

## QUALITY ASSURANCE IN HIGHER EDUCATION: ASSESSMENT TOOLS

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### ABSTRACT

The issue of effective measurement of the learning process and students skills at the modern stage is increasingly being studied. It creates criteria by which the quality of higher education is assessed. Moreover, spreading of the newest world trends in education, which accompanied by dualization, digitalization and decentralization, etc. shows the need to expand the range of techniques and approaches to analyze the quality assurance and enhance the productivity of higher education in the provision of educational services, improving its plan and manage the process to ensure the efficiency of the training of future specialists. New approaches and tools are especially important today, given the increased demand for the training of highly qualified specialists. In this regard, this article is aimed at defining the main features of education quality assessment processes and diagnosis them; identifying the advantages of studying in an accredited university for students; describing the main sources of implementation of state accreditation processes; considering criteria and principles of using tools to assess the quality and efficiency of educational process; studying the level of education in universities. The paper presents comparative characteristics of methods for assessing the educational process quality; focus on qualitative differences in monitoring systems data; proposes an algorithm to introduce an assessment of the quality of education in higher education institutions; essences and contents of designing tools for the studied question; diagnoses university level, ratings and types of state control; justifies the objectives of the training organization; defines the directions for further scientific research on the development of using a variety of tools in the field of education quality evaluation.

Keywords: Assessment Of Education Quality, Expertise, Organization Of Educational Process, Monitoring, Accreditation, State Control.

### 1. INTRODUCTION

Education is one of the main factors in socio-economic development and plays a major role in creating a welfare society based on a strong state and sustainable economic growth. For improving and maintaining higher education system it is essential to ensure access to education quality assurance that involves the systematic review the knowledge and skills of graduates to meet the benefits of society at large. The quality of education is a social category, which is a direct reflection of the effectiveness of the educational process. Today, special attention is paid to the quality of education, its internal and external evaluation. There are, however, also numerous studies that address this problem. In addition, as demonstrated in many empirical studies and scientific approaches, the issue of developing a system of quality assessment and studying aspects of the selection of tools becomes relevant.

The wide variety of interactions and the complexity of the educational system requires diversity in approaches to measuring the quality of the learning process. The selection of tools for assessing the quality of education determines the interaction and methods of data collection. Possible methods would be student self-report, experience sampling, teacher ratings of students, interviews, direct observation, checklists and rating scales, work sample analysis, and focused case studies. The purpose of this paper is to find out and analyze the existing modern tools used to measure the quality of higher education. Special attention is paid to the essential study of the continuous monitoring of the quality of education; developing innovative methods for strategic management; identification of negative aspects of state control through the accreditation system; description of the main sources of the accreditation processes; internal assessment of the quality in the field of education.

### 2. MATERIALS AND METHODS

For conducting the present study the following methods are used: theoretical methods to analyse tools for assessing the quality of educational organization activity; analysis of methodological and educational literature; deduction and induction in comparing approaches and educational assessment programs; classification of the main standards of accreditation of educational activities in universities and colleges. The research has been conducted in three stages:

1. At the first stage, theoretical collection and analysis of existing approaches in pedagogy, programs and the education system was carried out regarding the issue of designing tools for assessing the process of study in universities, its principles and

features; the works on this problem, its approaches to explanation studied; the information data, articles, books, monographs, conferences, dissertations that deeply and comprehensively disclose standards and forms of accreditation of universities considered; type of tools and methods for researches shown; the result of theoretical interest and various interpretations of the cultural phenomenon in research studied and demonstrated; the rating of universities and their objective assessment demonstrated; logical conclusions based on research scientists made; the problem, purpose and research methods of this problem highlighted; a plan for diagnostic study made.

2. At the second stage, the analysis and design of tools for the study of the quality of education and the educational process in higher educational institutions conducted; the features and aspects of education reform were considered; the term "monitoring" and its purpose explained; the accreditation standards and criteria for higher education institutions justified; general theoretical approaches to the study of the quality of education diagnosed; tools for state control, supervision and quality assessment of educational organization were presented; the results of the analysis, which helped to identify the specifics of the problem revealed; the criteria and principles for the use of tools to assess the quality and effectiveness of the educational process justified; the findings of the research work systematized.
3. At the third stage, the material obtained during the analysis and study of scientific and theoretical works of scientists is systematized and classified; the theoretical and practical conclusions and results of the study justified; comparative analysis of studies and approaches aimed at studying the problem is presented; the main experiments of scientists who were involved in addressing the issue of quality education and its evaluation systematized; the basic modernization principles in the process of creating and organizing the educational process in universities considered; the results of the analysis and diagnosis are summarized and presented logically; data obtained and classified and presented. In addition, the researcher disclosed the criteria and principles for using tools for assessing the quality and effectiveness of the educational process.

## RESULTS AND DISCUSSION

In the context of education system reforms, the problems of pedagogical diagnostics are urgent, since it is impossible to achieve a high level of professionalism and quality of students' knowledge without observing the progress of the educational process. The problem of the quality of education is national, regional and local for different categories of educational institutions. The process of assessing the educational institutions, obtaining knowledge and the level of educational effectiveness is related. Relevant and well-known ways of assessing the quality of the organization of the educational process are monitoring studies. The main content of monitoring is to obtain information on the state of education in order to make management decisions to create a new and high quality level of education. This tool provides objective information about the true state of education, gives an opportunity to create different productive changes.

Education reform involves the development of the organizational structure of the education system in the country. The introduction of new legislative documents into the practice makes it necessary to develop tools to fully implement methodological recommendations for the construction of an internal system for organizing the quality of education in higher education institutions. These recommendations are based on a system of criteria, indicators and indicators that meet the modern requirements for educational activity.

The study highlight the main tasks of educational monitoring: establishing the common level between students knowledge and social conditions; evaluation and diagnosis of personnel support, educational, methodological and technological material equipment of the educational process; consideration of the impact of the state standards on education, which creates and regulates requirements for compulsory competencies, the total amount of teaching load, programs, methodological support, etc. Thus, the purpose of monitoring is to increase the efficiency of university activities and to ensure the use of scientific approach in the management of educational and pedagogical process.

The most important condition for improving the quality of education is a systematic approach to its assessment, which is manifested in a systematic control and analysis of objective data on the level of study and preparation of students. It is possible to monitor the implementation of individual plans, cyclograms of pedagogical and other employees, study the forms of information collection from structural divisions based on the results of reporting periods, summarize the types of work in the educational process: participation in professional development of personnel; analysis of input and final diagnostics and control; monitoring and evaluation activities; self-analysis of results and effectiveness of student training.

It is important to note that for society the information about the degree of compliance of the university with the stated mission will be a priority, as well as to understand the structure of educational process. At the same time, the most valuable information for students and teachers will be confirmation that the management of educational institution follow the criteria for the quality of education. Therefore, in order to improve the quality of education at the university, it is necessary to use the principles of universal quality management.

In the modern world, the requirements to the content of education, forms of implementation, methodological technologies and methods of assessing educational results are constantly increasing. Different types of measurement can be used to assess the learning process. The most relevant is the monitoring of the educational material presentation, which will help to present the number of objects of the training course. More complex procedures can also be applied here, namely, the method of measuring students interest. Applying these methods and algorithms, it is possible to identify the impact of different methods of presentation of educational material on the degree of interest on the part of students.

One of the most prominent factors influencing reflective analysis in higher education is accreditation. This process consists of analyzing and reviewing professional, specialized features of education according to the criteria established by the state. It usually occurs every 3-10 years and has the following stages:

- Self-evaluation of the institution or program using the standards or criteria of the accrediting organization;
- Expert evaluation of an institution or program for quality assessment;
- The announcement of the decision or the decision of the accreditation organization on the results.

Relevant accreditation standards and practices place much greater emphasis on measurement and results. It is important to note that there is an increased attention to the experience of students, the structure of their knowledge. More attention is also paid to the evaluation of the effectiveness of the educational institution or the program of the educational process. Additional efforts are being made to assess student learning, and there is a growing emphasis on performance measurement in terms of outcomes.

It is worth highlighting the main standards for accreditation of higher education institutions: - leadership (based on a study of an institution's management system). There is an examination of how leaders and leadership practices contribute to improvement, use of innovation, etc.;

- Strategic planning (setting of goals and plans, engaging in these activities). The ways in which goals and plans are implemented and coordinated throughout the organization are also considered;
- Programs and services (examining and considering how the quality and effectiveness of education is ensured, analyzing operational and support services);
- Faculty, staff, and workplace (recruiting and reviewing faculty that contributes to the personal and professional development);
- Assessment and use of information (evaluating one's efforts and effectiveness);
- Outcomes and accomplishments (documenting or demonstrating the quality and effectiveness of a program, department or institution).

#### **Conducting this experiment involved the following stages of work:**

- Examining the literature on educational quality, university rankings, and accreditation;
- Identification of tools for assessing the quality of educational activities; demonstration of graphical processing of study results;
- Development of the main criteria and principles for the use of tools to assess the quality and effectiveness of the educational process.

The authors have determined that there are such methods and tools for assessing the system of internal study of the quality and effectiveness of professional training: modular-rating assessment, student learning, computer-based testing, internal monitoring, internal audits, etc. This system is organized through the initiative of the state and the resources of universities, and is one of the mechanisms to improve the competitiveness of educational institutions. The use of surveys, accreditation and licensing inspections, the method of independent evaluation, and ratings are important in the evaluation process. These are all methods and ways of analyzing the quality of education are conducted by state authorities. An important role is played by quality control and state statistics bodies, scientific institutes, experts, sociological companies, expert commissions, etc. Most of the above methods can be used in studies of various levels of the educational system (from the national level to the personal).

Based on the results obtained, we can conclude that the education system is improving investment in the study of the quality of the educational process and educational achievements. In India predominantly uses tools of state control, supervision and quality assessment of educational organization, but alternative methods (tests, ratings, public accreditation) are also beginning to be introduced. Significant methodological and organizational shortcomings are manifested in the issues of establishing an external analysis of the education system. Such practice becomes more and more popular, for it is connected with systematic complex research of a condition and prospects of development of education by separate criteria.

#### **CONCLUSION**

The role of education in modern society is excessively high, because it is the foundation of society development Based on the processes of globalization and internationalization of the educational process, there is a growing interest in assessing the quality of education, because there are constant changes in the market environment and increasing requirements focus attention on the professional competence of the specialists.

This paper points out that the studies provided an in-depth study and description of the tools for assessing the quality of higher education, have provided a set of indicators of learning and quality of teaching in universities. At the same time, it should be noted

that today the issue of improving the procedures for assessing educational institutions and students' achievements is becoming very relevant. Important aspects of assessing the quality of education are the inclusion of contextual data in the set of information; development of data aggregation tools; introduction of record keeping and monitoring techniques; introduction of standards for reporting results.

The conclusions can be supplemented by further scientific research. The most promising areas in the organization of scientific research are the development of the content of the questionnaire for assessing the quality of higher education by students, the justification for choosing a platform and tools for research; carrying out an analysis followed by recommendations to improve the quality of higher education. But it is also necessary to take into account that when designing tools, it is necessary to include the development of descriptors that will make it possible to realistically assess the current situation and make the best decision.

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