CHAPTER-II
REVIEW OF RELATED LITERATURE

2.01 Introduction

In this chapter, the researcher presents consolidated findings of the studies already under taken by the scholars and writers on availability, accessibility and assurance of quality. This attempt helps the research scholar to avoid duplication of the works already completed and so she could explore the other areas for research. Further, it also helps to stream line the research ideas and focus on a particular area for in-depth study. Only then, the research becomes purposeful and adds new knowledge to the field of research. Hence a brief review of related studies is presented in the foregoing paragraphs.

2.02 Availability of Resources and Manpower

The scholars and writers find the term ‘quality’ most difficult to define as it is an abstract idea. Availability of resources and manpower is a pre requisite for quality assurance. Adequate infrastructure facilities are necessary to carry on the academic work smoothly. Facilities such as laboratories, internet, teaching aids, library, hostel, canteen, transport, medical, clean drinking water and sanitation help the faculty and the students to concentrate fully on academic and research work.

Mohamed Abdul Halim, (2004) in his study on “Quality issues in the Higher Education in Bangladesh” reports that higher education in Bangladesh is heavily dependent on government support and it can hardly generate private funds to maintain its independent status and expansion. He concludes that governmental funding on such a large scale has resulted in lowering of quality. The research indicates availability of learning resources
and human resources is one of the major factors which affect the quality of education. The researcher recommends the following with regard to availability of resources.

i) Adequate facilities should be provided to teachers to undertake research.

ii) Provision of adequate computer facilities through networking in institution of higher learning should be made.

iii) Provision of adequate research facilities should be made mandatory in postgraduate colleges.

iv) Infrastructure and facilities of the colleges should be improved.

**Eisemon, Thomas Owen et al (1993)** in their study on “Higher Education Reforms in Romania” revealed that higher education in Romania has been at crisis since 1989 due to limited resources. The comprehensive reforms of the state’s role in financing led to restriction in availability of necessary resources for the promotion of education. Naturally, the quality of the education could not be maintained.

**Kurup, M.R. and Thatte, L.R (1991)** conducted a study on “Pricing Higher Education: A case of Maharashtra, Independent study, Mumbai, V.G.Vaze College of Arts and Commerce” analyzed the extent of resource crunch and its implications for progress in the sector of higher education in Maharashtra. They adopted survey method for data collection. Their findings are:

i) Low levels of capital expenditure, inadequate funds from the government, etc., had damaging effects on the quality of education provided in institutions of higher education.

ii) The resource shortage had affected science colleges more than commerce colleges.
The researchers concluded that the non availability of resources/infrastructure facilities is detrimental to the quality of education.

**Buamk, Berylda Hedi-Pati (1989)** had analyzed the reaction of the students, teachers and administrators towards the changes made at the collegiate level in Maghalaya, North Eastern Hill University. For this study 150 students in the final year degree class, 40 collegiate teachers with long teaching experience and 10 administrators from the state Education Department were interviewed and the data collected were used for data analysis. The major findings of the study are:

i) Among the problems faced by the students were those connected with textbooks, laboratory equipment, teaching aids, the type of questions set in examinations and the increasing unemployment among educated youth.

ii) Teachers reported problems like shortage of laboratory equipment and textbooks, lack of facilities for in-service education of teachers and pressure of time in completing courses.

The study reveals that the lack of facilities will reflect on the quality of education imparted to the students.

**Tripathi R.S (1991)** undertook a study on “**Development of Higher Education in Uttar Pradesh since Independence**”. One of the criteria to assess development was availability of physical facilities. He found out that physical facilities were inadequate and concludes that physical facilities are as important as teaching learning process. The study and the findings reveal that availability of resources decides the quality of education.

**Benal B.I. (1998)** in his study on “**The Development of Higher Education in the State of Karnataka during Six Five Year Plans (1950-1985) with Special Reference to Karnataka University**”. One of the main
objectives was to study the development of higher education in Karnataka University, with respect to the quantitative growth, way of investment, sources of finance, library facilities, laboratories, hostel facilities, scholarships, administrative set up and the establishment of post-graduate centers. The findings of the study reveal that with regard to student facilities scholarship, especially for SC/ST students support was not provided adequately. Thus it is clear that lack of student support facilities affect the quality.

Stewart, Robert Grisham (1996) in his study on “Key Process Benchmarking for Continuous Improvement in Higher Education” dealt with the performance measures. He identified resource acquisition and development as one of the important steps to achieve quality.

The study identified the following key points to be implemented to achieve quality in education

a) Teaching / Learning 

b) Enrolment management 

c) Cultural environment 

d) Strategic planning 

e) Resource acquisition and development 

f) Institutional management and governance 

g) Research activity 

h) Community outreach 

i) Communicating the institutional image

Marwick, Judith D (1998) conducted a study on “Academic Outcomes Assessment, A Tool for Student Learning.” In this study, the author analyzed students learning as a direct outcome of the teaching process and identified the increased focus on finding more effective instruments to
assess student learning and ensure systematic feedback from the data. The study also revealed that according to North Central Association Consultant – evaluators, criteria for assessment programme should include structure, systematic workings, continuity, administrative commitment, long term plans and budgeting process. The author lays special emphasis on long term plans and budgeting process. Obviously, he means that the infrastructure facilities, learning resources and teaching aids should be provided for which adequate funds should be allotted in the budget.

**Gupta, S.K(1990)** in his study entitled “Teaching Learning process in Higher Education, Indian Educational Review”, deals with the concept of teaching learning process, its main components and developing the methodology for effective teaching. The major findings of the study include the learning experience through a number of ways such as classroom interactions, library, laboratory work, radio, TV, films, field trip and museums. The author emphasizes the availability of learning resources in higher educational institutions besides training the faculty and other staff to use the available infrastructure to optimize learning.

**M.R.Kurup (2006)** states that one of the most important areas for the management to concentrate is on development and maintenance of the infrastructure. Infrastructure includes a wide range of supporting services such as gymnasium, play ground, canteen, computer centre, multimedia conference hall, library, hostel among others. Every department requires advanced equipment for teaching and research. The author’s main focus is the availability of teaching learning resources.

**Srinivas,G (2004)** in his study on SWOT analysis of Assessment and Accreditation process mentions that NAAC & UGC are working together to find out objectively the strength and weakness of the higher education
institution. The author suggests that to evolve core quality indicators based on unit cost, criteria for admission, number of working days, library and infrastructure, student aid, students results, research, achievements etc. should be considered.

NAAC insists (2012) on providing infrastructure facilities in colleges. Under criterion IV Infrastructure and learning resources (www.naac.). The council puts a straight question ‘has the institution argumented the infrastructure to keep pace with the academic growth? If yes, specify the facilities and the amount spent during the last five years’. Thus NAAC acts as a healthy pressure on the higher educational institutions.

Ponnavaikko,M in his presentation on the topic “Accreditation – Apprehension to Appreciation” (Sep 2012) views that most of the self financing institution suffer due to lack of infrastructure facilities. He appreciates NAAC for pressurising the higher educational institutions to develop the facilities.

2.03. Accessibility

The resources and the manpower available in the campus should be made available to the students and the staff. Mere availability does not ensure accessibility. The students and the staff are expected to use the resources and the manpower to receive quality education. The problems with regard to accessibility is

1) Resources are available but the management does not permit the students and the staff to use.

2) Resources are available but the students and the staff do not make use of the facility and human resource.
In both the cases the quality of education gets deteriorated. Hence, the availability and accessibility should be ensured for the fair assessment of quality. The researcher observed that with regard to accessibility, not many research scholars and authors have undertaken studies. However, the research scholar presents the available studies on accessibility in the following paragraphs.

Curtis, Stephen M, Gay, Judith, Griffin, Mary, et al (1997) conducted a study on “Leadership Institute : Developing leaders and Maintaining Access” This study has chosen the key elements that have brought success in community college of Philadelphia’s first four decades. The authors affirmed that the same success cannot be achieved in the following 40 years because accessibility to an affordable and quality education would not be possible. The authors further visualize that there would be substantial erosion of infrastructure and human resource. Naturally, lack of accessibility puts the quality of education in jeopardy.

S.K.Gupta (1990) in his study on “Teaching Learning Process in Higher Education, Indian Educational Review” the author underlines the need to make the teaching learning resources viz-library, laboratory, Radio, TV, films available and also accessible to the students and faculty for effective maintenance of quality.

Surya Rao, U. and Surenthiran, N (2004) in their study on faculty development in higher education, point out that print and non-print instructional resource should be made accessible to the faculty so that they could be trained in using them in the classrooms. These resources will be helpful in imparting pedagogical knowledge and skills for planning, delivering instruction and assessing students’ performance including
effecting communication, problem solving and other soft skills. The authors insist on accessibility to instructional resources.

**Accreditation Outcome-Emerging Issues for Policy Planning and Systematic Action (NAAC-2005)** The Review research analysis of the Accredited institution of four states namely Karnataka, Kerala, Tamilnadu and Haryana have been undertaken by NAAC. In the workshops conducted, some common issues emerged. The issues include promoting research culture, adequate teaching staff, strengthening library holdings and services, formalizing the feedback mechanism, enhancing computer facilities and services, increasing program options, curriculum updating and providing choice based curriculum, making teaching, learning more participatory and ICT enabled, Infrastructure facility and learning resources, career guidance and counseling, Organization and management and Internal Quality Assurance cell.

These issues imply that accessibility is one of the important criteria to decide the quality of education. In the workshop, the issues raised were the actual problems with regard to quality sustenance and quality enhancement.

**Mishra, Sanjaya (2006)** in his “Study on Quality Assurance in Higher Education, an Introduction” says that the inputs to any system creates transformation and gives outputs. He adds that the inputs in educational system are human resources (both students & teachers), physical resources in terms of infrastructure and financial resources. The author obviously means that accessibility to the resources both infrastructure and human resources will enhance the quality of education.

In the editorial, the New Indian Express (20th September 2012), the editor quotes Right to Education Act and states that the constitutional directive of free and compulsory education for all children has taken another
step forward towards implementation with the Supreme court calling upon all schools, private and public, to admit students of families from the lower income bracket. He also views the latest judicial order is a step in the right direction as it widens the scope of education to cover all sections irrespective of their social and economic background. Thus accessibility to Education in India is making a right. Similarly accessibility to Higher Education and the facilities are mandatory to maintain quality in Education.

Ahamed, Marina and Birender Pal (2012), Analyzing the role of libraries in the dissemination of information of knowledge emphasis the need to provide effective teaching learning information support to its users. They view that the college libraries are the primary source for learning process. NAAC has developed the following set of best practices relating to library.

1. Computerization of library with standard software
2. Inclusion of sufficient information about the library in the college prospectus.
4. Displaying newspaper clippings and a clipping file maintained periodically.
5. Career/employment information services.
6. Internet facility to different groups.
7. Information literacy programmes.
8. Suggestion Box
10. Instituting Annual Best use Award for students.
11. Organizing Competitions annually.

The authors studied the present scenario of the selected college libraries of Nalbari District (Assam). They reported that the college libraries
in the district have started to provide more innovative services after NAAC’s accreditation. They suggest that improvement in library services need not necessarily be motivated by NAAC, but it should be a voluntary service support.

Menon, Soudamini, C (2011) in his paper entitled “Issues of Quality and Access in Higher Education” underlines the need to make higher education more relevant to national needs and to forge forward and backward linkages of higher education with employment and economic development. He suggests that access to existing institutions through appropriate reservation, scholarships, provision and hostel facilities should be given priority.

2.04 Quality Assurance in Higher Education

As in the other fields, in education also the term “Quality” is very difficult to define. Through the output the quality of education could be assessed. But it will take long time to get the output for assessment. Naudeau (1992) says, “call for quality and excellence originated within the institution whether coming from students, faculty, administrators or service personnel. They also come from alumni, interest groups, the community, the media and Government bodies, in many ways, shapes and forms”.

Till 1991, the quality movement from the ‘excellence’ to ‘fitness for purpose ‘was witnessed. But late 1990s witnessed a correction in this movement, first to the basic standard approach followed by more consumer satisfaction – oriented approach. In the days to come, the very subtle difference in quality movement between relative and absolute perspectives, between internally oriented and outward looking approach will be witnesses. Whatever be the approach to quality, it needs continuous attention for its existence, continuance and excellence.
Mclagan Particia, (1991) reveals, in her Study, that real commitment to innovation and continuous improvement on quality is demanded to prevent deterioration. The quality movement has the potential to enable process improvements, breaking through thinking and mutual accountability of individuals and teams. Even if many formidable theories on quality management are given by reputed theorists viz. Deming, Crosby, Feigenbaum, Taguchi, Ishikarva and Juran, each theory is unique in the kind of processes and procedures advocated, but the common thread is the concept of continuous improvement.

The concept of quality is also applicable to education, which is essential to educate learners, the teachers and education service providers in developing competencies to seek relevant information knowledge. The education at Higher-level institutions has quality if the students experience the same as a meaningful, developing and interesting exercise and if the students have acquired knowledge and characteristics, which enable them to be professional academics in their area.

Green and Harvey (1993) identified five different approaches of viewing quality in the field of higher Education. According to them, quality may be viewed in terms of the exceptional (highest standard)

- As fitness for purpose
- As value for money
- In terms of the exceptional (highest standard)
- In terms of consistency (Without defects and getting in first time) and
- As a transformative process (transformation of the participants)
Bureau of Indian Standards, (1988) defines quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.

Naudean, (1992) says: “call for quality and excellence have origins within the institution whether coming from students, faculty, administrators or service personnel. They also come from alumni, interest group, the community of media and governmental bodies, in many ways, shapes and forms”. It is significant that the demand for quality in education is coming from all concerned.

Mathews, (1993) explains why total quality is needed in the higher education field. Academic and total quality management converges in four basic areas: curriculum, Operations, Overall direction of the institution and Teaching and research. In order to assume a real commitment to total quality management, academic institutions must follow seven steps:

1. Identify the institution’s primary stakeholders
2. Develop a specific competitive quality based mission
3. Establish internal measures for quality and excellence in specific and identified areas
4. Determine who has to commit to the chosen standards
5. Establish motivation for those unwilling to commit to quality and excellence
6. Form quality progress team and

The total quality management theorists, viz. Deming, Crosby, Juran, Ishikawn and Iwai illustrate how TQM is applicable to education.
Hough, M.J, (1992) conducted a study on “A Paradigm shift for Educational Administrators: the Total quality Movement” In this study, the researcher reviewed the similar total Quality Management theories, of Deming Crosby, Juran and Ishkawa to illustrative how total quality is applicable to education. They insisted a paradigm shift in educational administration. The report was presented in the parts. The first part of the report reviewed current Australian Societal ideas and pressures and develop the concept of a ‘social discontinuity’ effect and the second part summarized the idea of total quality movement. Third part of the report dealt with selected paradigm in educational administration commenting on their relevance to the current Australian educational paradigm – the design concept.

Schmidt, Warren. H. Finnigam, Jerane. P, (1992) in their study on “The Race without a Finished line: America’s Quest for Total Quality base Management Series” reviewed the attempts to put quality revolution into perspective and suggests diagnostic questions to determine whether TQM is appropriate for a specific organization. Further the author suggests the strategic implementation based on key success factors identified as common to all Balridge winners:

i) Establishing supportive organizational roles and structures

ii) Using the right tools and processes

iii) Implementing long term educational programmes

iv) Creating meaningful recognition and reward system

v) Encouraging complete and regular communications

Further the study examined why and how large and small organization competed for these awards, how the competition affected them, what they
learned in the process and how they maintain an improvement process since winning their award.

Lenenberger John A; Whitaker Sheldon V, (1993) studied the “Total Quality Movement in Education”. This evaluative report reviewed TQM as a result of the desire of W. Edwards Deming, an American Statistician to permit the economic system to maintain its edge in a growing global market. The success of Total Quality Movement in education begins with its relationship to key players affecting the educational systems; further the evaluative report stated that the quality movement concentrates its efforts and energies on school governance, curriculum design, instructional practices and the student outcome.

The center for Total Quality Schools at Pennsylvania State University, the first university based project designed to provide teachers and administrators with the training, support and Research based needed to implement total quality movement.

Miller, Richard. I, (1996) researched on “The Quality movement in Higher Education in the United States”. This study reviewed various quality control strategies in American higher education, looked and compared TQM, outcomes assessment, Deming’s 14 points, the Malcolm Balridge National Quality Award, ISO 9000 series, restructuring, reengineering and performance indicators. Further, the author suggested that colleges and Universities would probably use more traditional model than TQM in future.

Kezar, Adrinna, (2000) studied the trends on “International Higher Education” The Author in the research study described the new knowledge based economy resulted in a move toward utilization views of higher
education in which economic values are emphasized and fiscal resources are the true measurement of value.

Further, several other trends are reviewed in the study as follows:

a) Bureaucratization
b) Accountability
c) Quality
d) Access
e) Redefining higher education
f) Globalization
g) Lifelong learning and continuing education

The review records the fact that accountability and quality movement have been going on for years in some countries.

Kouptsov. O, Tatur. Y, (2001) studied on “Quality Assurance in Higher Education in the Russian Federation papers on Higher Education”. This evaluative report explored the major aspects of the quality assurance. The quality assurance system in Russian Federation has the following components:

- Admission systems to Higher Education
- The course program
- The teaching staff
- Research
- Social, economic and material conditions for teaching and learning process
- Various mechanism of quality assessment
The study further revealed that the quality control system now in place although in need of improvement, contributes to the quality of Russian higher education and science.

**Freed, Jann E., and others, (1997) in** their study on “A culture for Academic Excellence: Implementing the Quality Principles in Higher Education” revealed how the quality relates to higher education and described how the quality movement has evolved among postsecondary institutions. The components of an institution culture are identified, ways to build a culture that supports the quality principles suggested and each of the quality principles explained briefly. The study further explored the eight principles or characteristics of effective organizations:

i) Vision, Mission and outcomes driven  
ii) systems dependent  
iii) systematic individual development  
iv) decisions based on fact  
v) delegation of decision making  
vi) collaboration  
vii) planning for change, and  
viii) creative and supportive leadership.

The study gives the following recommendations on quality improvement:

- Reorganization of curriculum should be made for making youth confident enough to speak, write, think and perform
- Admission to university courses should be highly selective and based strictly on merit
- Adequate facilities should be provided to teachers to undertake research
- Provision of adequate computer facilities through networking in institutions of higher learning should be made
- Research in humanities and social science is directly related to contemporary life
• Provision of adequate research facilities should be made mandatory in postgraduate colleges
• Infrastructure and facilities of the colleges should be improved
• Teaching and evaluation system should be improved qualitatively
• Political interference in the autonomy of higher education should be removed
• Teacher student ratio should be proportional
• Mushroom growth of universities and colleges should be checked

The Agency for Higher Education, UK (2012), clearly spells out the criteria for starting degree programmes in UK as follows.

a) The degree obtained through study in the UK must be recognized in the overseas country as equivalent to the same degree obtained through study in the overseas country.

b) The degree must be recognized as being equivalent to a UK degree

The agency prescribes 12 weeks duration to the review panel members institution which apply for starting degree program and prepare a detailed report on the availability of resources and the progress of the institution. Thus the strict monitory of the higher education institution in UK aims at providing quality education.

Manjunath, B. R(2006) in his article entitled “Accreditation Trends in Indian Higher Education”, suggests that the teacher associations, students groups, alumina associations, parent associations and all those conscious of the need to enhance quality of education may form action groups to provide inputs and put positive pressure on Government and other bodies to provide
quality education. The author expresses his view that NAAC (India) is doing its best to monitor quality in Higher Education and suggest suitable methods to improve quality in education.

In the EURASHE annual conference 2012, (RIGA, 10-11-May 2012), dealt with the topic “Responding to Challenges in European Higher Education: Lifelong Learning and the Welfare Society”, The key note speaker, Jorn Henrik Petersen emphasized that Higher Education plays a major role in the knowledge welfare society by providing high quality lifelong learning. Higher Education institutions have to target not only bachelors, but also professionals to dynamically respond to societal needs. Higher Education institutions have to observe a certain shift of paradigms. He concludes saying: If we want things to stay as they are, things will have to change. Obviously, the speaker suggests that the quality of Higher Education should improve and focus should be shifted to the areas depending on the changing times.

In the national level workshop on Enhancing Quality of Higher Education Institutions through Internal Quality Assurance Cell (IQAC) 9-10 September 2011 Sponsored by NAAC, the delegates discussed the following functions of IQAC.

- Development and application of quality benchmarks/parameters for the various academic and administrative activities.

- Facilitating the creation of a learner-Centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.

- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
• Dissemination of information on the various quality parameters of higher education.

• Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.

• Documentation of the various programmes/activities leading to quality improvement.

• Development and maintenance of Institutional database through MIS for the purpose of maintaining/enhancing the institutional quality.

The delegates expressed their concern on improving quality in higher educational institutions.

**Besterfield, Dale H. (2003),** Provides the following guidelines for quality policy in any organization.

- Quality is first among equals
- Meet the needs of the internal and external customers
- Equal or exceed the competition
- Continually improve the quality
- Include business and production practices
- Utilize the entire work force.

The author suggests the above points for quality maintenance in business. But the same views can be applied in higher educational institutions which will ensure quality in education.

**Padhi, A.P (2011)** in his paper presented at 2011 APQN CONFERENCE AND AGM (2-4 March) 2011 in Bangalore, reveals that
only in few institutions management and faculty members are working with single-minded pursuit of excellence. In majority of cases the working of Internal Quality Assurance Cell (IQAC) is of routine type. He suggests that it is worthwhile to promote collective obsession for Quality Assurance with a culture of teaming.

Lakshmi Prasuna, (2011) in her paper presentation in APQN conference-2011 on ICT-A Tool to Enhance Quality in Higher Education emphasizes the use of ICT in class room to strengthen teaching. She views that the judicial use of ICT techniques will certainly help to improve quality in teaching and learning.

2.05 OVERVIEW OF THE STUDIES ON QUALITY IN HIGHER EDUCATION

- **Mclagan, Particia (1991)** revealed in their study that quality requires continuous attention for its existence, continuance and excellence. Hence real commitment to innovation and continuous improvement on quality is demanded.

- **Green and Harney (1993)** in their study viewed that the quality of education and its different approaches depends upon requirement.

- **Bureau of Indian Standards (1988)** stated that the Quality is determined by the totality of its features and characteristics of product or service.

- **Naudean (1992)** revealed in his study that demand for quality in education originated within the various stake holders of the institution.

- **Mathews (1993)** revealed in his study that in four basic area such as Curriculum, Operations, Overall Direction and Teaching...
and Research, the academic and Total Quality Management are getting converge in its application

- **Hough M.J. (1992)** in his study indicated that educational Administrators made a paradigm shift to the principle of Total Quality Management for running of educational institutions

- **Schmidt, Warren, H.Finnigan, Jerane P (1992)** in their study traced the strategic implementation based on key success factors

- **Lenenberger John A. Whitaker Sheldon V. (1993)** expressed the need to provide training, support and research based to the teachers and administrators to implement total quality movement

- **Miller, Richard .I (1996)** in their study revealed that colleges and Universities would probably use more traditional model than TQM in future

- **Kezar, Adrina (2000)** conducted a study on international higher education and examined that the accountability and quality movement have been going on for years in some countries

- **Kouptsov O, Tatur, Y (2001)** explained in their study that quality control system now in place although in need of improvement, contributes to the quality of Russian higher education and science

- **Freed, Jann E., and others (1997)** in their study mentioned eight quality principles or characteristics of effective organizations

- **Mohammed Abdul Halim (2004)** in his study identified the key areas for quality improvement such as curriculum,
organization, role of teacher, learning resources, organization set up, teaching learning environment, etc.

2.06 STUDIES ON QUALITY ASSESSMENT OF HIGHER EDUCATION INSTITUTIONS

Calder (1999) noted that the Quality assessment is the evaluation of teaching and research in a specific subject. It is often used in an extended sense for the evaluation of an institution or part of it, for overall performance using both internal and external procedures. In the United Kingdom the aims of quality assessment is to assess the social relevance of an institution programmes and the worth of its products in terms of societal goals.

Hauderik (1992) explored that in the field of education, the assessment of quality of education can not be only to orient students for it is mainly society that pays for the operation of the educational system. Therfore, the views of other constituents of society also have to be considered.

Bowden, John, Marton, Ference, (1998) revealed in their study “The University of leaning, beyond quality and competence in higher education” that the ideas of competence and quality movements in higher education definitions of learning outcome that deal with the unknown future and to accountability as a consequence rather than a focus. It facilitated that the ways of teaching (bringing learning about), assessment (finding out what has been learned) and University Management (organizing learning) should be based on facilitating learning outcome.

Further the study found the following major topics addressed for consideration in learning review:

a) Collective consciousness and the ethics of learning
b) Quality and qualities

c) Organizing learning

d) University of learning

James Richard (2000) exposed on “quality assurance and the Growing puzzle of managing organizational knowledge in Universities “that the important new issues for university administration: the complexity of managing corporate knowledge. In the case study presented the Australian Universities’ evaluation and quality assessment activities, through which unprecedented database, particularly on teaching quality have been collected and propose that the new universities can enhance the management of knowledge.

Gift, Sandra, Leo Rhynie, Moniquette, Jacqueline (2006) revealed in their study thus: ‘Quality Assurance of transnational Education in the English speaking Caribbean’ that an examination of national and regional developments relating to quality assurance and accreditation systems in the three main countries having a campus of the University of the West Indies, Barbados, Jamaica and Trinidad and Tobago, provided an appreciation of some of the emerging provisions in the respond to the concerns of the stakeholders of the higher education sector as they relate to the quality of transnational education. The specific issues addressed included (a) national accreditation councils and the monitoring of imported education (b) domestic regulations for setting qualifications, quality standards and licenses for the quality of both imported and exported education programmes (c) provisions for monitoring the quality assurance programmes of foreign providers and the equivalence of programme content to that delivered in other jurisdictions (d) collaboration between local and foreign providers and relevance to local needs (e) the importance of a regional accreditation mechanism. The study concluded with a projection of
future developments in arrangements to monitor the quality of transnational education in the region.

**Anderson, Gina, (2006)** examined on “Assuring quality / Resisting Quality Assurance: Academics’ responses to quality in some Australian Universities” Academics although committed to quality in research and teaching, continue to resist quality assurance processes within their universities. This apparent paradox reflected a series of disputes surrounding issues of power, definition and efficacy. This article reported on a study of 30 academics from 10 Australian universities and details their responses to and critiques of quality assurance processes in their universities. It is argued that until university management, university quality agencies and academic staff in universities draw on mutually agreed understanding of this contested concept-quality-academics will continue to resist quality processes, treating them as games to be played and systems to be fed.

**Mani, Jacob (1987)** did a study on ‘Educational innovation in the affiliated Colleges of India, the Maharaja Sayajirao University of Baroda.” In this study report the researcher attempted to identify and examine the objectives, lifecycle and consequences of some selected innovations adopted in the arts and science Colleges in various parts of the country with special reference to the recommendation in the Education commission report (1964-66). This study emphasized how innovations were accepted, Implemented and institutionalized in Colleges. The main objectives are:

a) To examine the conceptual basis and objectives of selected innovations in colleges.

b) To find out by whom and how they were developed and diffused

c) To find out how they were adopted and implemented
d) To identify the factors which facilitated or constrained them and
e) To study the related aspects such as the valuation, personnel, cost consequences change agents and dissemination of innovations.

The sample consisted of 205 Colleges with common ideas and objectives, same managerial pattern and a shared historical background. The sample was drawn using the purposive sampling technique. The tools used to collect data included, institutional data sheet, check-list of collegiate innovations, Interview schedule and questionnaire. The data were analysed through qualitative techniques, which were supported by calculation of percentage, rank and rating of choices made by the respondents. The researcher reported the major findings:

a) with regard to examination of the conceptual basis and objectives of the innovations, it was found that innovative colleges re-emphasized, revised or reframed their objective in the light of the Education commission’s (1964-66) vision of education as an instrument of national and human development.

b) with regard to the second objective, it was noted that the success of the innovations was affected by the change-oriented skills, knowledge, values and attitudes of the personnel involved in the change efforts. Effective human relations and personnel management also were found to be enhancing the productivity of the innovations.

c) new educational concepts experienced a time lag between the proposal and implementation as a result of delay in obtaining sanction from the concerned authorities, resistance to the proposal from critics, slow diffusion and the period of planning and preparation.
d) the study had identified 41 factors such as clarity and relevance of instructional goals, staff motivation, human and material resources, etc., that facilitated innovations. Similarly it located 21 factors such as lack of freedom for colleges to experiment, financial shortages, heavy work load of the staff, etc., that were found to inhibit such programmes.

e) if formative and summative evaluation were built into the process of implementation, they were found to be facilitating the in-process function. Evaluation of a programmed by external teams enhanced the objectivity and rigor of self-examination. Trained analysis and evaluators made the process more reliable and amenable to follow-up actions.

Kurup, M. R. and Thatte, L.R(1991) conducted a study on “Pricing Higher education: A case study of Maharashtra, Independent study, Mumbai, V.G.Vaze College of arts, Science and Commerce”. The main objectives of this research study was to examine the extent of the resource crunch and its implications for progress in the sector of higher education in Maharashtra and to estimate the demand for and supply of seats for higher learning by the year 2001 and estimate the resource requirements for meeting this demand. In this research study five hundred and forty institutes of higher education were surveyed and responses were received from 42 colleges and seven Universities in the state. Structured questionnaires for principals and students were used as tools to collect data.

The major findings of this study were: i). Low levels of capital expenditure, inadequate funds from the government, etc., had damaging effects on the quality of education provided in institutions of higher education ii). The resource shortage had affected science colleges more than
The students – teacher ratio and per students expenditure on the one hand and standard of output and academic achievement of students on the other were positively associated. There appeared to be a U-shaped relationship between the unit on the one hand and the faculty strength on the other and finally the study concluded that institutions of higher education in Maharashtra were suffering from a severe financial crunch which has implications on the quality of higher education.

Buamk, Berylda Hedi-Pati (1989) had undertaken the research study on the reactions of the students, teachers and administrators towards the changes made at the collegiate level in Maghalaya, North Eastern Hill University. The main objectives of the study were to review the main features of education at the collegiate level prior to and subsequent to the implementation of the 10 +2+3 system of education and to study the reactions of students, teachers and administrators to the changes made at the collegiate level. For this study 150 students in the final year degree class, 40 collegiate teachers with long teaching experience and 10 administrators from the state Education Department were interviewed and the data collected were used for data analysis.

The major findings of the study were:

i) opinions of students and teachers different on reducing pressure on admission.

ii) The majority of the students and teachers felt the problems faced by migrant students would disappear with the introduction of the new pattern of education accompanied by the adoption of a common core curriculum.

iii) The majority of the students felt that the existing college curriculum was unrelated to the present day needs and aspirations.
iv) Regarding the introduction of common foundation course at the degree level, the opinions of students and teachers were different, with the former finding it useful and latter finding it a burden.

v) among the problems faced by the students were those connected with textbooks, laboratory equipment, teaching aids, the type of questions set in examinations and the increasing unemployment among educated youth and

vi) Teachers reported problems like shortage of laboratory equipment and textbooks, lack of facilities for in-service education of teachers and pressure of time in completing courses.

Benal B.I. (1998) conducted a study on “A critical study of the development of higher education in the State of Karnataka during six Five year plans (1950-1985) with special reference to Karnatak University”. The main objectives of this research study were: (a) to study the development of higher education in Karnataka University, with respect to the quantitative growth, way of investment, sources of finance, library facilities, laboratories, hostel facilities, scholarships, administrative set up and the establishment of post-graduate centers (b) to understand the curriculum and its reconstruction (with regard to the needs of students and the society, and to know the purposes and outcomes of the curriculum) (c) to study the improvement of the quality of teachers (d) to study the problems of examinations and evaluation (e) to critically evaluate the nature and extent of development with respect to the trends in the developed states in the county and (f) to suggest steps for the improvement of higher education.

The major findings of the study were: (a) there has been a considerable increase in the quantitative growth of institutions, viz. affiliated, constituent colleges and the university postgraduate departments,
during the plan period (1950-1985) (b) the receipts and expenditures also significantly increased due to the development programmes initiated and implemented (c) the sources of income were increased to the best advantage of the educational institutions (d) the library at the Karnataka University level had expanded considerably and it was supposed to be the second biggest in Asia (e) with regard to the modernization of science laboratories, it is worth mentioning that the departments of physics, chemistry and geology had been greatly expanded and were offering leadership courses in their disciplines in the country (f) as far as students facilities were concerned financial efforts had not been made to the extent expected by helping needy students at large and SC and ST in particular (g) the qualitative improvement in the affiliated colleges and also at the university was not very significant (h) hardly any efforts had been made for re-orienting in service training with up to date knowledge for the teachers recruited at the affiliated collages and at the university level. It was also disappointing to note that the university authorities had not made any attempt to work on the academic problems of the teachers (i) university authorities made no consistent efforts to evolve new techniques and advices for evaluating the student’s progress through the examinations.

**Billing David, Thomas, Harold (2000)** examined “The International Transferability of Quality Assessment systems for Higher Education: The Turkish experience”. The author in this research study reported that pilot project which examined the feasibility of introducing a quality assurance system, originally developed in the United Kingdom, in Turkish Universities. Although convergence between systems was observed, there emerged significant cultural, structural, political, technical issues that affected the transfer to the United Kingdom system to the Turkish system.
Dixon, Stella, Moorse, Rosemary (2000) in their on “Self assessment for Improvement and preparing for Accreditation: Colleges And self assessment” revealed that in this collection of materials the authors expressed the self assessment manual and its companion publication on preparing for accreditation explains how further education colleges throughout the United Kingdom can use self assessment be achieved and document measurable improvements in their operation and services to increase chances for accreditation. The following topics are discussed:

- Importance of self assessment
- The role of observation in assessing and improving teaching and learning
- Dual purpose observations for self assessment and appraisal
- The process of quality improvement with special reference to retention and achievement

Mok, Ka Ho (2000) attempted a study on “Impact of Globalization: A study of Quality assurance systems of Higher education in Hong Kong and Singapore”. This research study report compared the implementation of quality assurance mechanism at the city University of Hong Kong and the National University at Singapore. This study discussed the public policy contexts in two countries, the introduction of ‘quality process review’ in Hong Kong, managerialism and the new emphasis on educational efficiency, institutional self assessment and the ideological basis of the quality assessment movement.

Jones, Elizabeth A. Richard, Stephen (2000) studied on “NPEC Sourcebook on assessment, Definitions and Assessment Methods for communication, Leadership, Information Literacy, Quantitative Reasoning and Quantitative Skill, NPEC 2005”. The study revealed that faculty, instructional staff, and assessment professionals are interested in student
outcomes assessment processes and tools that can be used to improve learning experiences and academic programs. The study examined the measures of students’ skill assessment in communication, leadership, information literacy and quantitative reasoning. Further this sourcebook defines the most important outcomes in each of these critical domains. Assessment tools and resources are cited, including explanations of scope, availability, measurability, cost and other methodological concerns. Research is drawn from numerous publications that include in depth reviews of the assessment. Faculty and staff at colleges, accrediting agencies, federal and state government agencies and other organizations anyone who measures, reports or its interested in formation about student outcomes can benefit from this sourcebook.

Sadler, Royce. D (2005) conducted a study on “Interpretations of Criteria based Assessment and Grading in Higher Education”. The increasing use of criteria based approaches to assessment and grading in higher education is a consequence of its sound theoretical rationale and its educational effectiveness. This study is based on a review of the most common grading policies that purport to be criteria based. The analysis showed that there is no common understanding of what criteria based means or what it implies for practice. This has inhibited high quality discourse, research and development among scholars and practitioners. Additionally the concepts of ‘criteria’ and ‘standards’ are often confused and despite the use of criteria, the fundamental judgment teachers make about the quality of student work remain subjective and substantially hidden from the students view. As they stand none of the approaches identified in the survey is fully capable of delivering on the aspirations of criteria based grading. Shifting the primary focus to standards and making criteria secondary could however, lead to substantial progress.
Madhusudanan Pillai K.N (2006) traced in his study on “stakeholders of Higher Education and their role in Quality Assurance” the aspects which influence the current pattern of education such as Government is no longer the principal employer, jobs are based on skills and new knowledge, High frequency of mobility at job, Task based remuneration, Knowledge based economy and global job market, Highly competitive and demands excellence in performance and require continuous up-gradation of knowledge and skill enhancement. The stakeholders, who are contributing for the development and success of the institution, are the people responsible for the maintenance of quality and its enhancement. How is their responsibility on the development? Their research findings revealed that the Government / Management that establishes the intuition has the responsibility to define the purpose of its establishment through a vision statement and spelt out mission and short term goals. The goals and objectives translated into programmes finally decide the success of an institution. They should assure the welfare of the employees and develop clear mechanism for the redressel of their grievances. The Principal of the institution has the responsibility to frame the policies in agreement with the vision and mission of the institution. He has to turn up the philosophy into practice evidenced by the achievement of the institution. As a facilitator it is his duty to give sufficient encouragement to faculty to research and consultancy and also to create opportunities for faculty development programmes. Students are the primary stakeholders of education: to borrow a term from business they are the customers. Quality institutions have developed structured format to get feedback from the students on the teaching learning process and their experience in the campus as an attempt to make education more student centric. The institutions give emphasis to build up the leadership quality amongst students through extracurricular and co-curricular activities. Parents are another important stakeholders of the higher
education. They are really concerned about the quality of the institution, as it would ensure the future of their wards. The opinions formulated to them forms the basis of social accreditation of all institution. Alumni, the old students, are potential human resource, which can be meaningfully tapped to the institution for the growth and development. They are the ambassadors of the college who generate the goodwill among the public. Their services can be utilized for generating resources providing expertise and employment opportunities. The study concluded that an educational institution becomes a center of excellence only through the concerted and collective efforts of all the stakeholders. Edward Deming says, ’A system accomplish the aim of the System Management of a system, therefore requires knowledge of the interrelationships between components of the system. The secret is co-operation between components towards the aim of the organization.

**Meade, Phil, Morgan, Margret Health and Chiria (1999)** in their study on “Equipping leaders to capitalize on the outcomes of quality assessment in higher education” revealed that quality movement in Higher Education outpaced the capacity of academic leaders to respond. The study further described a leadership development programme at the University of Otago, which provided academic and administrative leaders with opportunities to enhance those skills and attributes needed to meet the challenges of change arising from audit and other reforms.

**Curtis, Stephen M, Gay , Judith, Griffin, Mary, et al (1997)** attempted a study on “Leadership Institute :Developing leaders and Maintaining Access “ The study infused some of the key elements that have brought success in community college of Philadelphia’s first 4 decades may not be as effective in the coming 40 years .Due to substantial funding decreases and changes in enrollment patterns ,the college’s operating context has fundamentally changed. This is ever so as the institutional leadership
holds fast to a mission of providing accessibility to an affordable, quality education for all who may benefit. These issues, coupled with the anticipated retirement in the coming decade of leaders at the institution, drove the 2002 creation of the Leadership Institute. The plan is to develop and sustain leaders who will meet new challenges in this era of rapid change. This study described the Leadership Institute, whose goals include understanding critical, regional and national trends that influence community colleges, and developing skills such as team building, conflict resolution, grant writing and decision making in an institutional context.

Evans G.R. (2000) did a study on “Quality assessment of the Administration and Management of Universities; Ways and means”. The study discussed the 1992 British Education Reform Act and identified weakness in the existing accountability structures in both old and new universities and related implications for academic freedom. This study further argued that reviewing the quality of administration might be as important reviewing the quality of teaching and research.

Brennan, John, Shah, Earla (2000) conducted a study on “Quality assessment and institutional change: Experiences from 14 countries”. The study has made a review and studied on the effects of National and Institutional quality management systems in higher education institutions in 14 countries and by drawing on 29 case studies. They developed a conceptual model of relationship between quality management and institutional change. Emphasizes the importance of powers and values in the establishment of quality management.

Mccloud Marshall, W. Cotton, Donak (1998) revealed in their study on “Essential decisions in institutional effectiveness Assessment” that the latest evolution of the accountability movement in Higher Education to be
that of institutional effectiveness assessment and also outlined a model of key factors relating to institutional effectiveness planning and discusses the basic decisions involved in implementation.

Montana State Dept. of Public Instruction Helena (1993) did a study on “Program assessment: A six step process to curriculum improvement”.

The study explained that student assessment is required to follow curriculum development in each programme area. The guidelines in this study facilitated the co-operative efforts of teachers, curriculum developers, administrative and school committee of parents and community members. Six types of program assessment are highlighted:

- Determine whether the evaluation is to be formative or summative
- Focus on manageable number if important program related goals
- Select or construct suitable assessment instruments
- Use data gathering design consistent with the orientation of the evaluation
- Use data analysis procedures that yield understandable results
- Report and evaluate reports to make recommendations and modify program as indicated

Marwick, Judith, D (1998) undertook a study on “Academic Outcomes Assessment, A Tool for student learning”. In this study the author explored the student learning as a direct outcome of the teaching process and identified the increased focus on finding more effective instruments to assess student learning and ensure systematic feedback from the data. The study further revealed that according to North Central Association Consultant-evaluators, criteria for assessment programme should include structure,
systematic working, continuity, administrative commitment, long term plans and a budgeting process. Future principles of good practices for student assessment as stated by the American association of higher education are listed, as well as an explanation of several examples of different forms of academic outcome assessment are given.

Wise, Arthur and E. Leigrand, (1996) studied on “The Profession based accreditation: A foundation for high quality teaching”. This study emphasized the idea of teacher growth and development as a continuous spanning a teaching career guides the National Council for Accreditation for Teacher Education is emerging standards. The 1995 NCATE standards revision emphasized the performance and performance based assessments, Professional collaboration and community, technology and diversity of curriculum, student body and faculty.

Stanley, Elizbeth, C. Patrick and William. J. (1997) conducted a study on “Teaching and Research Quality Indicators and the Shaping of Higher Education”. The study reported two important sets of performance indicators for Institution of Higher education:

- Research quality ratings
- Teaching Quality ratings

Both of these influence the government granting. Further the correlation between two ratings and possible consequences of policies which reshape the higher education. The study revealed that on comparison of quality assurance assessment approaches in the United Kingdom and United States of America, it was found that US higher education is much larger, more heterogeneous and has less government control than UK higher education.
**Bastick, Tony (1999)** conducted a study on “Quality Assessment for Teachers of continuing education and training programmes”. The research study report revealed three ability frameworks in a single quantitative measure of the quality of teaching that can be used as an administrative decision point. The study further revoked that the teacher explained to the students the three abilities research has identified as essential to effective teaching:

a) Technical skills  
b) Professional competency  
c) Professional attitude  

Further the students are asked to rate their assessment of each of these areas and their expectations of how the area should be fulfilled in the course and instructors rate themselves in each area Students and instructors rating are compared and resulting number is makes an evaluative decision point.

**Barrie, Simon.S, Barrie, Ginns, et al (2001)** explored in their study on “Early impact and outcomes of an institutionally aligned, student focused learning perspective on teaching quality assurance” that an evidence based quality assurance system for teaching and learning, which takes as its starting point, a well researched theoretical perspective on student learning in higher education. The authors argued that the explicit use of a relevant theoretical base promotes coherence between quality assurance and improvement processes. They outlined the principal features of their University’s quality assurance strategy, systems and processes, and describe how the university’s teaching quality assurance policy and systems have been implemented. They then consider the extent to which the project has achieved its goals of fostering an evidence–based approach to teaching consistent with the student learning perspective on which the policy and systems are based. They also presented data on student learning experiences
showing reliable changes in the quality of the student learning experience. They discussed the significance of these changes, with a particular focus on changes in the experience of commencing first year university students.

Poliakoff, Anne Rogers, Ed., (2002) studied on “Teacher preparation: Assessing Teacher quality administrative support, standards-based teacher preparation”. This collection of research studies focused on the preparation of teachers by university based education programs. The titles are: “The steps that support P-12 Learning and Achievement” (Diana Rigden) which describes the standards based Teachers Education Projects for improving student learning. The Responsibility for Assessing Beginning Teachers (Bary R. Galuzzo) which presents three features essential to high quality beginning teachers (being smart, capable and persevering) “It takes a college” Administrative support for teachers preparation”(Thomas E. Dasher), which describes the administrator’s role in a collaborative approach to preparing teachers. “Linking Teacher Quality to Student Achievement through Assessment (Russell French), which looks at the level of accountability that has reached the teacher education community and “A case for A certain kind of Teacher Education” (Frank B. Murray) which discusses the need for a new teacher education degree, grounded in the liberal arts and pedagogy.

Knight Peter (2006) revealed from his study on “Quality Enhancement and Education Professional Development” that there is a strong international interest in the enhancement of teaching quality. Enhancement is a big job because teaching is an extensive activity. It is a complex job because learning to teach is not, mainly, a formal process; non formal practice based learning is more significant. These two points, extensiveness and practice based learning, lead to the claim that enhancing the quality of teaching implies the creation of working environments that
favour certain kinds of professional formation. This analysis is different from mainstream thinking about educational professional development and has significant, systematic implications for quality enhancement practices and suggests fresh directions for quality enhancement research.

**Gupta, S.K. (1990)** examined in their research study on “Teaching learning process in Higher Education, Indian educational Review “that the concept of teaching learning process, its main components and developing the methodology for effective teaching are dealt with. The main objectives are (a) to define the term teaching learning process (b) to determine the main components of Teaching Learning Process and (c) to develop the methodology of above components, i.e. objectives of teaching, organization of learning experiences and the process of evaluation and their use for effective teaching. The major findings of the study explored that the objectives of teaching learning experience and evaluation are interlinked with each other and further the learning experiences could be brought about through a number of ways such as classroom interactions, library, laboratory work, radio, TV, films, field trip, museums, seminars, tutorials, assignment and other similar situations. The teaching should make a decision about it. Evaluation, the third important component of this model is closely related to teacher’s goal. It included measuring the extent of achievement, objectives and suggesting remedial instructions to the learners for enrichment of learning experiences and to reach the goals.

**Surya Rao, U. and Surenthiran, N. (2004)** explored in their study on “Faculty Development in Higher Education” the key issues on higher education such as increasing demand relevance, quality and excellence, governance and resources. Among the five qualities excellence in higher education is conceived as key factor for achieving economic objectives, i.e. Creation of knowledge workers to be used within and overseas. To attain the
standards set in the higher education, the authors raised certain issues and provided roadmap to tackle those issues. The need for faculty development programme as mainly to ensure continuous up gradation of persons who are already in the teaching professions, to create intellectual capital, to develop instructional skill and instructional material, to develop research and innovations and to enable them to undertake testing and consultancy services for industries and other organization. Behind the effective teaching and learning process, still more efficiencies are required by the teachers due to the changes in the development of educational systems and industrial scenario. Proficiency in subject matter, through knowledge of industrial field processes and practices, knowledge and skills in curriculum development process, knowledge and skills for developing print and non print instructional resources. Pedagogical knowledge and skills for planning, delivering instruction and assessing of students performance including skills form effective communication and learning to learn, problem solving and other soft skills like self motivation, leadership, etc and research skill have became essential to make teaching competency perfect.

With the help of available infrastructure the training may be given to the faculty and other staff in the different modes, such as Contact programmes, Distance learning, Use of Internet, Modular programmes. By adopting the above roadmap the author strongly felt that Indian Higher education is scaring up to face the new challenges of 21st century. Teaching community must awaken to take up the new task of building the nations to learn their responsibilities and take on individual leadership for chance.

Wynne (1994) in his evaluative study on “Concepts of Quality in Student Assessment”, reported that the method of moderation, quality assurance and quality control which are used to enhance the quality of student assessment. Further, it described that the quality in assessment is
seen as the provision of information of the highest validity and optimum reliability suited to a particular purpose of context.

The author described the approaches to quality control are:

- Use of reference or scaling tests for statistical moderation
- The inspection of samples by post
- The inspection by visiting moderates
- External examination
- Teacher requested moderation
- Group and consensus moderation of internal assessment

The quality of teacher assessment can be enhanced through moderation produces that support professional development.

**M.R.Kurup, (2006)** stated that one of the most important areas for the management to play almost and exclusive role is the development and maintenance of infrastructure. Infrastructure should include a wide range of supporting services such as gymkhana, gymnasium, playgrounds, canteen computer centre, multi-media conference hall, library and hostel among others. While conceptualizing the institution, it is important to plan for not only for the present but also for future. Accordingly infrastructure should be adequate as per the norms of UGC and AICTE. Every department requires advanced equipment for teaching and research. Students, staff and faculty members should have access to the use of new technology, including internet. Other related areas are maintenance, housekeeping, institutional ambiance and cleanliness. The rate of wear and tear may be very high in educational institutions and the management may have to ensure timely
replacement of equipment and proper maintenance of the facilities, for which funds may not be available by way of government grant.

Sunanda Uday chande (2005) revealed in their study on ‘Performance Indicators of an Institute of Higher Education’ the purpose of performance indicators, viz. Provide reliable information on the nature and performance of the educational institutions, disclose a number of aspects of the student experience at higher education institutions, allow comparisons between institution wherever appropriate, enable institutions to benchmark their own performance, inform policy developments, contribute to the public accountability of higher education and illustrate the diversity of higher education institutions. The research was done to study perception of performance indicators of college teachers. The respondents gave maximum importance to student indicators, institution indicators and teacher indicators.

Three types of indicators, viz. Quantitative, Narrative and combination of Quantitative and Narrative are used in this study. An attempt was made to gather information from teachers about their perception of performance indicators of an institute of Higher Education. Twenty-eight teachers teaching in our under graduate college responded. The data analysis revealed that with respect to number of indicators, the respondents gave maximum importance to student indicators, institution indicators and teacher indicators. Relatively speaking, research, higher education outcome and syllabus indicators were not given much importance. There was no mention of finance indicators and supporting staff in any category of indicators. Maximum number of teachers i.e. 85.71% felt that infrastructure such as Library, laboratory, classrooms; space for extra-curricular activities, computers and other A.V aids was a vital indicator. Quality of teachers was given importance by 75% of the respondents. Well-designed and relevant curriculum and employability of the students were also important indicators.
as mentioned by 60.71%. Collaboration with industry was quoted by 42.85%. Outreach programme and Research and publications were indicators of better performance as reported by 35.71% respondents.

The study concluded that knowledge about performance indicators enlarges the vision of looking at institutions of higher education. Types, purposes and characteristics of the indicators enable you to analyze the institutional performance better. Shared perception of all the stakeholders gives the direction to progress and development. Thus awareness of performance indicator enables all the parties of the educational system to have the suitable focus on education.

**Sharma J.P. (2006)** in his study on “scope, objectives and functions of Academic staff Colleges” presented the results of a survey conducted to know the views of the participating teachers about the relevance of the orientation and refresher programmes conducted by the centre for professional development in higher education. A survey of the perception of the teachers, about the relevance of the refresher / orientation courses attended by them was conducted by administering a structured questionnaire on a sample of teachers, lecturers, senior lecturers and Readers belonging to different departments of the Delhi University and colleges affiliated to it. The questionnaire collected the perception of the responding teachers on various aspects of the refresher and orientation programmes conducted. In all 146 teachers responded to the above said questionnaire, 78 Lecturers, and 38 Senior Lecturers and 30 Readers and the gender wise distribution indicated 83 were male and 63 were female respondents.

The basic objective of this study was to assess the contributions of Academic Staff colleges on the continuous development and professional growth of the teachers. In order to judge the effectiveness of the refresher
and orientation programmes conducted by Centre for Professional Development in Higher Education (Academic Development College of Delhi University), a sample of teachers were asked whether they find such courses to be relevant or otherwise, in respect of the following four aspects: (i) Teaching work (ii) Personal growth (iii) Research work (iv) Further study.

The result of the study stated that the Faculty members, Lecturers, Senior Lecturers and Readers of several departments of the University of Delhi and its affiliated colleges reveal that a vast majority of the respondents perceive the orientation and refresher courses attended by them to be relevant and helpful in their ‘teaching work’, ‘personal growth’, ‘research work’ and ‘future study’.

**Julian, Frank (1989)** did a study on “Outcomes assessment: Past, Present and future” The study envisaged the requirement of new federal regulation for all regional accrediting agencies to ‘place greater emphasis on the consistent assessment of student achievement as a Principle element in the accreditation process, which have large impact on student development professionals.

**Fisher, Caroline, Weymann, et al (2000)** in their review on “Quality Assessment of college Admission Processes” revealed that the admission process for a masters in Business Administration Program were using assessed by quality improvement techniques, such as customer surveys, benchmarking and gap analysis. The analysis revealed that student dissatisfaction with the admission process may be a factor influencing declining enrollment cycle time and number of student contacts were identified as critical success factors in the admission process.

**Srinivas G. (2004)** in his study on SWOT analysis of Assessment and Accreditation Process” mentioned that the NAAC came into existence on
16th September 1994 with five major objectives to grade institutions of higher education and their programmes, to stimulate the academic environment and quality of teaching, research in these institutions, help institutions realize their academic objectives, to promote necessary changes, innovations and reforms in institutions and to encourage self evaluation and accountability in higher education. Thus NAAC’s role is to safeguard the quality. It has to facilitate the institutions to show their existence. The study reviewed the Strengths, Weakness Opportunities and Threats. NAAC and UGC are working together to address some of the issues. Recently several emerging problem areas have been identified and being remedied. Most significant among them is providing financial assistance to the institutions recognized under 2f & 12b of UGC act. It has recently brought out grievance redressal guidelines to give an opportunity to institutions to ventilate their grievances. Studies are also being conducted to evolve core quality indicators based on unit cost, criteria for admission, number of working days, library and infrastructure, student aids, students results, research achievements etc., towards development of quantification system.

Assessment and Accreditation is an evolving process. Several efforts are being made to continuously enhance the quality of methodology and instrumentation. Thus NAAC itself is a learning organization. Assessment and Accreditation has come as a great experience for higher education institutions. It gave ‘wake up’ call to them to shed their sluggishness and reorient themselves towards efficiently fulfilling the aspirations of the students. Thus ensuring quality of higher education is nothing but providing quality of life to the citizens of the country.

Accreditation Outcome-Emerging issues for policy planning and Systemic action (NAAC-2005); The performance review research analysis of the accredited institutions of four states, namely Karnataka, Kerala,
Tamilnadu and Haryana, have been undertaken by the National Assessment and Accreditation Council focusing attention on quality educational delivery to meet the emerging challenges of higher education. As a post accreditation initiative for quality sustenance and enhancement, NAAC has adopted a state wise approach to make the analysis of the Assessment Reports, where a critical mass of institutions has been assessed. The major purpose of these state –wise analysis of accreditation reports is multifold i.e. on one hand to enable an understanding of the current state of affairs by all concerned and to identify the strengths and weaknesses of the accredited institutions to suggest remedial measures for their further qualitative development and on the other hand to provide an action plan to the facilitators and the stakeholders for quality enhancement action. Four such State reports have been prepared for the States of Tamilnadu, Karnataka, Kerala and Haryana. After circulating the reports to the State Education Departments, Universities and Colleges, which have been accredited, state wise workshops, have been organized in the respective States. The emerging issues were discussed and deliberated by the different stakeholders. There were two types of actions suggested in these workshops, one for systemic action by the institutions and its constituents and the second type was concerned with policy level changes or decisions, which enables institutions for Quality Sustenance and Quality Enhancement.

2.07 OVERVIEW OF THE STUDIES ON QUALITY ASESMENT OF HIGHER EDUCATION INSTITUTIONS

- Calder (1999) explained in his study that the access to the social relevance of offering programmes and its product worthy enough to societal goals.
• **Hauderik (1992)** revealed that Quality assessment of education is mainly society oriented since the society pays for operation of educational systems.

• **Eisemon, Thomas Owen and et al (1993)** in their study examined the Comprehensive reforms of State’s role in financing and governance.

• **Bowden, John, Narson, Ference (1998)** revealed in their study that the Assessment must focus on learning outcome to ensure accountability.

• **James Richard (2000)** examined the necessity of enhancing the management of knowledge on assessing teaching quality.

• **Houston, Don, Maniku, Ahmed ali (1996)** in their study revealed the adoption of best practices prescription to local environment rather than taking generic models.

• **Gift, Sandra, Leo Rhynie, Elra, Moniquette, Jacqueline (2006)** examined, in their study, the projection of future developments in arrangements to monitor the quality of transnational education in the region.

• **Anderson, Gina (2006)** in their study stressed the need for mutually agreed understanding among the university management, university quality agencies and academic staff of the contested concept of quality assurance.

• **Kurup M.R. and Thatte L.R (1991)** in their study state that financial crunch in the state of Maharashtra reduce the quality of higher education.
• **Buaunk, Berylda Hedi-Pedi (1989)** in their study on review of main features of collegiate education, found the irrelevance of programme, admission process and shortage in learning material facilities.

• **Benal B.I (1998)** in their study revealed the insignificant qualitative improvement and found that there is no consistent effort by the authorities to evolve new techniques for evaluating the students programme.

• **Tripathi R.S. (1991)** in his study, states that the assessment ensures the relevance between higher education and the employment of its products but sometimes revealed great imbalance between education and its utility.

• **Mani Jacob (1987)** revealed in his study that educational innovation in the colleges happened by means of reframe and revision of curriculum, effective human relations, and external teams of objective evaluation.

• **Dixon, Stella, Moore, Rosemary (2000)** in their study, confirm that self assessment is reliable document to measure improvement in functional operations.

• **Mok, Ka Ho (2000)** in their study reviewed the institutional self assessment and emphasis on educational efficiency is ideological basis of quality assessment movement.

• **Billing David, Thomas, Harold (2000)** in their study revealed that Cultural, political, technical issues in quality assurance systems affect international transferability of quality assessment systems for higher education.
• Jones, Elizabeth A: Richard, Stephen in their study, state that students’ outcome assessment is a primary tool that can be used to improve learning experience and academic programmes.

• Sadler, Royee.D (2005) analyzed in their study the criteria based approaches on assessment and grading in higher education.

• Madhusudanan Pillai K.N (2006) in his study revealed that educational institutions become a center of excellence only through the concerted and collected efforts of all stakeholders.

• Meade, Phil; Morgan, Margaret Health, Chria (1999) in their study, state examined that the capacity of academic leadership are invited to enhance their skill to meet academic challenges.

• Curtis, Stephen M; Gay, Judith, Griffin, Mary, Johnson, Joan, Tobia, Susan (1997) in their study, found that the institutional leadership hold responsible for providing accessibility to an affordable quality education to the beneficiaries.

• Evans G.R (2000) found in his study that reviews in quality administration as Teaching and Learning is much important.

• Breunan, John, Shar, Earla (2000) in their study developed a model of relationship between quality management and institution’s change.

• Mclood Marshall W.Cotton, Donak (1998) in their study, listed the Key factors regarding institutional effectiveness and its implementation.

• Stewart, Robert Grisham (1996) revealed in their research study that there is highest agreement rate between teaching-learning and enrolment management, teaching-learning benchmarks, student
enrolment, retention data and students satisfaction were identified as appropriate benchmarks.

- **Montana State Dept. of Public Instruction Helena (1993)** identified in their study, the six types of programme assessment to evidence curriculum development.

- **Wise, Arthur E. Leigrand (1996)** in their study emphasized the performance based assessments on teacher growth and development.

- **Marwick, Judith, D (1998)** revealed in their study the criteria for programme assessment and different forms of outcome assessment.

- **Stanley, Elizebeth, C.Patrick, William J.(1997)** identified in their study that Teaching quality rating and Research quality rating are two important performance indicators.

- **Bastick, Tony (1999)** revealed in their study that the technical skill, professional competency and professional attitude are essential for effective teaching and teaching assessment.

- **Barrie, Simon S.Barric, Ginns, et al (2001)** in their study suggest an evidence-based approach to teaching consistent with the students learning perspective.

- **Poliakoff, Anne Rogers, Ed., (2002)** in their study, stress the need for teachers’ quality by linking with students’ achievement.

- **Knight, Peter (2006)** revealed in their study that the extensiveness and practice-based learning are important for quality enhancement.

- **Gupta S.K (1990)** in his study states that appropriate learning materials should be provided and measuring teaching learning would help to reach the goals.
**Surya rao U and Surenthiran N, (2004)** explored in their study the need for faculty development programme to pruning their skills to take up new task of building the nation.

**Steward, Robert and Grishan (1996)** revealed in their study that the teaching/learning and enrolment management have highest agreement on assessment.

**Wynne (1994)** revealed in his research study that the quality of teacher assessment can be enhanced through moderation produces that support professional development.

**M.R.Kurup (2006)** explained in his study that the Infrastructure facilities play vital role in institutional developments. The institution to be provided with sufficient infrastructure.

**Sumanda Uday Chande (2005)** in his research study on “performance indicators of Higher education” deals with on the availability of needful infrastructure, as it is a vital indicator for higher education institutions.

**Sharma J.P (2006)** in his study on “Scope Objectives and Functions of Academic Staff College” reported that orientation and refresher courses attended by faculty members are to be relevant and helpful in the teaching work, personal growth, research work and future study.

**Julian, Frank (1989)** revealed in their study that students’ achievement is a principle element in accreditation process.

Accreditation Outcome assessment analysis undertaken by NAAC (2005) revealed the needs for improvement required in each dimension.

A careful study of the review of related studies reveals that the research scholars, agencies and State and Central Government are all deeply interested in maintaining quality in education. The research scholars had given due attention to the availability of infrastructure facilities and human resources. With regard to the accessibility to these resources, the other research scholars have assumed that the availability ensures accessibility. But in fact availability and accessibility need not go together. The quality assurance in education has drawn everyone’s attention throughout the world. Exhaustive work has been done on the various dimensions of quality. However, the yardstick for the assessment of quality varies from country to country. The research scholar, after perusing the different dimensions of quality suggested by national and international scholars and experts in education is eager to adopt the seven dimensions of quality in Idhaya College for women, Pudupalayam. As the principal of the college, she is interested in finding out quality assurance in the proposed college of study. Such a study has not been undertaken so far mainly because the rural colleges especially where women students study have evaded the attention of research scholars. Hence the researcher ventures to take up the following topic:

Availability, Accessibility and Assurance of Quality Education in Idhaya College for Women

Having finalized the topic, the researcher proceeds to present Research Methodology in the following chapter.