Methods and Techniques for incorporating Quality in Teaching and Learning as an outcome at Higher Educational Institutions

*Dr. S. Edwin Christopher
Principal, New Horizon College, Kasturinagar, Bangalore (India)

ARTICLE DETAILS

ABSTRACT

Quality is the watch word in every sphere of life and every aspect of interaction and integration is looked upon from quality as the most crucial element for ones success in the endeavors of the organization / Institutions functioning.

Quality is a process to be incorporated in every task initiated so that the task being executed is done with quality in place so that the process for every task is backed with quality to ensure that people who execute the task and initiate to achieve the organizational goal does it with quality imbibed with it.

However, it is found that in our daily endeavors as teachers, academicians, tutors, demonstrators, administrators with authority and responsibility have quality aspects to be involved in mind but seldom initiate the process to fulfill the requirement of quality in total and hence the end result happens to be quality initiated but not processed in full and hence the outcome would lack the aspect of quality.

Therefore, it needs to be understood that quality can be achieved only through the process that could be initiated in every aspect and every process only when the aspects of quality in the process is given that due weightage and incorporated within the process of getting the work / task done through people in the organization.

INTRODUCTION

The sector of education has several players and each of these players has their distinguished roles and importance to create and sustain good environs for the successful delivery of the objectives in this sector. Thus, it is understood that the Government at the centre, State, the University, the members of the Faculty, the experts from the corporate and the learning community, all of them put together has an explicit role in bringing valuable changes to incorporate quality education in teaching and learning initiatives to be practiced and shared among higher educational institutions.

DEFINITION OF QUALITY

As Briggs (2001) points out “Quality can be defined as an outcome, a property or a process”.

Hau (1996) says that “quality in higher education and quality teaching in particular, springs from, a never ending process of reduction and elimination of defects”.

Arigiris and Schon (1974) believe that “quality is driven by the inquest “Are we doing things right? And by the next question “Are we doing the right things?"

BACKGROUND OF QUALITY INITIATIVES IN HEI’S

Quality in teaching is difficult to be measured at the point of delivery while the end outcome of every learner is weighed in different terms.

The majority of the teaching initiatives undertaken by the faculty for bringing in quality in teaching is practical, and serves only the concerned institution at a given period of time than serve for infinite period.

Quality in Higher Education as a universal policy applicable to all higher educational institution remains to be a policy matter, long term statutes with multiple constraints.

Quality education need to be given a dynamic thought in the context of new innovations, closely apt to the need of employability with the right skill, knowledge and up gradation.

The players in the educational institutions should be committed in creating dimensions to affect quality teaching and the community of learners should be equally committed.

There should be an institutional policy on initiatives to be taken for quality teaching.

Participation of the faculty members in the decision making bodies and to act as an intermediary body between the learners and educators.

There should an initiative from the members of the faulty in setting up a portentous learning and teaching environment.

THE PRIMARY CONCERN OF QUALITY IN TEACHING

Players from different sector, field of application and statutory bodies should show more attention to the debate of quality teaching in higher education.
The aims, goals and objectives of the institutions guide their quality teaching and their approach towards the process of disseminating knowledge.

The concrete application of quality teaching initiatives, the challenges for its implementation, the players in the field, the needs to be met and the occurring problems to be resolved.

To understand the disseminating practices in the process of rendering quality education, the measurement and monitoring progress.

The quality approach and initiatives taken in teaching mechanisms and quality result in quality culture of the Institution and to initiate combination of approaches towards enhancing quality teaching in education through a sustainable way.

**ROLE OF VARIOUS PLAYERS FOR QUALITY IN TEACHING**

- Learning Facilities
- Commitment from Institutional Leaders
- Actual Job executed by Teachers
- Students
- Quality Council

**CHALLENGING FACTORS TO IMPLEMENT QUALITY IN TEACHING**

A strong involvement and commitment from the institutions management is a must with sufficient funding and support to adequate facilities.

Higher Educational Institutions should strike a balance between technical aspects and basic issues in the process of bringing quality teaching in education.

Technical aspects in quality teaching in higher education means use of teaching aids for delivery of the subject curriculum, use of various technology and its mode to reciprocate towards the learnt subject and its curriculum in form of assignments, project work, seminars, cases studies and evaluation techniques using technology in assessing the teaching and learning process.

While the basic and fundamental aspects like adding value initiatives in teaching to achieve the curriculum objectives.

The institutions need to develop innovative approaches in measuring the impact of their support on quality teaching.

Further, if institutions need to be recognized as good quality education providers, then the only way to this recognition is by demonstrating their level of performance. Some of them can be

- Their respond to students demand for valuable teaching.
- Students have ensured that their education is leading them to job placement.
- Students believe that their education is providing them with necessary skills needed to lead life in the society.
- Mobility of students across different levels of study and inter disciplinary study will give due consideration to the quality of teaching adopted in higher educational institutions.

**FUTURE IN QUALITY TEACHING**

**Institutional Heads should**

- Never give up their efforts in maintaining quality teaching at any given point of time
- Make an continual effort in sustaining quality teaching to be effective and in an explicit way that would suit the requirement of the organisation
- Make a combined effort from both the learners and developers to synchronise their teaching and learning activities so that the teaching and learning outcome is efficient.
- Make sincere efforts to provide adequate time, funds and facilities for implementing quality in teaching
- Engage the whole campus in the process to achieve the desired results.

**Every Teacher in the Institution should**

- Exploit and maximize the utilization of technological tools and make the students realize to have better access to these tools and assess their progress by self.
- To link all the practices, tools and techniques used in the teaching process to the global and institutional quality teaching policy and never dither from the main stream
- Co-ordinate and collaborate with the quality units and agencies from designing to enhancement to implementation of the curricula.
- Make an self assessment programme a must and compulsory feature in the quality assurance teaching policy scheme so that own actions are monitored and reflective practices are seen and judged resulting in clear cut adaptation and innovation.
- To be very considerate and watchful in their career progression and be aware that their roles in making a learner understand the subject is very major and this role evaluation adds value to their profession.

**Every Student / Learner should**

- Take active interest and be live in raising concerns about the quality of teaching imparted, quality of the learning environment provided and quality of the content being delivered and the quality of the teacher attitude in the process of disseminating knowledge.
- Bring in new values, ideas, innovations and influence the quality initiatives, programmes and policies of the institution so that updated and global standards of quality in teaching is maintained and nurtured at every point of time.

**Quality Circles should**

Ensure that all the quality policies, initiatives, directives and efforts are channelized and directed through proper
channel and well implemented by all the players of the Institution.

Disseminate a quality culture in the whole institution and facilitate collaborative work

Efficiently evaluate their reflective role and find the efficiency rate of quality teaching in implementation.

Be receptive to communication approach and enhance communication tools with information and suggestions from teachers and students.

Keep an open mind and approach towards external inputs and good, best practices to incorporate the healthy one and create a network to ensure quality at all times

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