



Quality Management System in Higher Education Teaching Learning and Evaluation Study

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Abstract: Education is viewed as a capacity that helps one to unfold one's intrinsic potential. Moreover, education has also emerged as a level playing field mechanism for an egalitarian society. Higher education is an optional final stage formal learning that occurs after secondary education, often delivered at universities academies colleges and institutes of technology, it is tertiary education at non degree level is sometimes referred to as further education or continuing as distinct from higher education. Quality management ensures that an organization focused on quality assurance quality control and quality improvement. Being quality minded in higher education means caring about the expectations of students and other customers as well as all involved parties, and ensuring they are met. Students' perceptions thus provide important information for lecturers if learners' needs are to be fulfilled. An assessment of the quality of teaching programmes comes at a time when the concern for quality in higher education is probably at an all-time. Higher education in India will have to maintain global standard of education. It will have to meet the standard of education, education is for consumption, and is a commodity. Therefore education should be commercialized and it should have its own market. **This is an observation study method;** the main objective of this study is to 1) find out the higher education institution on improvement and 2) reciprocal relation between the teaching, learning and evaluation study in first grade colleges Bangalore region

Key words; higher education, quality management, teaching learning and evaluation...etc.

Introduction

The democratic society manifests a passion for education, which is recognize globally as one of the nation's greatest assets. Being an important index of human development. Education has been universally regarded as the only effective process and the tool of empowerment. Education does not mean mere inculcation of the ability to read and write or making a person just a literate. It is used here in its broader sense including not only the ability to read and write but also the assimilation of knowledge, technology and skills.inspite

of increased unemployed graduates, the country faces a shortage of skilled manpower. What accounts for this paradox is a mismatch between the type of capacities demanded and type of education being imparted. Hence, there is a need for widening accesses to qualitative higher education for various sections of the society, especially the first grade colleges

Education in ancient India was highly advanced that existed in the Buddhist monasteries of the 7th century BC up to the 3rd century AD Nalanda (Perkin, 2006). The ancient education system in



India slowly got extinguished following invasions and disorder in the country. The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges in the country enrolling around five per cent of the eligible age group in higher education. Today, while in terms of enrolment, India is the third largest higher education system in the world with 17973 institutions (348 universities and 17625 colleges) is the largest higher education system in the world in terms of number of institutions. The number of institutions more than four times the number of institutions both in the United States and entire Europe. Higher education in China having the highest enrolment in the world. (Perkin, 2006). The importance of education in the development of a nation cannot be underestimated. It is education that develops expertise, excellence and knowledge that lead to the overall development of any economy. This has created a necessity to develop the strategies for the development of Higher Education in almost all the countries of the world (Ali et al., 2010). Thus the success of higher education institutions depends on how the educational leaders work to implement the strategies. Higher education on one hand can effectively provide the qualified human resource in the form of committed professionals to develop the economy of a country and on the other hand good citizens with great values to balance the economic and cultural development of the nation. However, the quality measures play a vital role in the education provided by the higher education institutes Therefore it becomes important to assure quality with sustainable improvement in higher education (Tanmayraj 2013)

Higher Education on improvement

Demand for higher education has increased dramatically in modern India. As enrollment has grown, so has interest in improving access and quality. Indian higher education has been progressing at a fast pace adding over 20,000 colleges and about 8 million students between the ten year periods 2001 - 2011. As of 2011, Indian higher education system is spread over 42 central universities, 275 state universities, 130 deemed universities and 90 private universities. Additionally 5 institutions were established functioning under the State Act, along with 33 Institutes of National Importance. Nearly 33,000 institutions function as Government and Private Degree Colleges which also include 1800 exclusive women's colleges. Today the number of private higher education institutions stands at 64% and enrolments at 59% from the total number of institutions and enrolments in the country. This is a significant jump from the statistics of the decade before where private institutions stood at 43% enrolments at 33% and is an obvious index to an improving educational system through private participation. Bangalore University took birth in the year 1964 with only 32 colleges and a student population of 16,000. Today, it is one of the largest Universities in the country and in Asia with about 700 affiliated colleges and a student population of about 4.00 Lakhs. It has about 50 post-graduate departments which offer around 75 PG Programmes.

Methodology

This is an observation study and secondary information method the main objective of this study is to

- 1) Find out the higher education institution on improvement and



2) Reciprocal relation between the teaching, learning and evaluation study in first grade colleges Bangalore region

3) To Evaluate the Higher educational Programmes

Observation;

University Grants Commission has been granting financial aid to improve infrastructure in college and universities, as per my observations in the first grade college in the Bangalore region as follows

- exploit the opportunity of earning financial resources by affiliating colleges without effectively monitoring quality
- Establishment of quality higher education institutes in the rural sector has not been significant, which is a serious deterrent for the rural community in general
- Inadequate faculty – The student teacher ratio on the both government and private colleges

Teaching Method;

Higher education faculty strives to become more effective teachers so that students can learn better, and many explore methods to improve their teaching practice. Depending on the nature of subject, number of students, and the facilities available, there are different methods teachers are using in the classroom. (Sajjad, S.1997)

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. Quality teaching lacks of clear definitions and to some extent can't be disconnected from

debates on Quality or Quality culture in higher education that remain controversial terms. Some scholars regard quality primarily as an outcome, others as a property. Some consider teaching as the never ending process of reduction of defects and so Quality Teaching can never be totally grasped and appraised. In fact, conceptions of quality teaching happen to be stakeholder relative: students, teachers or evaluation agencies do not share the definition of what "good" teaching or "good" teachers is. The literature stresses that "good teachers" have empathy for students, they are generally experienced teachers and most of all they are organized and expressive. "Excellent teachers" are those who have passions: passions for learning, for their field, for teaching and for their students. But research also demonstrates that "good teaching" depends on what is being taught and on other situational factors. Research points out that quality teaching are necessarily. Focusing the University Grants Commission guidelines and regional universities curriculums the faculties have been confining to the syllabus oriented teaching method than the research method within stipulated time, to carry students to academic stage. Research points out that quality teaching is necessarily student-centered; its aim is most and for all student learning. Thus, attention should be given not simply to the teacher's pedagogical skills, but also to the learning environment that must address the students' personal needs: students should know why they are working, should be able to relate to other students and to receive help if needed Bangalore University has introduced Choice Based Credit System in all its Under Graduate and Post Graduate programmes, with multiple exit options with multiple degrees in the faculties of



Arts, Science and Commerce effective from the academic year 2014-15. For multifaceted development of students, curriculum emphasizes on wide variety of courses to enhance their knowledge in several core courses.

Observation

- Even as the woes of inadequate faculty remain, a major part of the ones who are present to impart higher education are woefully unequipped in terms of either qualifications or experience or proper training
- Inappropriate or over load in curriculum
- The curriculum of most higher education courses is very infrequently updated even as the world sees a continuously changing scenario in industry manpower requirements.
- Lack of financial resources – Most under-represented communities face a lack of financial strength to pursue any reasonably high quality of education.

Observing a spurt on private participation in higher education the Indian government over the last 15 years has been lowering its expenditure on the sector obliging most universities to choose self-financing options. This unfortunately have been seen as a money spinner for most state run universities who exploit the opportunity of earning financial resources by affiliating colleges without effectively monitoring quality. This has been so rampant in South India where some universities have affiliated around 800 to 900 colleges each.

Poor Infrastructure – This shortcoming is perhaps the chief of all in delivery of quality education. While focus on the urban segment has been heavy, the same is not replicated in most of the rural areas. Establishment of quality

higher education institutes in the rural sector has not been significant, which is a serious deterrent for the rural community in general. Inadequate faculty – The student teacher ratio on the whole is at a lamentable state. While it is still lower in the urban areas, the rural areas take the brunt of the scene with the ratios being at very high rate. Unqualified or untrained faculty - Even as the woes of inadequate faculty remain, a major part of the ones who are present to impart higher education are woefully unequipped in terms of either qualifications or experience or proper training. Inappropriate or over load in curriculum – The curriculum of most higher education courses is very infrequently updated even as the world sees a continuously changing scenario in industry manpower requirements. This has caused a crass divide between the industry expectations and the college pass outs who are poorly equipped with the right technical, business or social skills to be employed. Lack of financial resources – Most under-represented communities face a lack of financial strength to pursue any reasonably high quality of education. While successive governments have declared 17 financial aid for many economically weaker sections for higher education, many communities are denied the advantage due to complex processes.

Evaluation method

Students in the higher education system have assumed a major role in the evaluation of faculty. Data from the student ratings become part of the faculty member's file and can have a direct impact on personnel decisions. Results from the student ratings can affect annual evaluations, merit pay, advancement in faculty rank, and tenure of opportunities. Students may or may



not be aware of the influence their responses have in the evaluation of faculty

Findings

Measures to Improve Access to Quality Education

- Infrastructure Development
- Provision of adequate trained and qualified faculty
- Eliminate Ethnic inequalities
- Promote use of Internet and Communication Technology –
- Enable better funding for institutions
- Remove overlapping of authority
- Make curriculum industry oriented

The government and the private sector will continue to play a key role in improving the reach of good quality education to all the corners of the country. Most of the under-represented communities today are able to access better education at elementary and higher levels. However the ancient system of social divide as a whole remains unshakably strong and continues to resist change howsoever economy or technology attempts to. Still it is appreciable that several policy initiatives undertaken by the government are continuing to demonstrate better efficacy and gradual success. The turn of the twenty first century has brought about a revolution in technology and with it have tremendous changes been made across the education system of the country.

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