1. Self-assessment/Self-evaluation</td>
<td>52</td>
</tr>
<tr>
<td>2.4.1.2. Peer review</td>
<td>55</td>
</tr>
<tr>
<td>2.4.1.3. Inspection/monitoring</td>
<td>59</td>
</tr>
<tr>
<td>2.4.1.4. Reporting and follow-Up</td>
<td>63</td>
</tr>
<tr>
<td>2.4.2. Students’ assessment</td>
<td>63</td>
</tr>
<tr>
<td>2.4.3. Approaches to quality assurance in assessment</td>
<td>67</td>
</tr>
<tr>
<td>2.4.3.1. Competent Assessors</td>
<td>68</td>
</tr>
<tr>
<td>2.4.3.2. Internal Moderation</td>
<td>71</td>
</tr>
<tr>
<td>2.4.3.3. External Moderators/Examiners</td>
<td>75</td>
</tr>
<tr>
<td>2.5. TEACHING - LEARNING PROCESS</td>
<td>78</td>
</tr>
<tr>
<td>2.5.1. Learning</td>
<td>79</td>
</tr>
<tr>
<td>2.5.2. Teacher - Student relationship</td>
<td>81</td>
</tr>
<tr>
<td>2.5.3. Teacher evaluation</td>
<td>82</td>
</tr>
<tr>
<td>2.5.4. Arguments in support of Student rating</td>
<td>83</td>
</tr>
<tr>
<td>2.5.5. Content of teachers’ evaluation by students</td>
<td>83</td>
</tr>
<tr>
<td>2.6. TQM IN EDUCATIONAL INSTITUTIONS</td>
<td>84</td>
</tr>
<tr>
<td>2.6.1. TQM in teaching and research</td>
<td>86</td>
</tr>
<tr>
<td>3. ENGINEERING EDUCATION</td>
<td>88-145</td>
</tr>
<tr>
<td>3.1. THE QUALITY AND RELEVANCE IN ENGINEERING EDUCATION</td>
<td>89</td>
</tr>
<tr>
<td>3.1.1. Principles and Practices</td>
<td>91</td>
</tr>
<tr>
<td>3.1.2. Inculcate Quality</td>
<td>92</td>
</tr>
<tr>
<td>3.2. QUALITY ASSURANCE</td>
<td>93</td>
</tr>
</tbody>
</table>
3.3. QUALITY ASSESSMENT

3.3.1. The Nature and Scope of Accreditation

3.3.2. Accreditation Processes

3.4. ISO: 9000 STANDARDS

3.4.1. Motives of ISO: 9000 Standards

3.4.2. Benefits of ISO: 9000 Standards

3.4.2.1. Benefit to the System

3.4.2.2. Benefits to Faculty

3.4.2.3. Benefits to Students

3.4.2.4 External Benefits

3.5. TEACHING - LEARNING PROCESS

3.5.1. Teacher and Student

3.5.2. Motivation for Excellence

3.5.3. Laboratory education

3.5.4. Current Pattern of Education

3.6. ENGINEERING EDUCATION IN INDIA

3.6.1. Access

3.6.2. Equity

3.6.3. Regional Imbalance

3.6.4. Growth of Private-Commercial Providers

3.7. GROWTH PROFESSIONAL EDUCATION IN ANDHRA PRADESH

3.7.1. Engineering Education in Andhra Pradesh

3.7.2. Sanction of New Engineering Colleges
3.7.3. Status of Engineering Education

3.7.4. Region wise distribution of Engineering Education

3.7.5. District wise distribution of Engineering Education

3.7.6. Growth of Facilities for Engineering Education

3.8. SWOT ANALYSIS

3.8.1. SWOT Analysis of Technical Education System

3.8.1.1. Policy Planning

3.8.1.2. Economic aspect of Technical Education

3.8.1.3. Administrative aspect

3.8.1.4. Infrastructural aspect

3.8.1.5. Faculty Resources

3.8.1.6. Students

3.8.1.7. Curricula

3.8.1.8. Evaluation System

4. RESEARCH METHODOLOGY

4.1. RESEARCH DESIGN

4.1.1. The Research Plan

4.1.2. Researcher's Assumptions

4.1.3. Ethical considerations

4.2. RESEARCH METHOD

4.2.1. Documentary analysis

4.2.2. Survey questionnaire
4.3. SAMPLING METHOD  
 4.3.1. Population  
 4.3.2. Selection Criteria  
 4.3.3. Sample  
4.4. DATA COLLECTION INSTRUMENT  
4.5. PILOT STUDY  
4.6. DATA ANALYSIS AND INTERPRETATION PROCEDURES  
4.7. LIMITATIONS OF THE DATA  

5. DATA ANALYSIS AND INTERPRETATION  
 5.1. INTRODUCTION  
 5.2. OBJECTIVE-1  
    5.2.1. Faculty encourages creative thinking of students  
      5.2.1.1. Analysis of Students’ Perceptions to Q.No.7  
      5.2.1.2. Analysis of Faculty Perceptions to Q.No.7  
      5.2.1.3. Analysis of Management Perceptions to Q.No.7  
    5.2.2. The faculty teaches effectively by giving practical application  
      of the subject. (Q.No.8).  
      5.2.2.1. Analysis of Students’ Perceptions to Q.No.8  
      5.2.2.2. Analysis of Faculty Perceptions to Q.No.8  
      5.2.2.3. Analysis of Management Perceptions to Q.No.8  
    5.2.3. Students are encouraged to participate in group discussions,  
      question and answers sessions, presentations etc. (Q.No.9).  
      5.2.3.1. Analysis of Students’ Perceptions to Q.No.9
5.2.3.2. Analysis of Faculty Perceptions to Q.No.9 179
5.2.3.3. Analysis of Management Perceptions to Q.No.9 181

5.2.4. Opportunities are available to students to discuss with faculty (Q10) 182
5.2.4.1. Analysis of Students’ Perceptions to Q.No.10 182
5.2.4.2. Analysis of Faculty Perceptions to Q.No.10 184
5.2.4.3. Analysis of Management Perceptions to Q.No.10 186

5.2.5. Teaching methodology is improved regularly (Q.No.13) 186
5.2.5.1. Analysis of Students Perceptions to Q.No.13 186
5.2.5.2. Analysis of Faculty Perceptions to Q.No.13 188
5.2.5.3. Analysis of Management Perceptions to Q.No.13 190
5.2.5.4. Summary for Objective -1 191

5.3. OBJECTIVE 2 192
5.3.1. The institution has a strategic plan to improve (Q.No. 5) 192
5.3.1.1. Analysis of Students Perceptions to Q.No.5 192
5.3.1.2. Analysis of Faculty Perceptions to Q.No.5 194
5.3.1.3. Analysis of Management Perceptions to Q.No.5 196
5.3.1.4. Summary for Objective -2 197

5.4. OBJECTIVE 3 197
5.4.1. The management takes into account the qualifications, etc
of faculty for promotion and advancement (Q.No.4) 198
5.4.1.1. Analysis of Faculty Perceptions to Q.No.4 198
5.4.1.2. Analysis of Management Perceptions to Q.No.4 200
5.4.2. There is a system of assessing performance of faculty (Q.No.12) 201

5.4.2.1. Analysis of Faculty Perceptions to Q.No.12 201

5.4.2.2. Analysis of Management Perceptions to Q.No.12 203

5.4.2.3. Summary for Objective -3 203

5.5. Objective 4 204

5.5.1. The quality of students is the best of the lot (Q.No.14) 204

5.5.1.1. Analysis of Students Perceptions to Q.No.14 204

5.5.1.2. Analysis of Faculty Perceptions to Q.No.14 206

5.5.1.3. Analysis of Management Perceptions to Q.No.14 208

5.5.2. The students are creative and interactive (Q.No.15) 209

5.5.2.1. Analysis of Students Perceptions to Q.No.15 209

5.5.2.2. Analysis of Faculty Perceptions to Q.No.15 211

5.5.2.3. Analysis of Management Perceptions to Q.No.15 213

5.5.3. Students have good grasping power (Q.No.16) 213

5.5.3.1. Analysis of Students Perceptions to Q.No.16 213

5.5.3.2. Analysis of Faculty Perceptions to Q.No.16 215

5.5.3.3. Analysis of Management Perceptions to Q.No.16 217

5.5.4. Students are interested in practical application of the subject 217

5.5.4.1. Analysis of Students Perceptions to Q.No.17 217

5.5.4.2. Analysis of Faculty Perceptions to Q.No.17 220

5.5.4.3. Analysis of Management Perceptions to Q.No.17 222
5.5.5. Students show interest for curricular and co-curricular activities (Q.No.18) 222

5.5.5.1. Analysis of Students Perceptions to Q.No.18 222
5.5.5.2. Analysis of Faculty Perceptions to Q.No.18 224
5.5.5.3. Analysis of Management Perceptions to Q.No.18 226
5.5.5.4. Summary for Objective -4 227

5.6. OBJECTIVE 5 228

5.6.1. Examinations are conducted as per schedule (Q.No.19) 228

5.6.1.1. Analysis of Students Perceptions to Q.No.19 228
5.6.1.2. Analysis of Faculty Perceptions to Q.No.19 231
5.6.1.3. Analysis of Management Perceptions to Q.No.19 233

5.6.2. Care is taken in paper setting and evaluating (Q.No.20) 233

5.6.2.1. Analysis of Students Perceptions to Q.No.20 233
5.6.2.2. Analysis of Faculty Perceptions to Q.No.20 235
5.6.2.3. Analysis of Management Perceptions to Q.No.20 238

5.6.3. Valued answer sheets are discussed with students (Q.No.21) 238

5.6.3.1. Analysis of Students Perceptions to Q.No.21 238
5.6.3.2. Analysis of Faculty Perceptions to Q.No.21 240
5.6.3.3. Analysis of Management Perceptions to Q.No.21 243
5.6.3.4. Summary for Objective -5 243

5.7. OBJECTIVE 6 244

5.7.1. Required furniture and fixture are available in the institution 245

5.7.1.1. Analysis of Students Perceptions to Q.No.22 245
5.7.1.2. Analysis of Faculty Perceptions to Q.No.22 247
5.7.1.3. Analysis of Management Perceptions to Q.No.22 249

5.7.2. The enhancement of furniture and building (Q.No. 23) 249

5.7.2.1. Analysis of Students Perceptions to Q.No.23 249
5.7.2.2. Analysis of Faculty Perceptions to Q.No.23 251
5.7.2.3. Analysis of Management Perceptions to Q.No.23 253

5.7.3. The classrooms are very spacious with good ventilation (Q.No.24) 253

5.7.3.1. Analysis of Students Perceptions to Q.No.24 253
5.7.3.2. Analysis of Faculty Perceptions to Q.No.24 255
5.7.3.3. Analysis of Management Perceptions to Q.No.24 257

5.7.4. The laboratories facilities are sufficient for students (Q.No.25) 258

5.7.4.1. Analysis of Students Perceptions to Q.No.25 258
5.7.4.2. Analysis of Faculty Perceptions to Q.No.25 260
5.7.4.3. Analysis of Management Perceptions to Q.No.25 262

5.7.5. The library has sufficient textbooks, references and magazines 262

5.7.5.1. Analysis of Students Perceptions to Q.No.26 262
5.7.5.2. Analysis of Faculty Perceptions to Q.No.26 264
5.7.5.3. Analysis of Management Perceptions to Q.No.26 266

5.7.6. New books are added in the library every year (Q.No.27) 266

5.7.6.1. Analysis of Students Perceptions to Q.No.27 266
5.7.6.2. Analysis of Faculty Perceptions to Q.No.27 268
5.7.6.3. Analysis of Management Perceptions to Q.No.27 270
5.7.7. The canteen serves quality food at reasonable rates (Q28)  271
   5.7.7.1. Analysis of Students Perceptions to Q.No.28  271
   5.7.7.2. Analysis of Faculty Perceptions to Q.No.28  273
   5.7.7.3. Analysis of Management Perceptions to Q.No.28  275
5.7.8. The institution provides good transport facility (Q29)  275
   5.7.8.1. Analysis of Students Perceptions to Q.No.29  275
   5.7.8.2. Analysis of Faculty Perceptions to Q.No.29  277
   5.7.8.3. Analysis of Management Perceptions to Q.No.29  279
   5.7.8.4. Summary of objective – 6  280

6. FINDINGS, SUGGESTIONS & CONCLUSIONS  282-298

6.1. FINDINGS OF THE STUDY  282
6.2. SUGGESTIONS  286
   6.2.1. Policy Planning  287
   6.2.2. Economic aspect  288
   6.2.3. Administrative aspect  289
   6.2.4. Infrastructural aspect  289
   6.2.5. Faculty Resources  290
   6.2.6. Students  293
   6.2.7. Curricula  294
   6.2.8. Evaluation System  295
6.3. IMPLICATIONS FOR FURTHER RESEARCH  295
6.4. CONCLUSIONS  296