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QUALITY ASSURANCE IN EDUCATION: INNOVATIVE APPROACHES FOR EFFECTIVE CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT

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ABSTRACT
This paper investigates whether educational quality assurance models effectively address the quality of classroom management and school engagement. It examines practices within selected international and Bangladeshi universities, categorized by educational expense, to evaluate how quality assurance frameworks integrate indicators of classroom management and student engagement. Data were analyzed from online reports and university websites to assess the alignment of institutional policies with practical classroom strategies. The findings reveal gaps in integrating classroom-focused metrics into broader quality assurance activities, highlighting the need for frameworks that bridge institutional objectives with direct classroom practices. The originality of this study lies in its comparative analysis of diverse universities, shedding light on the role of financial capacities in shaping quality assurance initiatives. By emphasizing classroom dynamics and engagement as pivotal elements of educational excellence, this research contributes to the evolving discourse on quality assurance. The implications extend to policymakers and educators, suggesting actionable recommendations for developing comprehensive quality assurance systems that prioritize holistic student outcomes and foster innovation in classroom practices.

INTRODUCTION

Private universities in Bangladesh have established Internal Quality Assurance Cells (IQACs) to oversee and enhance the standards of teaching and learning. The primary purpose of IQACs is to develop quality action plans that align with the institutional goals, and best practices in education. However, studies have highlighted gaps in how these cells address classroom needs, particularly in relation to student engagement (Rashid & Akter, 2019). While IQACs emphasize institutional quality, the interaction between classroom management and student engagement remains underexplored in the context of private universities. These two

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elements—student engagement and classroom management—are crucial for ensuring that education is of high quality (Fredricks et al., 2004).

Private universities, based on their target learning outcomes, have yet to perfect dynamic measures for classroom experiences. Despite efforts to create student-centered learning environments, strategies for managing engagement through effective classroom management practices remain in development (Biggs & Tang, 2011). Research suggests that although IQACs establish frameworks for institutional goals, the direct application of these frameworks to enhance classroom dynamics and foster active student participation is lacking (Hassan et al., 2021). This research aims to assess the potential for innovation within private universities in Bangladesh, focusing on the extent to which IQACs can directly support classroom management and student engagement. It explores whether best practices or frameworks exist to connect institutional policies with practical classroom strategies.

The introduction of IQACs was a strategic initiative by the government, the University Grants Commission (UGC), and the Ministry of Education, with support from international partners, to institutionalize a culture of continuous quality enhancement in higher education (Ahmed & Raza, 2016). Although IQACs have matured over time, the evolving nature of the higher education system—especially with regard to student involvement, collaborative learning, and classroom management—requires ongoing adaptation and improvement. The continuous evolution of higher education policies and practices, especially those that directly impact student engagement, underscores the need for IQACs to remain flexible and responsive to the changing educational landscape (Khan & Hossain, 2018).

RESEARCH PROBLEM

It remains a significant challenge for educational institutions to keep up with and improve classroom quality, particularly in terms of student engagement and fostering a productive learning environment. Traditional quality assurance systems—often based on administrative approaches that focus on standards and indicators—are increasingly ineffective in addressing the dynamic needs of contemporary classrooms. These systems, both external and internal, struggle to capture the innovative features that contribute to classroom quality, such as personalized learning, the use of digital tools for engagement, collaborative learning, and adaptive management strategies (Biggs & Tang, 2011; Dede et al., 2016). As a result, educational institutions often fail to integrate these key elements into their quality assurance frameworks (Hargraves et al., 2009).

A significant gap exists in the literature regarding whether educators, administrators, and organizational leaders are fully attuned to the evolving demands of 21st-century classrooms and whether they prioritize the need for assessing and maintaining the quality of education. The evolving nature of classroom environments, which increasingly require adaptive strategies and the incorporation of new learning technologies, poses a challenge for quality assurance mechanisms that have traditionally emphasized static standards and benchmarks (Hernandez et al., 2018; OECD, 2018). While innovative approaches have been shown to improve both classroom management and student engagement, there has been limited research on how these innovations can be systematically incorporated into quality assurance systems (Angelo & Cross, 1993; Fredricks et al., 2004).

If higher education institutions continue to be overwhelmed by the task of integrating innovative approaches into quality assurance, the necessary shift in educational practices may be delayed. As a result, these institutions may struggle to effectively evaluate the impact of these innovations on classroom management and student outcomes (Gregory et al., 2016; Pianta et al., 2008).

LITERATURE REVIEW

Overview Of Existing Research On Quality Assurance In Education

Quality assurance (QA) in education has been the focus of research for a long time now but most of the research was interested in the maintenance and improvement of educational quality. According to Harvey and Green (1993), educational quality can be considered from multiple perspectives in terms of excellence, consistency, goals, and the use of resources. These ideas have helped politicians and educators set standards for great education.

Many studies show that the implementation of quality assurance processes may vary from institution to institution. Institutional accountability, as cited in Stensaker (2008), is fulfilled through internal assessments and self-evaluations. Similarly, Srikanthan and Dalrymple (2002) emphasized the importance of aligning institutional goals, teaching methods, and student outcomes to improve the quality of education.

Quality Assurance is important for classroom management and student engagement. According to Biggs and Tang (2011), it is very important to match learning goals to teaching strategies and assessment methods in order to improve educational quality. Increased collaboration between students, teachers and administrators has shown to increase the impact and effectiveness of initiatives regarding quality assurance (Tam, 2001).

Effective Classroom Management Techniques: Traditional vs. Modern Approaches

A rewards and punishment system for classroom management in traditional and modern classroom management techniques have been thoroughly discussed by educators and scholars in recent literature focusing on their unique format, impact, and consequences.

1. Traditional Strategies of Managing the Classroom

Traditional classroom management techniques are overwhelmingly adult-centered, focusing on imposing strict discipline, orderly routines, and compliance with rules. The other approach enforces rules through penalties like detentions or tongue lashings. Research suggests that these approaches may preserve order and provide a stable environment, particularly in larger classes (Jones & Jones, 2015). However, analysts argue that overemphasizing these strategies could limit students' creativity and reduce their participation (Marzano, Marzano, & Pickering, 2003).

2. Modern methods of classroom management

In contrast, student centered classroom management approaches are usually focused on building relationships, fostering intrinsic motivation, and helping children to use positive reinforcement. These include practices such as collaborative learning, restorative justice practices and flexible seating arrangements. Wong and Wong (2018) state that current approaches strive to build a positive and inviting atmosphere that promotes increased student involvement and responsibility. Research finds that such approaches foster better classroom climate and lead to greater student academic and social participation (Garrett, 2014).

3. Evaluating Efficacy

Most of the traditional methods are only successful in keeping discipline in the short term, especially in environments with rigid culture, while modern methods give much better long-term results. Marzano et al. (2003) revealed that classes utilizing modern management measures experienced improved behavior and academic outcomes. Moreover, restorative practices have also been linked to decreases in disciplinary referrals and improvements in teacher-student relationships (Gregory et al., 2016). However, many teachers blend both methodologies, balancing structure with flexibility, tailoring the approaches to fit the unique needs of their students.

Research on Student Engagement

What Affects Engagement Rates

Student engagement, one of the most salient predictors of academic success, is influenced by a range of personal, contextual and institutional factors. Intrinsic Motivation, self-efficacy and prior academic performance are personal characteristics that affect students engagement levels (Fredricks et al., 2004). Students who possess a high level of self-efficacy and motivation have a higher likelihood of participating in academic and nonacademic activities.

Environmental factors — classroom climate, relationships with teachers and peers, are also key. Creating a positive learning space and fostering a supportive rapport with teachers builds student engagement (Kahu, 2013). And similarly, institutional factors — including the structure of the curriculum, the sorts of pedagogical approaches that get used and the range of different resources that are available — play a part in engagement as well. As such, project-based learning, and more broadly, technologies-enhanced teaching, has been shown to foster deeper engagement (Trowler, 2010).

The Impact of Engagement on Learning Outcomes

This is a general rule of thumb, more engaged students means better learning outcomes. Engaged students do better in school and have lower dropout rates and higher satisfaction (Finn & Zimmer, 2012). Clearly, investment in reasoning and problem-solving — elements commonly associated with higher-order thinking — is a dimension of cognitive engagement (Fredricks et al., 2004), and indeed is associated with academic achievement.

According to Kahu, (2013), behavior engagement is the active participation that facilitates proper functioning in an able manner in class activities and the proper following of the academic norms which contributes to a positive retention rate and low dropout rate. Emotional engagement captures the affective responses of students toward their learning environment and is associated with higher levels of satisfaction and inclusion. Ultimately the students that engage — that is, those that are actively working toward achieving their educational goals — are the very same students that are more likely to achieve those goals, and who find learning to be a lifelong pastime.

Gaps in Current Research

The literature, we hope, will continue to grow as we learn more about student engagement, but find many gaps still, which we would hope that future research might address.

Metrics for Studies on Engagement and Context Specific Engagement

Though existing studies attempt to offer generalized theories of engagement, they do not account for those differences in context that vary by educational context. It is unknown how engagement varies across cultural, socio-economic and institutional contexts. In addition, there are many contexts for which engagement has yet to be sufficiently explored, including under-resourced schools systems and systems of education located outside of the West (Kahu & Nelson, 2018).

A Shift from Individual Differences to Intersectionality

While individual factors (eg, motivation, self-efficacy) are acknowledged, current research predominantly considers these constructs in isolation. So far little effort has been made to study the interactions between intersectional variables (e.g., gender, ethnicity, socio-economic status, etc.) and their impact on levels of engagement (Fredricks et al., 2004). These relationships, however, are more nuanced, which speaks to the complexity of student engagement in and of itself.

The Long-Term Consequences of Engagement

In the majority of studies, engagement is measured as a static construct at one time point without consideration of its effects on academic performance. There is a need for longitudinal

studies that investigate how engagement unfolds over time, how it influences adult outcomes, and how it relates to important areas of development (e.g., preparation for the workforce, emotional maturity, and lifelong learning; Finn & Zimmer, 2012).

Engagement as a Whole Entity

Previous studies generally evaluate engagement one of two ways, through surveys that ask students how engaged they are in a class or by teacher observation, which can lack objectivity and be limiting. (or a gap in creating and using robust, multi-dimensional tools which measure cognitive, behavioral, and emotional facets of engagement simultaneously (Fredricks et al., 2004).

CLASSROOM MANAGEMENT AND THE CHALLENGES OF STUDENT ENGAGEMENT

Effective classroom management and student involvement are crucial to achieving favorable outcomes in education. But success in these areas is difficult to assure and poses quandaries for instruction.

Common Problems of Classroom Management

Classroom Management is about designing a learning environment that is friendly to student learning and progress. Teachers frequently run into serious problems when students get shirty or aren't motivated, as well, controlling their time effectively becomes more difficult and this creates stress for everyone involved in the situation. (Marzano & Marzano, 2003), Managing different classrooms with students from diverse cultural and socio-economic backgrounds is an added burden on the teacher's side (Emmer & Evertson, 2016). Also, the increased use of technology in classrooms is either a boon or a barrier to management, depending on whether it is integrated more effectively (Jones, 2018).

Causes for lack of student attention and engagement

Low student engagement can be blamed on a lack of relevance in taught material, on pedagogical methods that do not touch students, and on outside stimuli. When the lessons students receive are dry or seem irrelevant to them, they are naturally less likely to take part in active learning (Fredricks et al., 2004). Moreover a sense of being emotionally and socially linked with either teachers or peers can be very important in regard to whether students want to engage or disengage in class--especially now that we often encounter large number of children in our classrooms and so individual attention may not be possible (Wentzel, 1998).

Effect on Educational Outcomes of Low Student Engagement and Faulty Management

Poor classroom management and low student involvement have serious effects. Innovative schools benefit these not only for students who aren't participating in class but also for their classmates as well (Simonsen et al., 2008). Moreover, low levels of engagement are correlated with decreased academic performance and higher drop-out rate (Christenson et al., 2012). These have long-term consequences for students ' futures lower careers and less chance in society because they did not really achieve what they could have in schools where they came from poor homes or were members of ethnic minorities “left out.”

INNOVATIVE APPROACHES FOR CLASSROOM MANAGEMENT

Educators are trying out new approaches that involve technology, encourage inclusivity, and rely on teacher training.

Strategies Driven By Technology

The modern classroom is deeply dependent on technology. Educational products such as interactive whiteboards help to increase the learning atmosphere of a classroom, while programmes for the ipad that allow many people access simultaneously to one piece allow for cooperative learning activities that are flexible (Kay et al., 2019). Platforms like Google

Classroom and Edmodo facilitate communication, the sharing of resources, and the management of tasks, reducing interruptions in the classroom (López et al., 2020).

Gamification

Gamification can make classroom management work. By incorporating elements found in games, such as points, badges, and leaderboards,the teacher is able to lead students by rules and this will lead to their active participation (Deterding et al., 2011). For example, apps such as ClassDojo provide teachers with a means to give positive feedback and reward students who behave well, thus ensuring discipline is interesting rather than confrontational.

Teaching Methods that are Inclusive and Boundary-Free

Flexible and inclusive teaching methods can help teachers manage their classrooms better. Differentiated instruction and adjusted learning plans can accommodate diverse student needs, thereby minimizing frustration or boredom which lead to behavioral problems (Tomlinson, 2014). Teachers can use data collected on assessments to make activity arrangements that match a variety of learning styles and speeds. Everyone should feel like they can succeed.

Social-emotional Learning

Learning social and emotional skills (SEL) is another important part of modern classroom management. By helping students to develop their self-awareness, emotional management, and empathy, SEL reduces behavior problems and promotes a positive classroom environment (Durlak et al., 2011). Activities such as group discussions and meditation work on students' social aptitude, improving peer relations and all-round involvement.

Teacher Training and Help

Teachers who have useful management strategies are in a better position to maintain discipline and interest in their students. Professional training programs focused on classroom management provide concrete techniques and tools to help teachers handle challenges (Guskey, 2002). Workshops on topics like conflict resolution, restorative practices, and cultural competency are of particular value.

Mentoring teachers and peer-support networks also play a crucial role. Experienced teachers are able to help beginners by sharing with them their insights and how they handle things, creating a collaborative environment in which troubles are solved jointly (Hobson et al., 2009). By having peers observe one another and give feedback, both teachers and pupils benefit from continuous improvement.

INNOVATIVE APPROACHES FOR STUDENT ENGAGEMENT

Being able to get students involved will not only bring the rewards of academic success but will help them in their life-long learning ahead too. With innovation, it's possible for active learning methods that use technology in class and cultivate an environment of positive manners--providing three advantages to students hardly imaginable without such an approach.

Active learning ideas

Project-based learning gets students involved in real-world problems and collaborative tasks. The result is that there is both more critical thinking and teamwork to be found. Studies have shown Problem Based Leaning promotes not just engagement but also problem-solving skills, creativity (Larmer et al., 2015).

Intergroup activities also allow learners to benefit from mutual help; people can share their knowledge with others who are trying the same things they are doing, and there is participation at a search marketing seminar. The flipped classroom model is another effective approach. By assigning instructional content as homework and using class time for interactive activities, students engage more deeply with the material (Bishop & Verleger, 2013). This approach allows for personalized learning, as teachers can address individual student needs during class.

Using Technology to Enhance Engagement

Technology provides many tools to make learning an engaging process. Virtual reality (VR) and augmented reality (AR) offer experiences that are so immersive as to make abstract concepts real--for example students might visit historic sites or engage in virtual scientific experiments, boosting their understanding and interest (Merchant et al., 2014). Interactive tools like Kahoot! and Mentimeter allow real-time quizzes as well as feedback, creating an exciting learning atmosphere. These tools make learning fun and also help teachers to measure how well their students are learning what they teach them (Wang, 2015).

Furthering a Positive Classroom Environment

Creating a supportive, inclusive classroom culture is the key to maintaining continuous engagement. Encouraging student participation in decision-making and leadership fosters a sense of belonging with some respectability--classroom motifs for example might have borders done by students who feel they have helped out in even minor ways (Ryan & Deci, 2000). Activities like class councils or peer mentoring programs empower students and enthuse them.

Strong teacher-student rapport built through open communication is also important. When students feel valued and heard, they are more likely to participate actively. Such simple things as greeting students by name and giving constructive feedback can make an enormous difference (Pianta et al., 2008).

CASE STUDIES/EXAMPLES OF SUCCESS

In-Class Examples of Technology

The following are examples of case studies demonstrative of successful development and results.

Classroom Management Scheme Was Successfully Implemented

Case 1: Behavior Management Using ClassDojo

An elementary school in California introduced the ClassDojo platform to manage student behavior. Teachers employed the app to dispense points in exchange for good behavior like class participation, cooperation, and in-time arrival. The visual representation of progress spurred students on to join in and obey class rules. Overall, teacher feedback from one semester showed that 30% less classroom misbehavior occurred; students' active learning transformed step by step into living together as participants with teachers rather than rebels against them. (ClassDojo Research Team, 2019).

Case 2: Professional Development for Classroom Management

A secondary school in the United Kingdom implemented a professional development program focusing on restorative practices for behavior management. Teachers attended workshops and were mentored in How to Engage in Restorative Conversations or Conflict Resolution Skills. Consequently, the school saw a 20% reduction in referrals for disciplinary punishment as its teacher-student relationships improved within one year (Gregory et al., 2016).

Achievements in Student Engagement Activities

Case 3: The Flipped Classroom Model in Science Education

For two years, one Texas high school incorporated the flipped classroom model into its physics courses. Students watched video lectures at home and did experiments in the classroom during class time. According to a study conducted over those same two academic years, test scores rose 15% and students were more stimulated by real-world activities than dry lectures (Bishop & Verleger, 2013).

Case 4: AR and VR Science Lessons

A middle school in Japan used VR and AR technologies to teach biology. Students explored 3D models of the human body and engaged in virtual dissection games. Surveys showed that

90% of students found this lesson format more engaging than traditional methods; test performance averaged 25% higher on average (Merchant et al., 2014).

Evidence of Better Results

Schools that consistently employed innovative strategies in various fields experienced significant improvements in classroom behavior, increased student engagement, and better academic achievement. For instance, restorative practices reduced suspension rates in metropolitan schools by up to 40% over two years (Gregory et al., 2016). Similarly, the use of gamification tools like Kahoot boosted student participation by 20% and enhanced retention rates in STEM courses (Wang, 2015). Moreover, socio-emotional learning programs led to a 13% gain in academic performance and improved social skills among students (Durlak et al., 2011). These examples illustrate that adopting new paradigms not only addresses diverse classroom challenges but also leaves a lasting positive impact on both teachers and students.

INDICATORS OF INNOVATIVE APPROACHES

Evaluating the Effectiveness of Innovative Approaches in Classroom Management and Student Engagement Often Times Requires that we combine metrics, indicators of student behavior or attitudes (or both) plus ongoing feedback systems. When it comes to classroom management, for instance, we can take a number of lessons from basic teaching techniques. Temperature-taking techniques in adult education classrooms (Calkins, 1982), teaching a child how to tell time as part of his training program (Wolf, 1983), or various correspondence principles set forth by Robert Gagne. Seminar on Educational Research in 1960 complete all indicate ways to reduce discipline problems. In-classroom studies of great impact include the reduction in disciplinary incidents, time-on-task, and the quality of teacher-student relationships. Already a decrease in behavioral disruptions or conflicts means a teacher is managing in new ways; and how much time pupils spend directly involved in learning activities played a critical role towards higher scores on classroom achievement tests sponsored by the Minnesota Department of Education (Slavin, 1983). Tools like the Classroom Assessment Scoring System also help evaluate classroom climate, including emotional support, organization, and instructional quality (Simonsen et al., 2008; Marzano & Marzano, 2003).

Student engagement can be gauged through behavioral, emotional, and cognitive factors. High participation rates, consistent assignment completion, and improved quality of work all indicate that students are actively involved in their learning. In addition, increased attendance and retention often reflect a successful learning experience. Improvements in test scores, grades, or project evaluations directly measure cognitive engagement (Fredricks et al. 2004). These indicators offer hard evidence for the success of novel teaching techniques such as active learning and technology-based strategies. Ongoing feedback and evaluation are essential for sustaining as well as refining these approaches. database allows educators muchh better ability to know learners' perceptions of teaching methods and classroom dynamics; whereas teacher self-assessment, by such organizational resources as reflective practices or logging out one's own lessons, helps reveal where improvement is needed (Ryan & Deci, 2000; Schon, 1983). Peer observation and feedback also help with professional development by providing another person's eye on your professional skills. By offering constructive advice to partners in discussion groups or at meetings of your departmental committee (Hobson et al., 2009). Furthermore, digital tools and learning management systems provide real-time analytics on participation rates for courses or lessons, performance assessments of students, and completion rates for learning units. This enables educators to intervene timely when young minds show gaps in their learning and provides a much-wanted opportunity for new understanding (Kay et al., 2019). With a comprehensive evaluation framework, our novel methods can continue to be effective and adaptable. As well they should conform with the

objectives of education--ultimately producing a comfortable as well as fruitful learning climate.

QUALITY ASSURANCE IN TEACHING

Traditional Quality Assurance In Education Definition And Importance

Quality assurance (QA) in education is a systematic process of evaluating and ensuring that educational practices, resources and outcomes meet established standards of excellence. It refers to an ongoing cycle of monitoring, evaluation and improvement of teaching, learning and practice in educational institutions to support effective education. As stated by Harvey and Green (1993), in the field of education, QA secures that there is accountability, which is a means for sustaining trust between stakeholders which could include students, parents, educators and policy makers. QA is crucial in improving learning outcomes, maintaining institutional reputation and adapting to changing educational needs (OECD, 2018).

Main Facets of Quality Assurance in Teaching and Learning

Teaching and learning quality assurance is based on multiple components which include:

Relevancy and Curriculum Design

It provides a precise curriculum along with key educational goals, both of which need to be well aligned for students to develop required competencies (Biggs & Tang, 2011). Curricula need to be regularly reviewed and updated because societal and technological changes need to be reflected in education.

Teacher Competency and Continuing Professional Development

Critical to effective QA are well-prepared and in-service-trained educators (Darling-Hammond, 2000). This is facilitated by professional development programs that allow teachers to embrace innovative pedagogical practices.

Assessment and Feedback

Dependable evaluation tools yield data on student performance, leading to necessary changes in instruction. This means providing constructive feedback that enables students to detect and/or create discrepancies between their actual and reference levels of performance and also helps them in self-regulated learning (Black & Wiliam, 1998).

Environments and resources for learning

The provision of a conducive teaching-learning environment that is backed up with sufficient resources in terms of libraries, technology, and infrastructure promotes student engagement and achievement (Johnson et al, 2000).

THE CONNECTION BETWEEN QUALITY ASSURANCE, CLASSROOM MANAGEMENT, AND STUDENT PARTICIPATION

Considering that QA, classroom management, and student engagement are intertwined and contribute to the educational excellence. You can achieve a structured and disciplined learning atmosphere in your classroom through effective classroom management and classroom management is an essential part of QA (Marzano & Marzano, 2003). In addition, numerous strategies that promote student engagement (e.g. active and participatory learning) are consistent with QA intentions because they lead to greater understanding and retention of the knowledge (Fredricks et al., 2004).

QA mechanisms complement classroom practices by establishing norms of teacher performance and student engagement, thereby facilitating learning. For example, data-driven decision-making in QA applies theoretical elements to perceptually essential yet practically elusive gaps in classroom management and student engagement, generating an encompassing structure for improvement (Hattie, 2009).

THE IMPORTANCE OF TEACHING QUALITY AND STUDENT ENGAGEMENT GIVEN IN SDG 4 AND UNIVERSITY RANKINGS

Teaching quality and student engagement are two important key indicators in the SDG 4 and university ranking framework. Sustainable Development Goals 4 (SDG 4) aims to provide inclusive, equitable and quality education for all by 2030. Out of these aspects, one of the main targets is teaching quality, which centres around the requirement of qualified teachers, balanced student-to-teacher ratio and an inclusive learning climate. The same can be said about student engagement, which embodies the enormous aspiration to make education more participatory and meaningful in form, thus fulfilling the ideal of SDG 4 of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (UNESCO 2015).

Both often heavily influence institutional performance in university rankings. Major ranking methods such as QS World University Rankings and Times Higher Education (THE) put a great emphasis on indicators associated with teaching quality, for example the student satisfaction, the academic reputation of faculties, teaching resource, etc. These indicators are directly linked to the SDG 4 targets for improving the quality of education. In contrast, student engagement is explicitly measured on a lower scale but indirectly affects rankings because surveys, research participation rates, and feedback mechanisms capture the overall involvement of students in academic and co-curricular activities (QS, 2024; THE, 2024).

Even if certain aspects like research and internationalization may be reigned in on the ranking axis, high-quality teaching and a solid student experience should be cornerstones of any long-term strategy. When universities wish to contribute to SDG 4, they often begin with an inclusive teaching environment and with innovative practices using active learning to ensure students learn. Not aiming to provide us ranking position but these efforts will definitely respond global sustainable development goals and it will be a stepping stone to enhance its institutional reputation as it will contribute for a better rank position. Their increasing focus underlines the need for them as vital parameters for not just quality education but also for institutional competitiveness.

TEACHING QUALITY AND STUDENT ENGAGEMENT: THE CONNECTION BETWEEN SDG 4 AND UNIVERSITY RANKINGS

Indeed, ensuring quality education can be seen as a natural link between the United Nations Sustainable Development Goal 4 (SDG 4) and university rankings. SDG 4 is to ensure inclusive, equitable, quality education for all, and this is ultimately contingent on the quality of teaching and student engagement. Specific core objectives of SDG 4 (UNESCO, 2015) are: a smaller student-to-teacher ratio, a more competent teacher, and a positive and inclusive environment.

One of the important parameters in university rankings is teaching quality. Key metrics include student-to-teacher ratio, professional qualifications of faculty, and student satisfaction. QS World University Rankings, for example, highlights the importance of student or academic staff/student ratio and student feedback as important indicators for assuring educational quality (QS, 2024). In the same way, student engagement is another key determinant for rankings. It is visible in student engagement in academics, research involvement, and the expansion of educational activities throughout the life course (Times Higher Education, 2024).

A common alignment between the aim of the SDG 4 and rankings is providing a quality education throughout the active participation of the students. SDG 4, for instance, emphasises on teacher training and use of technology-enhanced teaching methods, which in turn coincide with teaching quality in various rankings. Moreover, both SDG 4 and university

rankings facilitate educational progress through international cooperation, diverse student representation and global networks (UNESCO, 2015; QS, 2024).

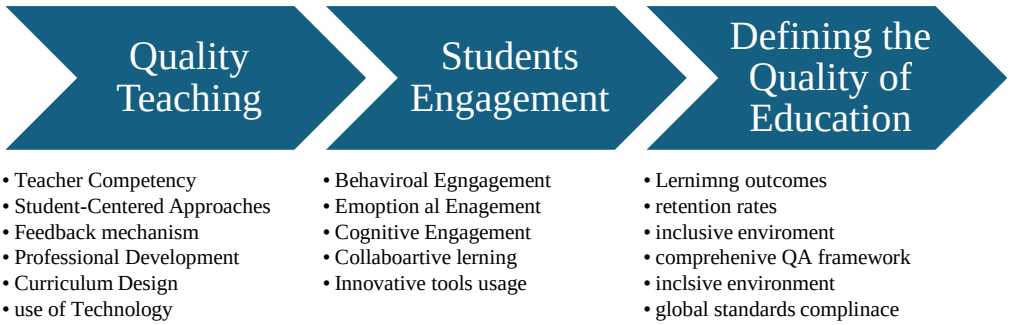

Figure 1: Interconnection Between QA, Classroom Management and Student Engagement

The sequence of indicators commences with quality instruction, which constitutes the cornerstone of educational achievement. This phase focuses on providing educators with essential skills, tools, and techniques to cultivate an effective learning environment. Essential components such as educator proficiency, pertinent curriculum formulation, ongoing professional development, and the incorporation of cutting-edge technologies guarantee that pedagogical approaches correspond with the changing requirements of students and society. Establishing a robust teaching framework inherently fosters student engagement, prompting learners to actively participate in and connect with the topic. Behavioral, emotional, and cognitive engagement arise as students participate more actively through collaborative activities, immersive technologies, and constructive classroom relationships. This interaction not only demonstrates the efficacy of instruction but also augments students' motivation and learning experiences. Ultimately, these initiatives result in the delineation of educational quality, evaluated through quantifiable outcomes such as enhanced learning achievements, elevated retention rates, inclusive environments, and compliance with global standards. This process illustrates how outstanding instruction fosters engagement, thereby influencing the overall efficacy and superiority of education.

THIS STUDY

The study aims to explore the quality assurance initiatives undertaken by Internal Quality Assurance Cells (IQACs) at selected international and Bangladeshi universities. It focuses on identifying key aspects such as improving education quality, enhancing professional skills of teachers, quality control, research and development, and creating an innovative learning environment. The study compares universities of different tuition fee categories (high-grade, mid-grade, low-grade) to understand how varying financial capacities influence the implementation of quality assurance practices. Ultimately, the study will offer recommendations for enhancing quality assurance initiatives, particularly in Bangladeshi higher education institutions.

METHODS

This study has employed a comparative case study design, analyzing secondary data from institutional reports, official websites, and relevant literature. Data have been collected from selected universities categorized into high-grade, mid-grade, and low-grade groups. The study has focused on key variables such as quality improvement, teacher development, quality control, research, and innovation. Data analysis has involved content and comparative

analysis, with triangulation to ensure validity. The study has also considered ethical guidelines, ensuring that all data sources have been properly credited and privacy has been maintained.

FINDINGS OF THE STUDY

The activities of the Internal Quality Assurance Cell (IQAC) in selected universities focus on setting quality benchmarks, promoting innovative teaching-learning methods, and fostering stakeholder feedback for continuous improvement. By organizing workshops and conducting regular audits, IQAC ensures institutional accountability and sustains academic excellence.

International Universities and Their Quality Assurance Initiatives

Higher Cost (Expensive Tuition Fees)

California State University, Long Beach

With the "Institutional Research and Assessment Office", California State University, Long Beach (CSULB) is devoted to the assessment and improvement of the quality of education. Thus, this office plays a vital role in the university's mission to organize and use datato track and enhance academic programs, student success, and the effectiveness of institutional performance. The office leads systematic program evaluations across campus, facilitates the accreditation process, and offers faculty information related to teaching effectiveness and student learning outcomes. The office also impacts student success initiatives and clarifying the value-added by these efforts in terms of retention, graduation rates and job-readiness is another key piece of the strategic road map. The office's research and assessment work serves to inform data-informed decision making across the institution, at all levels, to support the attainment of desired learning outcomes (California State University, Long Beach, n.d.).

National University of Singapore

The National University of Singapore (NUS) has a separate unit responsible for improving education and research quality called the "Strategy and Quality Office". This office is essential to align university educational and research priorities with worldwide priorities. It develops appropriate policies and programs that are intended to sustain and /or enhance the quality of the worship and learning and research outcomes. With stringent assessment processes, the Strategy and Quality Office assures that all academic and administrative processes continuously adhere to gold standards of quality. Additionally, the office nurtures innovation by facilitating pioneering research, nurturing interdisciplinary collaboration, and endorsement of advanced teaching methodologies The university continuously works towards improvements in offering world-class education through various quality assessments, feedback mechanisms and strategic planning. And the office involves the university with international benchmarking, collaboration, and sharing of best practices as a cornerstone of the university's pursuit to remain an institution of global leadership. It integrates NUS various academic pursuits and initiatives through a consolidated and proactive lens such that as new trends in education and research emerge, NUS can successfully pivot to remain sustainable and excel in the long-run (Knight, 2013).

University of Sydney, Australia

The third body (the crucial community responsible for assuring educational quality and increasing planning processes) has been created as the —Institutional Analytics and Planning Unit,— at the University of Sydney, Australia. This entity contributes keystone support to evidence-based planning through access to thorough education statistics, data analysis, and insight. In this way there is assurance that the data-driven approach to each university's academic and administrative strategies is being informed by reliable data, thus promoting constant improvement in the educational quality. It also tracks KPIs, assessment of institutional effectiveness, and need for improvement. It helps to create a shaping strategy by embedding analytics into strategic planning to steer initiatives in line with the goals of

university and global benchmarks. In addition, the Institutional Analytics and Planning Unit works with numerous other divisions to improve processes, spur creativity, and support the overall student and faculty experience. Such a data-driven approach not only allows for accountability but also assists the university and its efforts in response to transformative changes in higher education, helping maintain the institution's strength, both in Australia and across the world (Ruming, 2023).

University of Toronto, Canada

The University of Toronto has a specialized Quality Assurance Office whose role includes but is not limited to the maintenance and improvement of educational standards. This includes robust quality assurance frameworks and rigorous monitoring processes of academic programs. The Quality Assurance Office periodically reviews the teaching learning and administrative processes and evaluates functioning of feedback mechanisms. It works with different departments to identify gaps, encourage innovation, and align institutional practices with international standards of quality. The office also ensures compliance with accreditation standards and fosters a culture of continuous improvement in all academic efforts throughout the university. The Quality Assurance Office advances the University of Toronto's dedication to providing world-class education and to maintaining its position as a leading global institution in higher education by using data, best practices, and stakeholder feedback ("University of Toronto Quality Assurance Process (UTQAP) Revised," 2022).

University of Edinburgh, United Kingdom

The University of Edinburgh has strength in institutional research and planning as it has "Institutional Research and Planning Unit" which aims to maintain and improve the quality of education. That unit is the hub of integrative research, planning, and evaluation that enables evidence-informed decisions and supports institutional development. Through metrics and data pertaining to education, the unit makes sure that academic programs, as well as administrative processes, are up to the university strategic goals and standards of quality. It also helps in creating policy and strategy for improving teaching practices, course design and student performance. Additionally, the unit also provides ongoing evaluations and review in areas in need of improvement and in driving innovation throughout all levels of the institution. As part of the Institutional Research and Planning Unit, the planning function helps The University of Edinburgh evolve to the changing landscape of education to remain competitive with the world and its long-standing tradition of academic excellence by embedding the research findings into planning and quality assurance processes (International Journal of Knowledge-Based Development Publisher, 2017).

University of Melbourne, Australia

This is a specialized to "Quality Assurance Service," which supports the quality assurance of higher education in Australia at the University of Melbourne, Australia. Within the context of the Australian academic landscape, this service is the glue that binds together and implements the rigorous quality assurance frameworks that are required to guarantee academic programs, teaching practices, and administrative processes meet the appropriate standards for excellence. It undertakes regular actions of academic audit, academic audit, performance, and developmental programs for continuous improvement. These focus on developing the capabilities of the faculty, curriculum design, and enforcing positive impacts on the students. Moreover, the service handles strategic planning and works with other university departments to pinpoint development and growth needs. The service can provide the assurance that the university maintains international standards in its practices, if those practices` are assessed in light of international benchmarks, and that the university receives appropriate feedback on aspects that could be improved by relevant services. This dedication to quality not only works

toward institutional growth but also bridges the performance divide between students and faculty (The University of Melbourne, n.d.).

Moderate Cost (Moderate Tuition Fees)

University of Hong Kong

The university of Hong Kong has also set up a "Teaching and Learning Quality Committee," tasked to promote education development and encourage teaching quality. To testify to the process of refining the professional skill of the educator with available planned workshop training programs and seminars– this committee remains in the spotlight. It centers on creating new pedagogical approaches and improving curriculum design to offer quality education to its students. It also oversees the processes of teaching and learning, assessing them periodically, and this helps identify areas for improvement in order to conform to world educational standards. The Teaching and Learning Quality Committee advocates a culture of ongoing development and professionalism, to ensure that faculty are well-motivated and students are engaged to learn optimally. This mission-driven approach helps the university solidify its positioning as a top choice for higher education (The University of Hong Kong, n.d.).

University of Western Australia

The University of Western Australia has a special unit that maintains and enhances the quality of education known as the "Quality and Standards Unit". This wing has numerous functions intended to facilitate an academic environment and observe quality standards national and international. It has high quality control to assess the teaching, learning and administrative processes and ensures that all of these pertain to what the university has as objectives in the strategies form. The unit also regularly reviews academic programs, identifies initiatives for improvements, and fosters the development of new and innovative pedagogies. Also, it works together with the faculty and other administrative departments to set standards and best practices for continuous improvement. Acting on this premise, the Quality and Standards Unit plays an active role in enabling the university to provide students a high-quality educational experience as a way to foster student success as well as contributing towards the university maintaining its status as a top global university (University of Western Australia, n.d.).

Lower Cost (Relatively Lower Tuition Fees)

University of Malaya, Malaysia

The University of Malaya (UM) located at Malaysia is ensured to provide educational quality standards by the organisation recognised as Quality Assurance Unit (QAU). The unit is essential to improving the quality of academic programs and ensuring that the university's educational processes are effective and conform to national and global standards. The QAU carries out academic audits periodically to assess the impact of academic programs, program-centric curriculum design, and particular teaching and learning practices. These assessments offer useful information as to areas of strength and improvement potential. Moreover, this unit conducts developmental programs, workshops on for faculty and staff to engage in continuing professional in order to promote quality instruction, and to advance the quality of learning styles (Dwi Jayanti, 2015). In all these initiatives, the Quality Assurance Unit ensures that UM upholds and strengthens its commitment to educational excellence, providing the best learning environment with effective and responsive teaching and learning which can meet the needs of students and society (University of Malaya, n.d.)

University of Cape Town, South Africa

At the University of Cape Town, South Africa, the Quality Assurance Unit is particularly concerned with the preservation of quality in teaching, learning and research. It is responsible for the establishment of quality assurance frameworks as well as adherence to relevant national and international standards for academic quality assurance. To maintain excellence

in academia, it performs different developmental processes such as regular program evaluation, curriculum review, and institutional audit. It also supports faculty development through training, workshops and seminar for upgrading teaching and research skills. The Quality Assurance Unit contributes to establishing common practice of continual enhancement to ensure that academic and administrative (non-academic) practices are consistent with the strategic objectives of the university. Its attention needs not only to enhance the quality of education at the university but also benefit the university by being positioned among elite institutions of higher learning in Africa and in the world (University of Cape Town, n.d.).

Bangladeshi Universities and their Quality Assurance Initiatives

Higher Cost (Expensive Tuition Fees)

BRAC University

The first step towards the assurance and enhancement of standards of higher education at BRAC University is the establishment of its Institutional Quality Assurance Cell (IQAC) in 2015. Different quality control activities are activated by the IQAC cell which assure the academic quality and the implementation of practices for institutional improvement. It also is the driving force behind research-oriented education with a focus on innovative research activities, faculty development, and embedding research into teaching. It also undertakes continuous evaluation, feedback and workshops for quality enhancement in both academic and administrative aspects. Via these cognitive abilities of strategies, of IQAC cell does have the crucial contribution to facilitate the culture of quality and creativity, in terms positioning BRAC University as one of the premier institutions of higher education (BRAC University, n.d.).

United International University

The IQAC (Institutional Quality Assurance Cell) of United International University is committed to ensuring quality education and continuous improvement in the academic and administrative processes. This is how this cell uses technology and innovation to improve the quality of teaching-learning and to make the whole institution for effective. The IQAC encourages a forward-looking attitude based on modern resources and practices within the educational framework that is in line with global customs. Testing the setup further, the cell conducts regular evaluation and feedback sessions and development programs to ensure that academic rigor is maintained and innovation is incentivised. The innovative activities of IQAC ensures that United International University stays on the right path of providing world-class education for the students and faculty members (United International University, n.d.).

Bangabandhu Sheikh Mujibur Rahman Digital University

The Institution Quality Assurance Cell (IQAC) at Bangabandhu Sheikh Mujibur Rahman Digital University aims to contribute to quality improvement of IT education. It is involved in regulating academic affairs and promoting innovation in university programs. Instead, the IQAC emphasis on incorporating these modern and typically innovative developments in the curriculum so that students are proficient with the current progression in the industry. Additionally, the cell proactively motivates faculty members to engage in research and development endeavors, thus facilitating their expertise as well as contributing to the academic domain at large. The IQAC within the university plays a key role in the continuous improvement and development of the teaching and learning environment and also helps the university to sustain qualities of education and research in IT (Bangabandhu Sheikh Mujibur Rahman Digital University, n.d.).

Moderate Cost (Moderate Tuition Fees)

University of Dhaka

The IQAC cell of the University of Dhaka is a key component for the introduction of high-quality education and professional development among the teachers. The purpose of its initiatives is to help create an atmosphere that encourages excellence in academics and provides a framework for other professionals to engage in continuous improvement in teaching and learning. In pursuit of this, IQAC defines various training programs, seminars, and workshops, which are formulated to effect development of professional skills and orienting them towards latest practices and innovations in the field of education. The cell also strives to ensure that students and teachers find themselves in quality learning environments. The IQAC achieves this by ensuring that the university provides world-class education while cultivating a climate of academic growth and professional development (University of Dhaka, n.d.).

University of Chittagong

Also, University of Chittagong IQAC cell is a recent establishment in 2015 which is working for increasing the quality of education and practices in the institution. The cell performs a number of activities to promote academic quality such as regular academic audits, evaluation of teaching processes, and reviewing academic syllabi. It also conducts workshops, training, and seminars for faculty development to promote a culture of continuous professional development. It also collaborates with the departments to align the academic and administrative processes with global standards to ensure students gain an improved learning experience. The IQAC through these activities helps the university to achieve the same plans of action in terms of channelizing the systematic approach towards quality enhancement and sustenance by inculcating a spirit of innovation in reaching towards excellence in its educational mission towards sustainable development in the academic environment (University of Chittagong, n.d.).

University of Rajshahi

The IQAC cell in University of Rajshahi coordinates between academic and administrative units to assure and enhance the quality of education. The cell formulates and implements policies and procedures to improve educational quality at departmental and program level. The office collaborates with faculty, staff and leadership to promote a culture of continuous improvement, driving alignment of the university's academic programs with national and international standards of excellence. The IQAC also undergoes regular assessments and evaluations and maps out the ways for improvement, simultaneously organizing training and developmental programs for the faculty to improve their teaching and research capacities. All these efforts of the cell play an important role in upgrading the quality of education and academic excellence in the university (University of Chittagong, n.d.).

Southern University Bangladesh

IQAC cell of Southern University Bangladesh facilitates both the quality improvement of education and the professional development of teachers. It conducts workshops, training programs, and seminars to enhance teaching methods as well as pedagogical skills. Such initiatives assure that faculty members benefit and are equipped with updated knowledge and tools to have an enriching and effective learning for the students. Besides developing faculty in this cell there are some developmental projects monitored by IQAC with a view to quality improvement in overall education. Projects such as curriculum enhancements, infrastructure improvements, and the adoption of innovative teaching technologies among others. The IQAC endeavours to ensure that constant development of the quality of the institution through these means resulting in creating a vibrant learning environment at Southern University Bangladesh

for the pursuit of academic excellence professorial development (University of Chittagong, n.d.).

University of Barishal

University of Barishal is an institution that is known for its excellence in education. IQAC Cell is the topmost hierarchical body to measure the quality of education by covering all aspects. It conducts regular institutional audits of teaching and learning to ensure that it is both effective and in accordance with university educational standards. Additionally, the cell organizes a number of trainings for faculty to improve their teaching and for improving their professional skills. What is the importance of these initiatives in the overall process? The IQAC at the University of Barishal undertakes these initiatives to sustain educational excellence and as a part of the institutional efforts to advance academic strategy (University of Barishal, n.d.).

Lower Cost (Relatively Lower Tuition Fees)

Bangladesh Open University

In Bangladesh Open University, the IQAC cell is concerned about the academic quality assurance and enhancement of both undergraduate and postgraduate other levels program. The cell regularly evaluates program content, teaching practices and outcomes to identify areas in need of improvement and take numerous measures to raise the standards of education. Moreover, the IQAC cell strives to make the student learning experience more effective by encouraging new and advanced modes of teaching, professional development of faculty and providing entry to new-age learning resources. This in turn helps in keeping the university academic programs relevant, rigorous and aligned with the needs of the students in order to provide very good quality of learning and support for all (Bangladesh Open University, n.d.).

Key Aspects of Education Quality Improvement

Improving the quality of education involves a comprehensive approach, beginning with ensuring quality standards through coordination between academic and administrative units, implementing Outcome-Based Education (OBE), and applying effective quality control methods. Teacher professional development is a priority, supported by training programs, seminars, workshops, and research-based education initiatives aimed at curriculum advancement. Regular academic audits and evaluations assess the quality of both academic and administrative activities, ensuring continuous improvement at all levels. Research and development are promoted by formulating policies, increasing research opportunities for faculty, leveraging technology, and implementing development projects. Efforts to create an innovative learning environment include enhancing IT-based education, introducing modern teaching methods, and fostering creativity among students and teachers. Long-term institutional planning is facilitated by research and planning units, which develop strategies and international-standard education policies. Periodic training, workshops, and developmental activities are integral for enhancing teachers' competencies. International quality standards are adopted through collaborations and knowledge-sharing with other institutions. Student development is addressed through career counseling and skill development programs, ensuring academic and professional success. Finally, meticulous documentation and reporting of all quality-enhancing actions ensure accountability and enable periodic evaluation of progress.

RECOMMENDATIONS AND BEST PRACTICES

In order for innovations in class management and student engagement to succeed, schools as well as teachers can follow practical steps and policy proposals. Paper approaches have the goal of fostering an amicable relationship among stakeholders in education and in building an educational environment which is conducive to learning as well as supportive.

Practical Steps for Schools and Educators

Starting by using technology to greater advantage in both management and student engagement is a point of departure for schools and teachers. This includes the integration of platforms such as interactive whiteboards and learning apps, as well as gamifying behavior management systems into dynamic classrooms (Kay et al., 2019). Further, teachers should shake up an old routine with new moves that promote student participation. Toward this end they adopt active learning techniques like project-based education and flipping the classroom (Bishop & Verleger 2013). In this way students can acquire a deeper understanding as they are more fully engaged.

Professional development is another key area. Schools should give their teachers ongoing training to familiarize them with new strategies and tools. Both principals other school leaders should attend regularly workshops; mentees will need to develop best practices. Mentorship programs can help further the education of teachers whether in general school affairs, specific areas (Hobson et al., 2009). In addition, schools should insert into their curriculum what scientists call "socio-emotional learning"(SEL): activities that help students develop both their interpersonal and self-management skills (Durlak et al., 2011).

Policy Suggestions for Integrating Methods

Educational systems ought to provide policies that help expand the use of innovative approaches. Governments and school boards can put money into teacher training programmes as well as tech integration (Simonsen et al., 2008). They also need to give priority to curricula which allow teachers flexibility in detail, because thiskind of enrichment&knowledge expansion must be tailored to different students (Fredricks et al., 2004).In addition, national education policy makers should require that teachers be evaluated regularly with constructive feedback and the chance for professional development. Schools, too, should be encouraged to cooperate with researchers as well as industry experts in order to evaluate and then refine their new practices (Gregory et al., 2016).Emphasis on Collaboration Between Stakeholders

Co-operation among educators students schools parents and policy-makers is a fundamental necessity to keep fresh ideas flourishing in education. Teachers must also engage parents. They should talk with families to explain what happens in the classroom and ask their views. For example you can hold meetings for parents once in a while (or regularly) or run workshops on parent-teacher consultation (Ryan & Deci 2000).Furthermore, students should be involved in the decision-making process because then they can feel they are playing a part in their own education. Making use of a Students′ union or feedback system, learners are able to contribute ideas and express concerns (Fredricks et al., 2004). Meanwhile, policy makers must work in close co-operat ion with teachers. Both advisory panels and trial schemes can assist such co-operation by acting as a bridge between the drawing up of policy and its implementation in classrooms.By following these recommendations, and nurturing co-operation among all the interested parties, an educational system will be able to create a pattern which allows innovation to root itself securely. This will mean better control within the classroom as well as greater involvement by students.

CONCLUSION

Quality assurance in education is essential to nurture an academic setting where the students thrive in their overall development. Classroom control problems and student involvement directly correlate with educational outcomes. Their influence ranges from academic performance to the mental health of pupils in general. As we witnessed earlier, innovative methods—whether powered by technology, flexible instructional styles, or support for socio-emotional learning—carry the capacity to change established ways of teaching back towards a more inclusive and dynamic classroom (Durlak et al., 2011; Fredricks et al., 2004). These innovative methods, such as interactive technologies, gamified education, and active learning

models, raise the overall levels of student engagement in addition to classroom control, creating a more positive learning environment (Bishop & Verleger, 2013; Kay et al., 2019). Through differentiated instruction and stronger teacher-student relationships, educators can better address the different needs of students, improving their academic and emotional development. The result of these methods is: better learning outcomes, less behavioral problems, and a more caring and collaborative atmosphere at school (Simonsen et al., 2008 and Pianta et al., 2008).

However, for all these changes to have a real effect, educators and institutions need to make continuous progress their highest priority. Professional development, policy support, and the cooperation among teachers, students, parents and policymakers are all essential for making sure these innovative methods have good results (Gregory et al., 2016; Hobson et al., 2009).Educators have to adopt new strategies, try out new solutions creatively, and be open to feedback as well as willing to change. This way they can create classrooms that not only maintain discipline but also elicit real engagement from their students. Which is the key to success over the long haul for both student and teacher alike. Consequently, it is now time for us to aim at effective classroom management and student participation. By investing in innovation, further education, and collaboration we can make sure that education stays alive and well within the 21st century world.

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