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Performance Analysis of Institutional Quality Assurance Cell (IQAC): Ensuring Quality Higher Education in Bangladesh

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Abstract

In today's knowledge-based and competitive world, a country like Bangladesh must have access to high-quality higher education if it is to succeed. A project with the financial help of the World Bank was run by the University Grants Commission, which is in charge of making sure that all the public and private universities have an "Institutional Quality Assurance Cell" (IQAC). The primary mission of IQAC is to ensure a quality management mindset among the students of the universities. The fundamental objective of this research is to learn about the present situation of higher education. Using a qualitative research design, this study attempted to examine the current situation of Institutional Quality Assurance Cell (IQAC) functioning at higher educational institutions in Bangladesh, to recognize the IQAC's current challenges in improving higher education, and to determine how to address the IQAC's problems for improving the quality of higher education. Some of the key results include that IQAC has some considerable hurdles in its attempts to enhance educational quality, such as a lack of autonomy within the program or department since the majority of decisions are centralized. Infrastructure is deficient or unsatisfactory. Students are not permitted to use research facilities. There is a deficiency in terms of strategy or activity for continual improvement, visible government efforts are being made to encourage academics to pursue their study/continue their studies. There is no foundation training provided for new teachers also found. Students who are being graduated from the science faculty are facing insufficient access to adequate laboratory facilities. Additionally, IT resources are inadequate. The university's primary objective must be the advancement of research and the creation of new opportunities. Additionally, the authorities should promote practical instruction above theoretical education and should take measures to eliminate the use of conventional note systems in the process of practical learning. The curriculum should be changed regularly to reflect the passage of time. The university's primary objective must be the advancement of research and the creation of new opportunities.

Keywords: performance, quality, IQAC, university, education, SDG.

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Introduction

Education is responsible for the overall growth of a nation. The fourth Sustainable Development Goal (SDG 4) of UNDP emphasizes the significance of quality education in improving sustainable and resilient communities and how it leads to all other SDGs (Karim, 2020). Education aims to impart specific values and strengthen people's capacity to deal with environmental and development issues in any country (Islam, 2008). The essence and quality of higher education play a significant role in the growth of modern societies. Consequently, higher education's job is to prepare capably informed and foresighted individuals to take on various higher responsibilities (Monem & Baniamin, 2010). Quality higher education is undoubtedly a crucial component of the growth of a nation like Bangladesh. It must be achieved to thrive in today's knowledge-based and competitive world. The quality of education is the most critical factor in ensuring that individuals keep current on the newest advancements in all topics and areas of life. Bangladesh, classified as a Least Developed Country (LDC), can only close the wealth gap with developed global economies by using the information gained by university graduates (Momin, 2016). Bangladesh currently has 46 public and 105 private universities (UGC, 2020). The economy must develop knowledgeable and capable leaders, businesses, investors, and skilled workers (Tasnima, 2008). Ensuring the achievement of the MDGs' primary objectives, it now seems relatively simple to meet the indicators of the SDGs by 2030 since Bangladesh is becoming a middle-income nation by 2021 and a developed country by 2041. However, it is not as straight forward as it seems. There is the possibility of several domestic and international obstacles to fulfilling the SDGs and its indicators, adopted by the UN in 2015 and ratified by the 193-member states. Bangladesh also will encounter several difficulties. To fulfil the development milestone of 2030 in Bangladesh via quality education, one of the problems is assuring the quality of education at the institutions dedicated to higher education. Despite studies and conclusions on enhancing the quality of education, nothing has been discovered concerning institutional constraints in this area. Academics, education experts, and other stakeholders agree that the quality of higher education in Bangladesh has deteriorated in some areas over the last two decades.

The Rationale of the Study

Bangladesh's higher education system is currently facing several problems with deep roots and connections to each other. Insufficient enabling climate for improving teaching and inquiry efficiency, weak control and transparency, ineffective arrangement and management ability, and inadequate financial support are just a few. The lack of a large academic culture exacerbates all of these issues. Most nations with a long-term perspective have realized that education, in general, and high-quality higher education, are essential for overall development. They are dedicating a significant portion of government resources to improve educational institutions and pushing the private sector to do so. Bangladesh will continue to fall behind in the world economy if it does not follow suit. To do a critical self-analysis of their programs and institutions' abilities, the different institutions must implement ways to ensure they provide the best service possible. Higher education with high quality prepares individuals for a knowledge-based economy while also stimulating creativity and innovation. Universities must

guarantee that education meets worldwide quality standards and is academically and socially conscious of 21st-century realities. Higher education institutions must enable graduates to find employment in a globalized society on an equal footing.

Regrettably, for Bangladesh, higher education has been stagnant for a long time. Naturally, the lack of care has led to a significant drop in higher education quality, especially in teaching and research. This drop happened when higher education faced problems like more students, less money, and the loss of academic talent (Momin, 2016). Bangladesh's current government has set out to achieve the visual pathway of becoming a middle-income country by 2021 by implementing "Vision 2021," then reaching the development crossroads by 2030 by implementing "SDGs 2030," and becoming a developed nation by 2041 by implementing "Vision 2041," also known as Bangladesh's Perspective Plan 2041.

The government is projected to complete the main development agenda in 2030, also known as the Sustainable Development Goals 2030. It is also expected that if the SDGs are met by 2030, the government will be able to move forward with the long-awaited "Vision 2041." The GOB and the World Bank have generously supported the Higher Education Quality Enhancement Project (HEQEP) to achieve the goal of quality education. With the assistance of project officials and the World Bank, the University Grants Commission meticulously implemented it.

Developing quality assurance systems is one of the essential aspects of HEQEP. The IQAC Operation Manual (IQACOM) lays out procedures and guidelines to ensure that the IQAC runs smoothly. Its goal is to improve teaching, learning, and research in Bangladesh's higher education institutions. In these conditions, the current study will help evaluate the IQAC success of public and private universities. This research is vital for many reasons:

1. This study will add to the obtainable body of knowledge by providing new literature on quality education, particularly quality components and structures, prepared for IQAC. Quality higher education is needed to succeed in the era of globalization. In this situation, the researcher would look into how IQAC affects the quality of higher education in Bangladesh's public and private universities.
2. The study's results would help education policymakers develop potential interventions for IQAC and higher education in Bangladesh.
3. The study would include an effective implementation strategy for improving the IQAC and the standard of higher education in Bangladesh.

Objectives of the Study

The primary goal of this study is to learn about the current state of university higher education. The study's other specific goals are as follows:

a) to explore the present status of activity of the Institutional Quality Assurance Cell (IQAC) at public and private universities;

b) to recognize the contemporary challenges of IQAC in enhancing higher education; and

c) to find out how to address the IQAC's problems in improving higher education quality.

Methodology of the Study

Methodological considerations for the research are discussed in this section. To meet the study goals, we used a qualitative approach. Qualitative research methods are used to address questions about experiences, meaning, comprehension, and perspective, most frequently from the participant's perspective (Hammarberg et al., 2016), whereas the quantitative approach is the systematic examination of observable phenomena using mathematical, numerical, or data-driven techniques (Given, 2008). As a result, the findings would be interpreted using qualitative data.

Sampling

In purposive sampling, definite units are taken purposefully as per the judgment of the researcher. Here, the critical effort of the researcher is to make the selection representative. However, this technique followed a small sample but was highly representative (Aminuzzaman, 2011b). Targeted respondents' manageable sample size for interview purposes in the four universities (two public and two private). Based on gender, faculty duration spending in the institution, and institutional affiliation, 80 participants were selected for the Key Informant Interview (KII). Eight case studies and four Focus Group Discussions (FGD) were chosen to complete the study. There were 8 respondents for FGD.

Tools of Data Collection

Several data-gathering technologies will utilize to acquire primary data. The study targeted a manageable sample size of respondents in the four universities for interview. The structured interview technique was chosen to collect data for this study, and it is the best way to do qualitative research because it can get participants to give detailed answers to questions about the study. Second, face-to-face in-depth interviews with 80 KII (Key Informant Interview) participants would be conducted. Eight case studies and four Focus Group Discussions (FGD) were also conducted. Finally, the researcher incorporated study course materials, associated papers, and websites to aid with comprehension. Each organization conducted one focus group to collect a large amount of data used as a foundation for several data sources to validate the survey findings.

Table 1:

Criteria and Number of Respondents

Method of Data Collection	Criteria	Number of Respondents
Key Informant Interview (KII)	officials, teachers, and director/ additional director of IQAC	20 from each institution (Total 80)
Case Study	officials, teachers, and director/ additional director of IQAC	2 from each institution (Total 8)
Focused Group Discussion (FGD)	officials, teachers, and director/ additional director of IQAC	8 from each institution (total 32)

Conceptual Framework

It is regarded that study without the need for a conceptual framework makes it difficult for readers to find the scholarly point and underlying components of the researcher's argument. As a result, a conceptual framework is a design that the investigator feels may explain the natural course of the phenomenon under investigation (Camp, 2001). The conceptual framework of this research, on the other hand, is described in the next section.

Quality

When discussing educational quality, it is essential to reflect on what is meant by the word quality, since various professions, such as educators, researchers, and politicians, interpret this phrase significantly (Ashraf et al., 2007). Quality is a multi-faceted concept. It's also a matter of perspective. People's perceptions of quality can differ. A variety of factors determines it. The word "quality" comes from the Latin word "qualities," which refers to a thing's level of excellence (Oxford Dictionary, 2003).

Quality Assurance

Various quality assurance papers demonstrate internal and external quality assurance methods. Internal quality assurance refers to the process by which an educational institution guarantees the quality of its product inside its intra-organizational structure. Whenever national-level institutional rules and procedures are employed in quality assurance, this is referred to as the external process of higher learning. In the case of higher education, every institution has rules and processes in place to ensure the quality of instruction (Rabbani & Chowdhury, 2014).

Previous Works on the Issue of Quality Education

Following articles and books have been appraised for this study, but no one has a comprehensive impression of our research issue.

During the COVID-19 outbreak in Bangladesh, Genilo (2021) recounts the involvement of institutional quality assurance cells (IQACs) in implementing the University Grants Commission (UGC) instruction to convert to online education. It emphasizes the government's efforts to provide high-quality education, notably via the use of IQACs in public and private institutions. The article begins with the country's pandemic scenario, followed by the government's general actions, including its directions on the execution of higher education.

IQACs seem to have aided in the transition to fully online learning during the pandemic era. Governance, teaching and learning, and student support services were among the areas where universities reacted to the crisis. The IQACs (with the support of other university units) surveyed their staff and students on their access to the Internet, financial issues, and mental health status to help guide policy development. From there, they established academic regulations (attendance, student evaluation, and online teaching), performed capacity development activities, assessed faculty performance, formulated student online behavior rules, and urged participants to trust the online system.

Ehsan (2008) wants to know whether our current tertiary education system is providing excellent education to turn our young into productive human resources. The study claims that the present higher education system is failing to develop qualified human resources, resulting in poorer returns to the economy, using qualitative social research methodologies and information from multiple secondary sources. There has undoubtedly been numeric growth in tertiary education; nonetheless, the quality of that education has been a source of concern. The crisis did not occur as a result of a lack of proper policy framework, but rather as a result of its implementation. This study makes a modest recommendation for the government of Bangladesh to take immediate steps to implement the recommendations contained in the main policy equipment connected to training and education, as well as a significant increase in public financing for the tertiary education sector.

According to Sawant (2016), IQAC's primary role is to start, organize, and oversee different actions that are required to improve the quality of education provided at an institution or university. Because the role of IQAC in sustaining quality standards in education, learning, and assessment is critical, the current study is conducted on a smaller scale to identify the actual state and functioning of IQAC, as well as its results.

Analytical Framework

Higher education has a big potential to help underdeveloped nations become more prosperous. In modern times, higher education ought to be standard, well-being, and feasible growth-focused. The purpose of this essay is to look at Bangladesh's higher education system, with an emphasis on quality and accessibility (Ferdous & Islam, 2019). According to the literature review, there is a void in previous works exploring the current status of institutional quality assurance cells (IQAC) operating in public and private universities. Table 2 reveals the conceptual structure for conducting the proposed research.

Table 2:

Analytical Framework

Independent Variable	Measuring Indicators	Measuring Techniques	Dependent Variable
Governance Quality	• Financial Management • Program Management • Academic Documentation • Peer Observation & Feedback Process • Internal Quality Assurance Process	KII, FGD, Case Study, Observation	Performance of IQAC in Public and Private Universities
Human Resource Management Quality (Teacher and Staff)	• Teaching Learning and Assessment (Teaching quality maintenance) • Career management • Skill Development • Research Facilities • Physical Facilities	KII, FGD, Case Study	
Student Quality Management	• Curriculum Design & Review • Student admission requirements, admission process, progress, and accomplishments • Physical Facilities Support • Student Support Services (co-curricular)	KII, FGD, Case Study	

Source: Researchers' synthesis.

The study is an attempt by the researchers to determine the current state of quality, with a particular emphasis on IQAC results. The research would be helpful in the areas of high-quality education, problem detection, and potential solutions.

Analysis, Discussion, and Findings

Several variables were chosen based on the theoretical review to examine the link between the dependent and independent variables. The research made several assumptions about these characteristics and attempted to evaluate them empirically via data analysis. For this, the performance of the IQAC is regarded as the dependent variable, and this variable is partially explanatory since it allows for the derivation of other components other than the standard idea created in the past. Additionally, to ascertain the most relevant aspects affecting IQAC's performance.

KII Findings of the Study

A total of 80 KIIs have been conducted in the selected university. The KII's findings are organized around participants' responses, and the following topics represent the finding of all KII Participants.

Lack of Financial Support

The budget has not been met as per the requirement. Financial management at public institutions relies entirely on UGC funding, and private universities depend on their sources. Students cannot be assessed due to a staff shortage because there is no research cell or equipment lab and cannot maintain quality due to the lack of money; specific research training programs are not executed. It is struggling to improve its university education. IQAC does not have sufficient funding to cope with its financial management.

Inefficient Program Management

According to the participants, the institution lacks the requisite space to host IQAC seminars and events. The meeting space is limited. Everyone cannot be trained at the same time. Participants do not attend online classes or training; thus, there is not enough way to get feedback. Resource Person is challenging to manage. It is necessary to deal with structural issues. Because of the inefficiency of the financial resources, practical training is impossible.

Unsuitable Peer Observation & Feedback Process

Peer observation has not been developed yet. It was unable to collect input because of covid-19. The peer observation and feedback process are managed by IQAC; however, they don't have enough observable activities. They have recently started working at the institution, and their management has yet to be assessed. Peer observation is yet to be developed in all departments.

Inflexible Teaching Learning and Assessment

There are insufficient resources and facilities available to the students. The library, classrooms, and seminars are ineffective. Political, geographical, and economic factors are inefficient, and inappropriate environments during class time could also be a matter of concern. Teachers are committed to delivering their efforts and services each semester, but they are limited in their ability to do so. There are a limited number of shift-based class lectures and study tools. During the Pandemic, they struggled to conduct assessments. Since the class tests were conducted late, the curriculum is being put under pressure on students at the end of the semester.

Poor Career Management

All students do not get adequate support from the university, although they have done their best. The departments have a limited number of students. The fragmented seminars are being held at the university but are not well-coordinated. Career management programs are available, but they are not sufficient to compete in the current job market. Only the BBA, Law,

English, and CSE departments organize many seminars and courses to ensure a successful job after graduation. “The promotions and increments, i.e. career growth, are slow,” one of the participants said. “They do it informally, but there is no definite process.” In the institutions, M. Phil and PhD degrees are not offered. There is no university replacement unit.

Insufficient Skill Development

Students are more interested in extracurricular activities such as debating society, language clubs, and sports clubs. Co-curriculum programs, on the other hand, have a lower participation rate. “Our university’s instructors are actively participating in skill development-related activities,” one faculty member said. They are also actively participating in academic conferences in various areas of the globe, in addition to attending 30-40% of in-house seminars and training.” Because of a lack of funds and equipment, there is a low level of participation. There is no adequate skill development program in place.

Poor Research Facilities

Students do not have access to an extensive research facility. The teacher is the one who performs the research activities. “The university can combine research facilities for the teachers,” one of the professors stated, “but it is at a minimal level.” It has just recently begun to provide the service, and it is unsatisfactory. There is no setting in which the study can take place. Research-based skills are not widely featured in the academic curriculum. Only a tiny percentage of students participate in research, and only a few collaborate with professors—insufficient ability to establish an atmosphere conducive to the differentiation of research facilities. Because of budget constraints, research facilities are limited, yet students are eager to participate in research.

Lack of Sufficient Physical Facilities

There aren’t enough accommodation options for students. It was impossible to assure a balanced food supply. The primary difficulties include inadequate research facilities, the absence of a Guest House, an Auditorium, and sufficient classroom space. Physical facilities are insufficient since practice is not extensively exercised on the campus. Medical services are inadequate for the student’s needs, and there is no vital network infrastructure, seminar rooms, auditorium, or multimedia classroom and department. The classroom doesn’t have a lot of space, and there aren’t enough places for namaz.

Traditional Curriculum Design & Review

Every three years, the syllabus is generally reviewed. Initiatives to collaborate with Alumni experts on the need for a new curriculum have not been taken. According to UGC norms, IQAC must modify the syllabus and create the curriculum. Our instructor performs it regularly and in a professional manner. The behavior curriculum is in place, although it may improve it. Within six months, we will complete the semester, and the work is ongoing to create a UGC-directed OBE curriculum over two years. The departments examine the curriculum

every two years, although it is very conventional. Universities were unable to organize an event in the case of a pandemic.

Lack of Physical Facilities Support

Participants are dissatisfied owing to various factors, including a lack of a research lab, financial constraints, teacher shortages, and a lack of a standard facility and no prayer room for girls. A gym, a central field, a badminton court, and a volleyball court are all available. There is a housing shortage. There is a transportation issue, and we don't have enough hostel space. The university does not adequately meet the student's demands.

Lack of Student Support Services (Co-Curricular)

Some co-curricular activities organizations work towards this on the university campus. Many stage dramas from other departments, as well as a debating club, are all part of the cultural program. Various special days are observed, and the university maintains the cultural activities of its initiatives. Multiple groups, including theatre, engage in cultural events. Although the departmental culture week is taking place, the sponsor cannot organize the cultural program. Due to a lack of funding, the co-curricular activities are seldom extensively attended.

FGD Findings

A total of four focus group discussions (FGD) were performed by interviewing individuals from a particular university. The results of the FGDs are summarized based on the responses of the participants, and the FGDs' overall findings are as follows:

Most of the participants said that the peer observation and feedback process are managed by the IQAC, which has no public activity. They are still unable to engage them regularly, causing the peer-learning process to be delayed. It is possible that stakeholders' views are not being considered and assessed by the appropriate agency. There is a lack of autonomy within the program or department. They added that infrastructure facilities are substandard, and students do not have access to research facilities. A continuous improvement strategy or activity is absent. For new instructors, there is no foundation training available. IT resources are insufficient, among other things. The opportunities for recruiting high-calibre candidates are narrowing due to the high degree of political consideration. Adequate resources, poor infrastructure, political activity of the teacher, and partisan politics all contribute to IQAC's underwhelming overall performance. The participants also found insufficient financing and the unwillingness of necessary parties to cooperate. Faculty and students are demotivated. Students struggle to find interest in studying, and inadequate infrastructure in educational institutions is a significant problem. Instructor-to-student ratio and teacher motivation are essential considerations, and this is a continual process that has made several steps in the direction of future career management from time to time. Over the academic year, the university provides seminars and training, but this is not enough to support their career management plans.

Case Study Findings

A total of eight cases have been investigated by interviewing individuals from a particular university. The case results are formed based on the responses of the participants, and the overall case findings are as follows:

IQAC has significant challenges in its efforts to improve the quality of education. They are unable to articulate a clear vision and participate in ineffective actions. There is a disparity in activities. IQAC is involved in creating higher education programs at the programmatic level. IQAC is being encountered some difficulties in its functioning. It is becoming more challenging to break the format of the conventional education system, which has been in place for a very long time. The members of IQAC have insufficient knowledge and experience. The Internal Quality Assurance Process (IQAP) needs to be more capable of being implemented by IQAC. Because the activity is still in its early stages, it is impossible to assess its potential for growth and development.

Way Forward

This interconnected educational environment enables students to study international education in their home country while increasing their exposure to knowledge through curiosity, creativity, and critical reflections, thereby contributing to the country's progressive improvement in the quality of tertiary education. In every sector, the quality of the products is essential to the business's sustainability. Similarly, the standard of education is accountable to society for its future members—the graduates. As a result, by addressing gaps within higher education, we will be able to contribute to the development of a more knowledge-based, skill-oriented, and fair economy (Ahmed, 2021).

Financial Management

The University might be able to give considerable financial assistance, which is necessary to pay the wages needed to recruit and retain the world's top academics. The annual budget is adequately used and implemented in the right way.

Program Management

The IQAC should maintain transparency and accountability regarding program management, and everyone should be held accountable. They need to raise leadership capacity.

Academic Documentation

IQAC must initiate, prepare and supervise the academic documentation to improve the quality of education imparted in an institution. They also need to oversee the preparation of all the academic documentation, peer reviews the self-assessment reports by internal and external experts, and take appropriate measures.

Peer Observation & Feedback Process

Can do different kinds of feedback sessions from students, parents & other stakeholders on quality-related institutional processes. For institutional self-assessment, a peer review team must be more prudent. The peer review team will update internationally accepted standards and best practices in this regard.

Teaching Learning and Assessment (Teaching quality maintenance)

Bring modern education facilities should reduce the theoretical study and practical study should be the primary focus, should provide proper resources and facilities. Teachers should be professional, careful, and sympathetic to the students.

Career management

Career-oriented programs should be arranged for the students of first-year 2nd year to prepare a competitive mind for the future and focus on their studies should provide career-related counselling.

- There should be quality in teaching, responsiveness, and extra-curricular activity so that a person can be dynamic in the future after graduation.

Skill Development

- IQAC should focus on PhD and thesis-related research and arrangement of seminars and workshops about skill development. Teachers should have more training.
- IQAC should maintain good collaboration with various stakeholders. The student should have raised their hands for their living facilities and skill-based work.
- To increase Skill Development activities, IQAC should collaborate on the upcoming challenges. They are counselling the student and relating with the stakeholders.

Research Facilities

- Physical research support should be provided and student-friendly facilities for consulting with the students and the University administration. The institution should enable experts in a particular discipline to come forward and teach or conduct research of various lengths.
- UGC should provide facilities for the university to conduct research activities powerfully. Physical Facilities: It should improve technical development and provide internet connection on campus. Proper planning, executions, and a monitoring process should make changes.
- Well managed & skilful training, extended physical & non-physical facilities are needed. Proper coordination among teacher, admin & employee. There should have an increased library facility, and we must arrange career-oriented seminars now and then. Infrastructural facilities should be increased like hygienic water and bathroom facilities.

- University should provide library facilities, medical treatment, research facilities, female common room & prayer room, etc.
- IQ type education, research-based teaching motivating, and skilful class lecture. Increasing multiple classrooms, a short time syllabus should exist.

Curriculum Design & Review

- Traditional question patterns and syllabus are needed to be changed. Need to focus on career-oriented activities. Need to develop related research sector. It would be more beneficial for students if they could act faster.
- IQAC needs to focus on practical study, and its vision should be career-based. The curriculum should be designed by an international standard like developing problem-solving skills, analytical ability, and leadership quality through academic courses.
- The curriculum should be updated with the flow of time. IQAC must focus on research development and opportunity. The authority should also encourage practical education rather than theoretical and should take steps to stop traditional note systems from being involved in the experimental learning process.
- Research-related course introduction should be increased. Skill development programs should be highlighted in the curriculum.
- The traditional teaching system needs to be changed, and they should arrange practical guidance for the students to earn practical experience and knowledge.

Student Admission Requirements, Admission Process, Progress, and Accomplishments

- Ensure the proper rights of the students. Inject mobility, ensure investment in research activity, and try to find precisely what the students need.
- The admission test should be competitive. University has its campus. The number of courses should be added so students can choose any subject independently. The number of faculty members should increase.
- Provide work opportunities as a teaching and research assistant with the faculty members after graduation. Exam time could be in a proper routine as there is no specific exam routine for mid-term. IQAC is the best, but they can publish more to get the best students every year.
- The class schedule should be followed correctly. Students should be adequately judged during result-making.

Physical Facilities Support

- Students need a lift facility and need a computer classroom. A suitable education environment should be ensured for students by providing proper food, resident, and security.
- If the university increases the library facility online, it will be helpful. If teachers provide lectures by providing lecture sheets.

Student Support Services (co-curricular)

- Encouraging co-curricular activities by takeout students from student politics. Direct engagement with students by different fieldwork or various researches. Assessing and strengthening capacity for teaching-learning, research, and community services. Coordinate all QA-related activities at the national level.
- The teaching process must be improved so that students can relate the lesson in practical life, extra-curricular activities should be provided to make students more skilled, and research work and publication of those research would be ensured so that students can learn the actual situation of any social or scientific fact.
- The quality of the environment needs to be improved. Reform the structure of academic activity. Switch to the semester process.
- IQAC activities should be smooth, timely maintenance, and no red tourism, and they should take proper initiative to improve the educational system. If the IQAC is more careful about their activities, then students will have more progress.
- New learning methods like research, and fieldwork, should be adopted. Copy-paste tendency in the exam paper should be removed. Teachers must be cordial. Toxic political activists should be avoided from campus. Teachers should be stopped their political activists on campus.
- More close monitoring by the university to ensure better quality. Providing quality education also with practical implementation should be the primary objective.
- Raising awareness among the student and students need to know about IQAC. Only then will students be able to express their views on the importance and merits of IQAC.
- Authority should take more initiative activities to improve the quality of education through IQAC and Ensure the activeness of all students. As some students are always unprivileged to show their potential abilities.

Conclusion

Despite several challenges along the road, Bangladesh's education has gone a long way in 50 years. It can only go higher from here, creating a future worth viewing during the nation's 100th birthday celebrations (Munira, 2021). Students should be able to create an engaging connection with outstanding academic staff and generate critical ideas in an intimate and intense academic atmosphere at the institution. In this situation, the university should ensure that no students are disadvantaged and that student and staff rights are protected. Universities, once again, should be worldwide, allowing individuals from all around the world to attend. A campus with individuals of varied cultures, ethnicities, nationalities, religions, and levels of expertise may provide a better academic atmosphere and foster mutual respect. The university should not conceive as a single physical area but rather across national boundaries. The university's leader should be one of the most critical prerequisites. Who runs the institution and how inventive the leader is may have a profound effect on the campus? A strong leader can draw excellent academics to campus for a higher academic environment.

To enhance and maintain the quality of Higher Education Institutions, educational institutions must be more responsive to the changing demands of all stakeholders worldwide. Higher education institutions must understand what they'll do and how they can improve further to fulfil the needs of Higher education institutions' environmental scanning. The university must respond to the development of the local and global environment that might be established in Bangladesh. Other support systems for students should be installed by higher educational institutions, including affordable housing, food, sporting activities, healthcare facilities/first-aid, a fitness center, civic engagement, heritage, cultural, and social programs, as well as removing language barriers. To create an ideal paradigm of excellence in the field of higher education. Employability skills such as inventiveness and an ability to innovate are essential. As a result, visionary fervor, missionary excitement motivated by a lofty objective of enhancing the quality of education at higher educational institutions, and execution via focused strategic planning and collaborative effort are critical.

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