

Quality Enhancement Cell and Quality Standards in Pakistan: Document Analysis of the Manual for Self-Assessment

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Abstract

We are living in the age of quality competition, in marketing term, everything only persists until sustains its quality. If something elapsing its quality is meant to ending its existence from the world gradually. The idea of quality education is challenged and comprehended from numerous aspects. During the past decade, the number of higher education institutions (HEIs) in Pakistan has increased and the need for quality education is increased. Keeping in view the needs of the society the alarming question is the quality improvement of these HEIs. In the long run, the quality of education depends upon the teachers' qualities who are serving as nation builders in the system. The Higher Education Commission (HEC) is working as a regulator of Degree Awarding Institutions (DAIs) in Pakistan. All regulated & accredited DAIs by HEC Pakistan are evaluating, improving and sustaining their quality through internal quality body Quality Enhancement Cells (QECs). All universities sustaining their internal quality through the operationalized mechanism of QEC are structured by the Quality Assurance Agency (QAA). The leading aim of the existing paper was to analyze the content concerning the quality assurance process of Higher Education (HE) in Pakistan. This study was conducted under the interpretive paradigm and evaluative content analysis was applied. The selected document was Self-assessment Manual used by Quality Enhancement Cells for the quality assurance of DAIs in Pakistan. Through thematic analysis, seven themes (*Curriculum, Facilities, Labs, Students support, Faculty, Institutional support & Process control*) were noted. Furthermore, it was assessed the QEC manual, mechanism and all its performance are measuring the quality of all disciplines with the same brush. By hanging all quality keys at the same grid (Manual), Teacher Education Programs (TEPs) are indirectly sustained in the standings of quality improvement in Pakistan. It was concluded that quality means meeting the predetermined standards and noted six themes during qualitative analysis was based on the Self-Assessment Manual used by QECs in DAIs in Pakistan.

Keywords: Quality education, quality enhancement cell, teacher education, standards and manual for self-assessment.

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Introduction

Quality and (QA) quality assurance is a buzz word commonly used in all fields. The chief wealth of a country is concealed in the quality of its human capital and this quality or excellence in people is guaranteed through a quality education system. (Sallis, 2014). Therefore, to sustain the quality of our products is the guarantee of our existence. Beyond all paradigmatic conflicts in social science research quality is an evolving debate. No doubt total quality management (TQM), zero defect and other quality assurance techniques are hard to implement in social sciences researches (Sallis, 2014) but in terms of system, quality assurance approaches may be implemented to advance and sustain the quality of the system or for quality assurance (Hill, Lomas, & MacGregor, 2003). As per conventional wisdom, it's a well-known proverb "*teachers are nation builders*" and the teaching profession is a dynamic profession. Teacher education (TE) plays a decisive (Aziz, Akhtar, & Rauf, 2012) and critical role in nation-building. The reforms in the education leverage reform in the TE system in Pakistan.

By standards and quality, "*Teaching as a Profession*" has constantly been considered a controversial subject (Abiodullah, Shakoor, & Farrukh, 2017; Mirza, 2015). It was observed the Fabian policies of TE lost sight by the government in the history of country and nation needs a cut the Gordian knot policy to improve the quality of teaching profession (Arif & Ilyas, 2013; Asim, Shah, & Studies, 2014; Dilshad, 2010). The dominant view in research on in TE proclaims, there were little determinations performed in Pakistan (Azam, Fauzee, Daud, & Development, 2014; Fazal, Khan, & Majoka, 2014). With the passage of time, the nation has faced dynamic changes in the system especially in the education department and TE still unheeded (Abiodullah et al., 2017; Rehmani, 2006). Right now 2020 seventy-three years have been passed and still teaching profession has week position or status with the comparison of other professions like law, medical etc. (UNESCO, 2008). Upshots of Rehmani (2006) research accompanied that TE is very conclusive measure present time in Pakistan. There is sturdy contextual related literature sustenance affirmed lack of empirical and theoretical arguments in the TE system and recommends desired changes in the field of TE offered by DAIs. The HEC established body QAA states its mission in these words:

"Quality is the means through which an institution can guarantee with confidence and certainty that the standards of its educational provision are being maintained and enhanced".

In 1990 the world declaration "*Education for All*" 1990, advocated that the low-quality education required to enhance and quality education should more relevant and accessible (Pennie, 2001). It was identified that quality and quality improvement is prerequisite to attain the goals of equality & equity. On the other hand, the concept of

quality and its connotations was not accurately developed, quality intended “*expanding access alone would be insufficient for education to contribute fully to the development of the individual and society*”. Far along, Dakar Framework for Action sustains that it is the basic right of citizens to acquire a quality education (Singh & Singh, 2013). The process of External Quality Monitoring is based on Self-Assessment, this meant tools and measures used for attaining Quality Assurance is accompanied by the internal bodies or institution itself (Bengali, 1999; Qadir, 2013; Rehman & Culture, 2008). Generally, it means to evaluate whether the standing programs are meeting the preplanned educational aims with the purpose of humanizing its quality in terms of endings in the education system (Diehl, 1967; Iqbal, 2011).

Literature provides a limited scale illustration of this principle of reflective practice. For quality to be internal, research, review and evaluation must be endemic to the educational process. Quality then develops as a process of continuous improvement in which educational practice and outcomes are judged against goals and goals are judged against what goes on elsewhere. The drive for quality is defined not as “*doing enough to meet the criteria*” (the fitness for purpose model-first introduced into HE by Christopher (Wicks, Roethlein, & Studies, 2009). A means for controlling quality enhancement issues is accredited by some external accreditation body. In a working paper Chernay (1990) states, Accreditation can be defined as a:

“Mechanism for quality assessment and quality enhancement with quality defined as the effective utilization of resources to achieve appropriate educational objectives” (p.13).

It acknowledged that the term quality was “*at the heart of education*” a decisive factor of preservation and upholds achievement and enrolment (Blackmur, 2007; Hanushek, 2005). In spite of the fact that the agenda for monitoring and improving quality education was didn't accredit any absolute body and different measurements were identified (Ballard, 2013). As per ISO 9000 Series, the word means the value and worth of everybody & everything organization (Blackmur, 2007). The conception of vision about quality education has seemed contextual with multiple meanings and interpretations, by taking a critical and dire glimpse of the available literature on quality system assumed it is a multidimensional phenomenon.

Quality is considering an emerging confusing concept in social science research, people perceive quality instinctively in return different criteria and standards based on their role in marketing, production & value chain (Singh & Singh, 2013). Additionally, the concept of quality endures evolving the quality of living grows and develops. If we look at the definition of quality, no single explanation is adequate as customer needs are relentlessly changing and the term quality is "situational". A good design for a particular

purpose and in eyes one group of customers may signify a poor design for another set of customers or users (Sharma, Kumar, & Chawla, 2014). Relying on a standard definition of quality is difficult for the quality suppliers of educational services in quality improvement and quality control process. The definition by quality glossary indicates “*a subjective term for which each person has his or her own definition*”. Therefore important thing to understand and follow is that numerous perceptions of quality were observed to entirely escalate from the world gradually but performs in an organization is only possible with testing and evaluating the ground realities and customers demands. The quality improvement practices perform in an occupational organization the philosophical mechanism David Garvin (1988), a Harvard professor stated in his inscribed well-known book entitle “*Managing Quality*” five principal strategies to describe term quality and one was documentation (Garvin, 1988).



Figure: 1 *Quality Paradigms*

The roots of quality and its movement smidgen go back to Europe. The era of craftsmen underway an organization union named “*guilds*” in the 13th century. The history of standards and quality were categorized in the above figure and the major paradigm has been depicted. In the 19th-century quality manufacturing and industrialized world inclined towards the track such era of craftsmanship (Bengali, 1999; Diehl, 1967; Qadir, 2013; Rehman & Culture, 2008). The factory system of quality movement was an emphasis on the quality of product & service inspection, in 1750 proceeding to Great Britain cultivated into the process of manufacturing was upheaval at the start of 1800s.

The American quality assurance process and practices were grown-up in the 1800s by moulding branded variations in the foremost production process of quality. The term quality (as per ISO 9000 series) means the value of everything and everybody in the organization (International Organization for Standardization, 1992). The concept of quality education has contextual and multiple meanings, by taking a critical glance of the literature of quality education may be assumed “A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of the basic education, the cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. There were numerous terms professed by quality experts such as quality assurance, quality control, quality improvement, quality enhancement and so on, but the ultimate purpose of each process terminology is the system improvement through quality indicators.

Higher Education Commission & Quality in Pakistan

The HEC stimulated the development of HE framework and ultimate reason for renovating the is merging the up to date quality of education, research & advancement (Bengali, 1999). More than quite a long time, the HEC performs a vital and driving job towards developing a knowledge-based economy in the country by apportioning out several doctoral scholarships and grants for HE constantly (Batool & Qureshi, 2007).



Figure: 2. *Quality Mechanism by QAA*

In the context of Pakistan standards and quality of teacher education has been declined considerably. Subsequently, from 2002, HEC was powered by the government to regulate the quality of the teaching profession along with another discipline. HEC cemented the best approach to restore invigorate, food, approve, manage, supporter and arranged practical the foundations attempted and operationalized by the different separate colleges in a functioning society is moveable and dynamic developments (Batool & Qureshi, 2007). As the title signposts, this study is empirical evidence for analyzing and evaluating the documented reforms in TEPs under HEC in Pakistan.

Quality Enhancement Cells

In all HEC regulated universities, at this time 198 QEC is operationalized by QAA to monitor, improve and withstand the quality of academic programs in Pakistan. The HEC's recognized and regulated HEIs in the country have established Directorates in the field of quality improvement and achieved W level in Internal Quality Assurance (IQA) mechanism with the ultimate purpose of section administers and perform activities by instituting: new IQA and QECs mechanism of HEIs in Pakistan. The IQA holds a periodic Progress of review to reinforce its all objective. IQA conducts meetings & performs monitoring visits in DAIs. On an annual basis, IQA and its quality mechanism in DAIs and HEI measured quantitatively by means of its measured scorecards. The evaluation process starts from the first of July each year and ends on the 30th of June next year. In the terms of % assessment is rated and results reflected in four quality grades/levels i.e. W, X, Y, Z.

The most important outcome of the IQA is the mechanism in HEI prepared for external evaluations by HEC and QAA (3rd party) and through accreditation councils. The IQA unit executes all policies with the assistance of QEC, established in HEIs and DAIs in Pakistan. The QECs and its establishment rooted in the QAA. Firstly, the PC-I from QECs was finally approved by a legitimated DDWP, in August 2006 was executed at the start of September 2006 by QAA. Subsequently, the phase-wise establishing QECs began by QAA and HEC. These QEC's, close by attempted numerous different measures for improving scholarly quality in HEIs, likewise executes quality assessment instrument of scholastic projects, called self-assessment process. The result of this procedure is the “*Self-Assessment Report*” (SAR). The primary destinations of planning SAR are: To expand scholarly projects and guarantee high scholastic measures by giving criticism to workforce and organization to start an activity plan for development. To give understudies fundamental aptitudes to enter the work environment solid and steady in the centre capabilities: critical thinking capacities, exploratory and information investigation procedures, cooperation experience, relational abilities, essential and propelled IT aptitudes.



Figure: 3. *Quality Enhancement Cell Mechanism*

The issue of quality has been recognized as a significant issue defying the HE segment in the Medium-term Development Framework” Consequently, to upgrade the quality of yield and productivity of the advanced education learning frameworks, an instrument of the foundation of QECs has been created through “*Quality Assurance Committee*” for the purpose to improve the principles of quality of HE in a methodical manner with consistency the nation over. In 2006-07 the QECs have been built up at ten open segment colleges, while in 2007-08 twenty more QECs were set up in the open segment colleges for development of their scholarly, educating and learning norms. The QEC family is being reached out to another fifteen open divisions, fifteen private area colleges in 2009-10 and twenty-four in open part colleges in 2010-11.

So the current qualitative approaches were conducted to explore the concept of quality by QEC manual and role in the quality enhancement of TEPs in Pakistan. In 2002 HEC started working with additional statutory powers towards the regulation, accreditation of DAIs in Pakistan. By established QAA is a very significant step by HEC in monitoring and sustain the quality of DAIs, the QAA boosted its role by establishing internal and external quality mechanism (figure). The QEC in all regulated DAIs is a very decisive step. On 11 August 2006, the revised manual for QECs (SA-Manual) was a milestone value. But it is observed that after passing 15 years there were no new standards was add nor existing was revised or assessed. All DAIs yet meeting the outdated standards, in 21st globally we have faced numerous changes in the systems. Our needs, priorities, challenges, problems have been changes serval times, but our parameters for the quality of DAIs same settled in 2006. To empirically assess the SA-Manual existing qualitative study was projected with a given research question.

Objectives of the Study

Keeping in mind the above debate of the literature and theoretical arguments the aims of the study were subjected to:

1. Explore the role of SA-Manual by QEC in the improvement of quality in DAIs in Pakistan.
2. Dig out the meaning of the term quality as stated by SA-Manual for TEIs in Pakistan.

Research Question

This study was accompanied to riposte the given research question:

1. What is the definition of the term “Quality” and Quality Assurance” used in the Self-Assessment Manual used by QECs to measure the quality in Pakistani Universities?
2. To what extent QEC is taking part in the quality improvement of TEPs in Pakistan?

Method

Existing study was a yield of an intensive, critical and acute investigation in the field of quality and more specifically quality in TEPs in Pakistan. The paradigm of the research was interpretivism and evaluative content analysis design was applied. Content analysis (CA) can be defined as a research tool that is used to assess or determine the occurrence of certain concepts, words or themes, within the given prescribed qualitative data or other material (Hopkins & King, 2010; Krippendorff, 2018). CA is deliberated a research method, applied in the design of both qualitative, quantitative, afterthoughts mixed methods of research models or frameworks and pays a wider range of methodical procedures to engender findings in order to put it into context (Neuendorf, 2016).

Content analysis can be defined as a rigorous & systematic approach to examining documents selected or engendered during the course of research (Hopkins & King, 2010; Krippendorff, 2018). CA is the procedure or technique for of contemplating records, text or correspondence relics, to investigate or measuring the nearness, relationship and implications of specific subjects, words or ideas (Krippendorff, 2018). CA incorporates pictures, strategy records, the trial of various organizations, sounds and recordings which sociology specialists use to look at the examples of correspondence in a methodical replicable way (Hopkins & King, 2010). There are two strategies for content analysis upheld by specialists in sociologies research subjective content analysis and quantitative content analysis (Schreier, 2012). The specialists utilize methodical perusing of reports or perception of ancient rarities or messages and relegated codes or marks to

sign the nearness of idea, fascinating, important bits of content is implied as subjective content analysis (Mayring, 2004; Riffe, Lacy, Fico, & Watson, 2019). CA acmes the recurrence checks of words and target analysis of these marked frequencies of words or ideas in a report. Furthermore, it introduces with an edged exploration theory with the coding unmistakable system before the analysis starts (Riffe et al., 2019; Rourke, Anderson, & development, 2004).

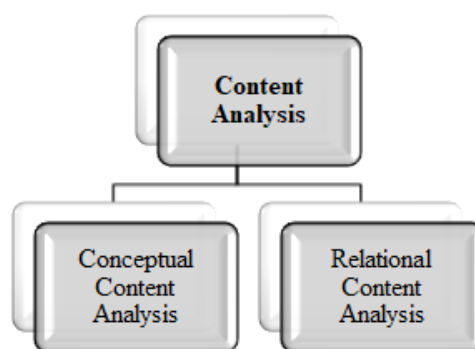


Figure: 4. *Content Analysis & its Types*

The design of content analysis led with two significant structures, conceptual examination and relational analysis (Graneheim & Lundman, 2004; Krippendorff, 2018; Mayring, 2004). The applied CA closes the recurrence and presence of ideas in a report/text and social CA progress the calculated content analysis beneficial by inspecting and evaluating the connections among codes and ideas finished up from the content (Graneheim & Lundman, 2004; Riffe et al., 2019). The current period of examination it has been draped with applied content analysis. Reserving the critical and purposive lens three documents were selected as subject to analyses the definition of term “*Quality*” or “*Quality Assurance*” in Pakistan.

Data Analysis

By projecting N-Vivo-12 SA-Manual was primed and analyzed. Seven themes were noted and depicted (Figure.5) concerning the quality of TEPs in Pakistan. As buttressed by the great support of literature available on qualitative data analysis (Krippendorff, 2018; Neuendorf, 2016; Riffe et al., 2019; Zhang & Wildemuth, 2009) thematic analysis technique considered an upright tool to dig out content or document. The manual published by HEC Pakistan itemized the term quality, with its process and principle. The evaluation system (internal & external) and its criteria in Pakistan has been specified. Comprised of 113 pages of SA-manual contain six areas and an extra part termed appendixes. The first area talks about the presentation of quality confirmation and the standards of the quality affirmation process and procedure. The second segment manages

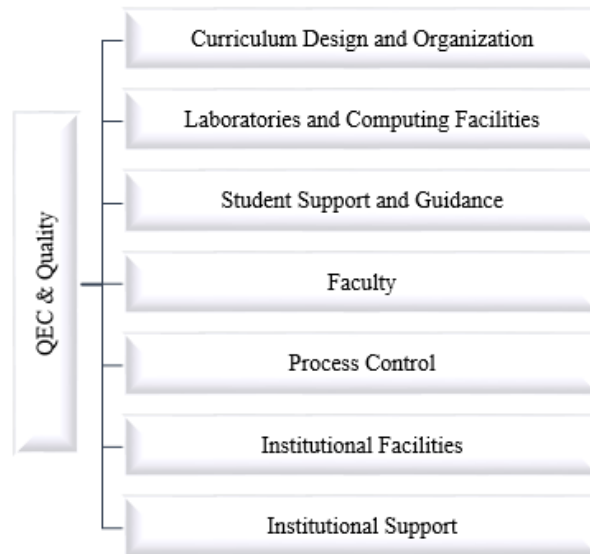


Figure: 6. *Quality Enhancement Cell & Standards*

Summary of Self-Assessment Manual

The given table unveils the processing of SA manual with the alignment of its criteria and programs’ standards. The eight standards were measured using the attached performance of the SA manual and the criteria for each standard matched at the analysis phase. The stated procedure, scoring and ranking levels in the literature review were promulgated at the end of the SA manual operation. The summary of the SA-Manual displayed in the table depicted in data analysis section.

Sr.#	Criteria	Programs Standards
1	Program Mission, Objectives and Outcomes Page 9-15	1.1 The program must have documented measurable objectives that support Faculty / College and institution mission statements. 1.2 The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes. 1.3 The results of the program's assessment and the extent to which they are used to improve the program must be documented. 1.4 The department must assess its overall performance periodically using quantifiable measures.
2	Curriculum Design and Organization Page 15-17 Table 4.3, page # 16	2.1 The curriculum must be consistent and supports the program's documented objectives. 2.2 Theoretical background, problems analysis and solution design must be stressed within the program's core material. 2.3 The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. 2.4 The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body/councils. 2.5 The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body/council 2.6 The information technology component of the curriculum must be integrated throughout the program. 2.7 Oral and written communication skills of the student must be developed and applied in the program.
3	Laboratories and Computing Facilities Page 18	3.1 Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students. 3.2 There must be adequate support personnel for instruction and maintaining the laboratories. 3.3 The University computing infrastructure and facilities must be adequate to support the program's objectives.
4	Student Support and Advising Page 19	4.1 Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner. 4.2 Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants. 4.3 Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices.
5	Process Control Page 19-21	5.1 The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives. 5.2 The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives. 5.3 The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with the institutional mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives. 5.4 The process and procedures used to ensure that teaching and delivery of course material to the students emphasize active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives. 5.5 The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.
6	Faculty Page 21-22	6.1 There must be enough full-time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a PhD in the discipline. 6.2 All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. 6.3 All faculty members should be motivated and have job satisfaction to excel in their profession.
7	Institutional Facilities Page 22-23	7.1 The institution must have the infrastructure to support new trends in learning such as e-learning. 7.2 The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. 7.3 Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.
8	Institutional Support Page 25	8.1 There must be sufficient support and financial resources to attract and retain high-quality faculty and provide the means for them to maintain competence as teachers and scholars. 8.2 There must be an adequate number of high-quality graduate students, research assistants and PhD students. 8.3 Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Figure:7. Self-Assessment Manual and Programs Quality

Results & Discussion

While analyzing the QEC manual, it was concluded that rules documented by HEC, QAA and QEC gradually for TE Pakistan are well established by adding all indicators of quality but it's a general form of quality indicators. All indicators of quality dignified in the existing study were similar except "planning process and products" that was unique for this manual. This manual was mainly deliberating the term quality process at the input phase; however the aims of manual dons quality as a healthy process. To end with, the manual conquers the meaning and concepts of quality in especially in the terms of internal trustworthiness of the system or organization. The results depicted in the analysis section concluded the implication of the SA manual in describing, explaining and operationalizing the term "quality" & "quality assurance" of DAIs in Pakistan. The SA-Manual is profoundly alarmed with programs quality and the term quality and quality assurance in various disciplines. It was also explored while searching the SA-Manual that the documentation by the HEC and QEC for quality assurance of DAIs and HEIs in Pakistan is outdate (Abiodullah et al., 2017; Ameen, 2007; Arif & Ilyas, 2013; Asim et al.,

2014). The establishment once set-up the standards and implemented in the filed by QAA internal and external mechanism, after passing 18 to 20 years stills evaluating and sustain the quality practices with the same instrument. HEC & QAA establishments must renew these standards by the comparisons, meta-analysis and third party involvement. There should be open access for academic researchers to pass out theories in this regard. The first concluded themes were curriculum organization & design that is considered a major indicator of quality improvement.

The SA- manual defines and measures these indicators by using the questionnaire under the quantitative mechanism of QECs in all DAIs in Pakistan. From the glance of literature review, numerous studies have been conducted to explore the indicators of quality assurance and it was noted the quality curriculum has a significant role in improving the quality of education (AHMED, 2012). Based on the above theoretical and empirical argument it was concluded that quality curriculum plays a vital role in the overall quality of the educational institution. The second theme noted as Facilities offered by the DAIs to their students, faculty and other person has an effective part in branding the quality of any program especially in teacher education finance and facilities has a key role in enhancing its quality (Abiodullah et al., 2017; Ahmed, 2012; AHMED, 2012; Ali & Sciences, 2011; Arif & Ilyas, 2013; Asim et al., 2014). As per the stated quality parameter for an educational institution, Students support and guidance services are a critical indicator, as it seems as customer stratification. The customer satisfaction is the foremost factor in improving the quality of service (Fonseca, 2015; Hoyle, 2017). Faculty with its high moral, qualification and professional skills affirmed (Khan, Saeed, & Research, 2009; Saeed & Research, 2007) a very decisive measure in sustain the quality of all level of education.

The SA-Manual has also listed this standard and measures it in the process of SAR. Institutional support is the second last factor explored in the SA-manual. The last but not least Process control, it's a technique of monitoring, improving and sustaining the level of quality of a DAIs reported and operationalized by SA-manual. Process control techniques were always considered a key factor in the quality improvement system (Batool & Qureshi, 2007; Fonseca, 2015; Hoyle, 2017). It was concluded on the basis of above-discussed results of the study numerous factors were missed in the SA-manual on the other side the framed manual need a renewal to add the emerging needs in the form of standards. In the contrast the DAIs being measures under these standards would ultimately loss their quality competition or by following the foot prints of history we be failed in branding the quality education system.

Conclusion

Based on the above discussion of the results in this study it was concluded that numerous factors and indicators of quality were missed in the SA-manual on the other side the framed manual need renewal to add the emerging needs in the form of standards. On 11 August 2006, the revised manual for QECs (SA-Manual) was a milestone value. But it is observed that after passing 15 years there were no new standards was add nor existing was revised or assessed. All DAIs yet meeting the outdated standards, in 21st globally we have faced numerous changes in the systems. Our needs, priorities, challenges, problems have been changes serval times, but our parameters for the quality of DAIs same settled in 2006. All the tools used in SA-Manual of QEC are outdated rather they measuring process level quality effectively but limited in scope the up to date indicators were missed since 2006 there was no revision made by policymakers or competent authorities. Sum up remarks are the limited and restricted scope of the manual being enforce by QAA and HEC respectively.

Recommendations of the Study

By affirming the results & findings it is recommended for future researches there should be: The questionnaires should be depicted by SA-Manual should be revised by quantitative studs in future. There should be a constructive role by policymakers on an urgent basis, in contrast, we would be the nation of the stone era and mapping our rows blindly. It was a qualitative and contextual biased investigation the validity and trustworthiness is the limitation of this research further researches may also support this study in quantitative terms. There should be serious efforts by HEC and QAA for healthy research culture for evaluating the settled quality standards and third party involvement is the best way in this regard.

HEC must focus the powers and the working process by QAA, the internal and external quality monitoring bodies must benchmark new standards and pilot in the DAIs. The HEC should measure and operationalized a mechanism for the rate of return analysis along with market value, supply and demand analysis on the discipline-basis. The PC-I from QECs was finally approved by a legitimated DDWP, in August 2006 was executed at the start of September 2006 by QAA. Subsequently, the phase-wise establishing QECs began by QAA and HEC. These QEC's, close by attempted numerous different measures for improving scholarly quality in HEIs, likewise executes quality assessment instrument of scholastic projects, called self-assessment process. The result of this procedure is the “*Self-Assessment Report*” (SAR) should be revised.

There was an alarming & growing itinerary was observed that the quality is changing with the passage of time but the concerned establishments didn't revise its

perform/s from the time being enforced. There was an appreciation in standing value and demands of academic & professional disciplines in Pakistan uninterruptedly being censored by HEC, QAA and DAIs respectively. However, a serious concentration in the area of quality definition, indicators needs and dimensions is vital to impose new parameters. Mostly restricted dimensions of quality assurance, totally overlooking by authorities and this quality revolution may be projected by applying both (Top-down & Bottom-up) approach of change.

To boost a change in the pre-established standards is a very crucial step but it's vital to compete the international brands of HEIs globally. At the 1st phase, HEC and DAIs should endorse the academic scholars to empirically and theoretically assess these standards. Especially the standards for Teacher profession needs to change in this way nation can inject quality teacher for the purpose to prepare the quality future. The already data submitted by DAIs to QAA cells need a meta-analysis in this way the existing and recorded difference of quality can be assessed to the road a new map for quality assurance. Comprehensively the SA-Manual is effectively meaning the quality but limited in scope needs to add current standards. We may benchmark the best practice for quality improvement but the QAA and QEC restricted and limited criteria is a briar in this regard. This should be solved by policymakers on an urgent basis, in contrast, we would be the nation of the stone era and mapping our rows blindly.

For acknowledging it was a qualitative and contextual biased investigation the validity and trustworthiness is the limitation of this research. There should be serious efforts by HEC and QAA for healthy research culture for evaluating the settled quality standards and third party involvement is the best way in this regard. HEC must focus the powers and the working process by QAA, the internal and external quality monitoring bodies must benchmark new standards and pilot in the DAIs. They should measure and operationalized a mechanism for the rate of return analysis along with market value, supply and demand analysis on the discipline-basis. Comprehensively the analysed SA-Manual is effectively meaning the quality but limited in scope needs to add current standards.

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