

## Quality Teaching in Indian Higher Education in Present Senario: A Study

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### Abstract

The present study was conducted to assess the quality teaching in Indian higher education. The present paper based on Curriculum design and improvement; course and methodology development; promotion of social values; professional skills; knowledge and use of advance technology. To access quality teaching in Indian higher education, the data was collected for the study from the graduate and post-graduate students of various colleges and institution of Agra. The questionnaire includes general and specific questions related to quality teaching in higher education. The total number of students who responded the questionnaire was 243, out of which 137 from graduation and 106 from post-graduation. The concepts of quality might be different from institution to institution, while sharing the experience, new views, and idea come out which they can include in their norms and strategy to achieve the target of superior quality in education.

**Key words:** Higher Education, Knowledge, Professional Skills and advance technology, Quality Teaching.

Access this article online	
Quick Response Code:	Website: www.innovativepublication.com
	DOI: 10.5958/2394-2770.2016.00009.0

### Introduction

The necessity to modify the existing education system are increasing competition, speedily changes in technology, falling in quality, unstable demographics, privatization and internationalization. Limited seats, insufficient faculty in course, courses is not taught by the experienced faculty etc. are the several complaints in over present education system due to this parents, student and general public are not satisfied. After independence there is a notable growth in the education system such as, establishment of different universities, profession and non-professional colleges, research and technical institution to all over India, intention is to increase the knowledge and education of all Indians. Total Quality Management helps to provide better quality of education as per demanded by the general public is elevated quality in education.

In 1950, Professor W. Edward Deming introduced Total Quality Management, which applied in every organization. The term TQM is focus on higher quality level of product and services in organization. The number of changes required in educational institution while adopting the TQM, such as the management has to change in their attitudes and activities, monitoring and organization process of education, evaluating the results, communication, environment particularly in area of interpersonal relation. Quality becomes more vital by applying these approaches are: organization, interpersonal relations, management, material and human resource, etc. In education, the quality

management involves achieving the high quality as well as also influencing the above all segments of education.

### Review of Literature

1. **Suzana Viasic, Smiljana Vale Danijela Krizman Puhar (2009) conducted study entitled, "Quality Management in Education".** They suggested that, when the awareness of education as expansion and progress in every country. The recent situation of Croatian Education system and the quality of its components came into notice, so those who are attached and utilize with the services of education directly or indirectly recognize its importance positively. By developing creativity and democratic values, as well as by knowledge, abilities and skills needed for daily and professional life it can be achieved. Planning, monitoring, assuring and improvement these are the concepts of quality management were designed to achieve quality goals. In organization the efficient Total Quality Management can facilitate quickly challenge in world market. Concerning all members of the organization brings us nearer to total quality control (Total Quality Management, TQM). Total quality management realizes aim and job in education in this generation.
2. **DR. T. Sudha (2013), conducted study entitled, "Total Quality Management in Higher Education Institutions."** He analyzes that, in today's life everybody is concern about the quality of higher education. Official commission reports and related studies analyze the quality education and give suggestion for improvement. Not only the government and other constitution agencies are taking necessary action but also the institution and faculty member has to take proactive initiatives. Total Quality Management has been valued by several companies around the world and they have

achieved superiority and forceful lead by applying it.

3. **Ms. Rajni Bhalla (2012,) conducted the study entitled, “Study on Indian Higher Education: A TQM Perspective”.** She concluded that, globalization, infrastructure facilities, quality management and finance are the various challenges in the growth of higher education. The rate of Total Quality Management is become important to develop the higher education. TQM is greatly successful in manufacturing and health sector, but there is a still lack of application regarding on education sector. Most of the institutions around the world realize the importance of higher education. So, if Indian higher education desire to improve quality of education then it is necessary for them to take a look on TQM. Various innovations in this field are a proof that the educational institutions are now realizing the importance of higher education.
4. **Basavraj S. Nagoba, Sarita B. Mantri (2015), conducted the study entitled, “Role of Teachers in Quality Enhancement in Higher Education”.** They conclude that, education can be futile without vision and meaningless. The overall development of higher education will take place when teachers participation with vision to make education system more knowledgeable and upgraded. The support and sum of value in education system is an hour to make all probable attempts to be value-oriented education.

**Objective of Study**

1. To study Indian Higher Education in system.
2. To access the Quality in Teaching in Indian Higher Education.
3. To access the Quality in Research in Indian Higher Education.
4. To evaluate student perceptions regarding Indian Higher Education.

**Methodology**

Being an exploratory research, the researcher is planned to make use of both types of data i.e. (1) Primary data and (2) Secondary data with the vision to construct the findings more comprehensive and precise.

**Primary Data:** To appraise quality teaching in Indian higher education, data was collected from Graduate and Post-graduate students of various colleges of Agra i.e. State University and Private colleges both. To select the respondents stratified random sampling technique was used. The questionnaire included general and specific questions related to quality teaching in higher education.

**Secondary Data:** For gathering secondary data all pre-published related material was considered, for which annual reports of Higher Education, various related documents of UGC, published research paper, yearbooks, different thesis, research journals, newspapers and magazines etc. was included to collect the information.

**Effects of Quality Teaching in Indian Higher Education:** In the higher education enrolment of students are increasing day by day. So the institution has to provide improved quality education. But still there is a requirement to improve, upgrade and to get better quality of education to achieve the excellent result in same. To participate in world economy and crop with international standard, India should establish more universities and colleges.

The total number of students who response the questionnaire was 243, out of which 137 from graduation and 106 from post-graduation. Primary and secondary data were analyzed by using suitable statistical method like frequency count, percentage count, average, weight average, for finding the quality teaching in Indian higher education.

The questionnaire administered to measure the teaching quality in Indian Higher Education parameters like Improvement in curriculum, course and methodology development, promotion of social values, professional skills, knowledge up-gradation and use of advance technology, research ability, communication, leadership and environmental awareness.

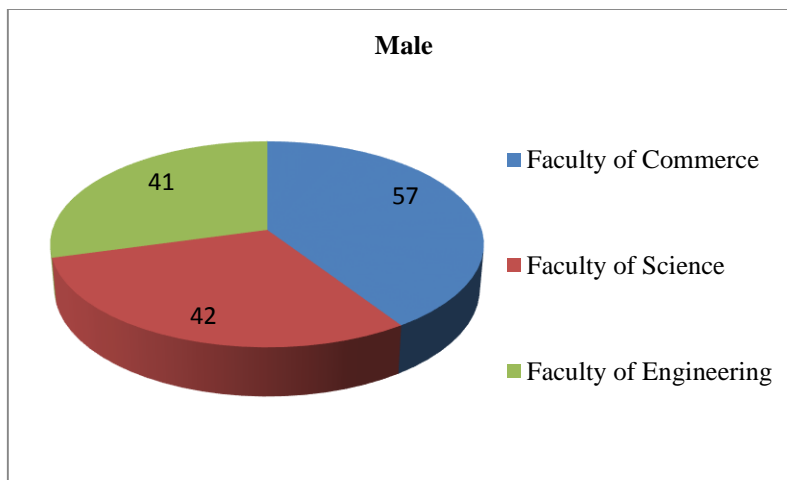
**Results and Discussion**

To appraise the accuracy of findings of teaching quality of Indian higher education, the researcher has combined these parameters, to find out the overall effect of teaching quality.

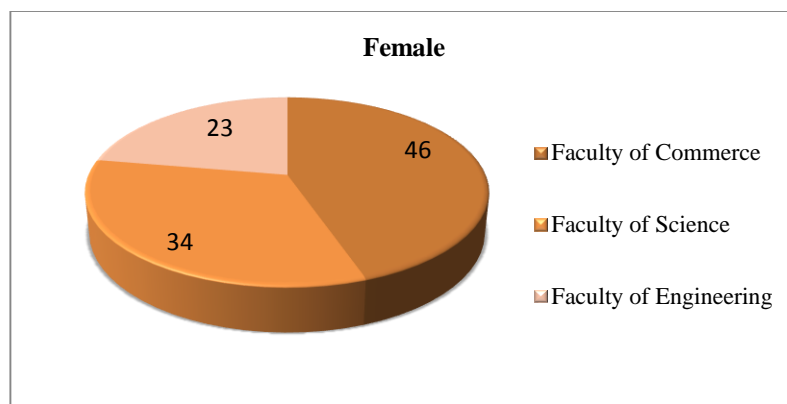
**Table 1: shows the sample distribution and demographic data of the respondents**

Particular	Male	Female	Total
Faculty of Commerce	57	46	103
Faculty of Science	42	34	76
Faculty of Engineering	41	23	64
<b>Total</b>	<b>140</b>	<b>93</b>	<b>243</b>

As shown in above table, total male respondents are 140 and female respondents are 93. Out of 140 male participants 57 were from faculty of commerce, 42 were from faculty of science and 41 from faculty of engineering.



Out of 93 female participants, 46 were from faculty of commerce, 34 were from faculty of science and 23 from faculty of engineering.



The data were comprised and calculate by frequency and percentage count on five point rating scale. Furthermore, for the commerce, science and engineering male and female teachers, Average Weight-age Scores were calculated by giving weight-age of 5; 4; 3; 2 and 1 to the five choices, adding all together and dividing the total number of respondents of the group.

**Table 2: Components of Quality Teaching**

Parameters	Excellent	V. Good	Good	Poor	V. Poor	W. A
Improvement in curriculum	5	2	8	2	0	0.251
Course and methodology development	3	5	5	0	0	0.205
Promoting of social values	6	3	8	1	0	0.279
Professional skills	7	11	6	0	0	0.399
Knowledge up gradation	7	10	16	0	0	0.506
Advance technology	2	9	13	0	0	0.349
Research ability	9	6	9	0	0	0.395
Communication	3	12	10	0	0	0.382
Leadership	4	13	14	0	0	0.469
Environmental awareness	1	10	16	0	0	0.382
<b>Total</b>	<b>54</b>	<b>81</b>	<b>105</b>	<b>3</b>	<b>0</b>	<b>3.621</b>

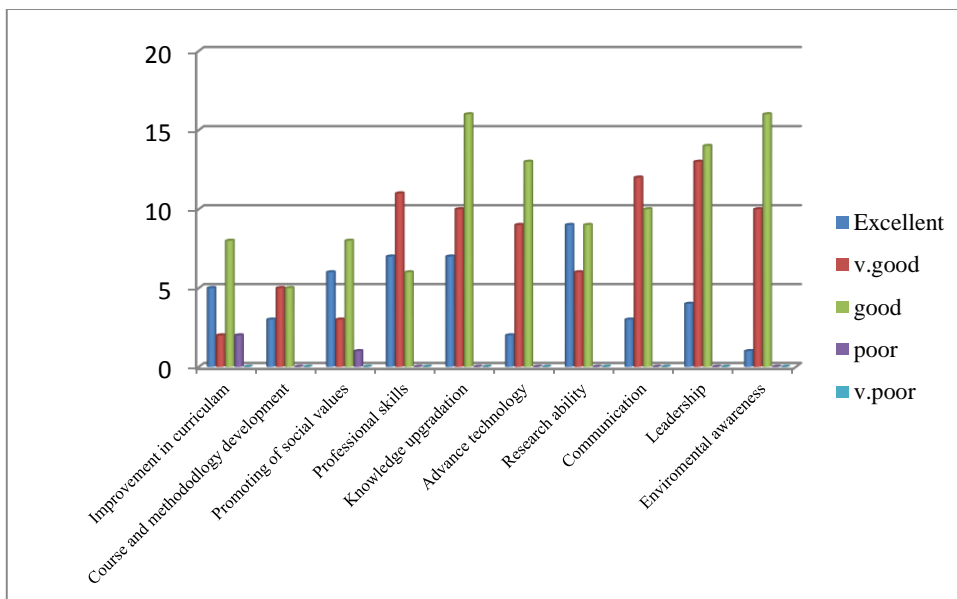


Fig. 1: Showing frequency of parameters

The overall perceptions of students on teaching quality in higher education regarding were “Very Good”. Out of 237 students 51 students had given response “Excellent”, 81 students were “V. Good”, 105 students were “Good” and only 3 students gave response “Poor”. The total weight-age score is 3.621 which mean the quality teaching in higher education in India is “Good”.

As regards, the knowledge up gradation and environmental felt a remarkable increase in their professional commitment along with research ability and professional skills.

**Conclusion**

The researcher concludes that, professional sills, communication, course and methodology, research abilities, curriculum design and improvement, environment awareness, promotion of social values and leadership are the teachers input for preparation and sustaining the quality of education. These components of quality enhancement might be different from institution to institution, that’s by while exchanging the experience among institutions might give new ideas and knowledge which help in include in norms and strategies of quality assurance management processer. Thus the above component helps in upgrading the quality of Indian higher education.

**Conflict of Interest: None**

**Source of Support: Nil**

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