QUALITY CONCERN IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO TEACHER AND TEACHING METHOD

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ABSTRACT
This essay analyses the comparative study of medicine, position of women regarding medicine and healthcare between ancient and colonial Bengal. Besides this article analyses the intention of the government in promoting medical care and knowledge for the women and also the response of the Indian society. It also discuss about the practitioners, who were the creation of the British Medical

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INTRODUCTION
This is absolutely right that our real destiny exist in the school’s classroom and the education provide the right way. In actual, education is such a process which brings totality that is “quality” itself. Quality is the soul of our education system. It requires reforms in teacher training, improvements in the facilities and infrastructure in Institutions. Teacher, motivation and change in the style of teaching to make it attractive to the students. Teacher is the main quality producer in all levels of education and it may be given to the students by the teacher through behavior. Higher education is such a level of education when the learner is mature and he has own philosophy. People or scholars have an opportunity to analyses the development, changes and problems in social, economical, cultural, moral and spiritual sectors through higher education. By the means of higher education on the extension of special knowledge and skills are helpful for national development. So it has an important role in the social life.

The institutional environmental of higher education institutions or organizations can also lead to enhancement of the quality of teaching in higher education through various means. A national policy run by the public authorities or recommendation and statements issued by quality assurance agencies is likely to help university leaders to phase in a culture of quality that includes teaching within their institutions.

Improvement of all aspects of the quality of education is needed to achieve recognized and measurable learning outcomes for all—especially in literacy, numeracy and essential life skill. A quality education system must manage to provide all children and young people with a comprehensive education and with an appropriate preparation for working life, life in society and private life.

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Poor quality of teaching learning and systematic level inefficiencies affect the learners as well the society in may ways. Quality cannot improve by itself. This not affected the internal efficiency of the education system but also resulted in a situation where only a few graduates of the school and higher education system could attain the expected skills and competencies.

**Higher Education**

Education beyond the secondary level, especially education at the college or university level or it can be defined as study beyond the level of secondary education. Institutions of higher education include not only colleges and universities but also professional schools in such fields as law, theology, medicine, business, music and art. They also include teacher training schools, community colleges and institutes of technology. At the end of a prescribed course of study, a degree, diploma or certificate is awarded.

**Quality Education**

Quality education means that the majority of the students, if not all, is able to meet the expectation of the “minimum level of learning.” It means stimulating creative thinking, developing problem-solving skills and life skills and laying emphasis on application of knowledge. Students activities and the assessment of education is known as the quality education.

Assessment may be defined as “any method used to understand the current knowledge that a student possesses. The idea of current knowledge implies that what a student knows is always changing and that we can make judgment about student achievement through comparison over a period of time. Good assessment techniques provide accurate estimate of student performance and enables teachers and decision makers to make appropriate decisions.

**Different Definitions**

Classical definition is the way in which Coombs (1985) described quality in his book” The world crises in education: The view from the eighties.”

“Qualitative dimensions means much more than the quality education as customarily defined and judged by student learning achievements, in terms of traditional curriculum and standards. Quality also pertains to the relevance of what is taught and learned—to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the education system itself, in the nature of it is inputs (students, teachers, facilities, equipment and supplies); it is objectives, curriculum and educational technologies and it’s socioeconomic, cultural and political environment”

The World Bank, 1995 has also tried to define quality. In the report “ Priorities and strategies for education (1995) the world bank dealt with education policy issues and made the following observation concerning quality: Quality in education is difficult to define and measure. An adequate definition must include in the definition the nature of the educational experience that help to produce thus outcomes—the learning environment.”

**OBJECTIVES OF QUALITY EDUCATION**

Quality education can develop and improve the following things and these are the objectives of quality education ----

- Information attainment
- To improve the decision making & choice of right options
- Effective dealing of student
- Performance of the student in different aspects of the content
- Taking feedback from student & given the same to them
Behavioral transformation

Different Ways of Quality Education

Feedback
Higher education is not based on only written knowledge. It is based on environment, and practical background. The teacher and the student both should come to know that how much the student have learnt what teacher has taught. So feed gives the information about the quality of learning and teaching achievement.

Technology
The use of technology in teaching learning process is the result of good achievement. This gives a quality achievement to the teacher and student because if the teacher have the knowledge of technology, he will deliver it to the student and when the student will able to apply this knowledge, it will quality achievement.

Assessment
Student at higher level is fully mature and developed he has needed to right direction and for this it is necessary that students must be assessed regularly, so that he know about his performance and in this way it will show quality achievement.

Training
Training is a process of making a person skillful to do his task skillfully. If teacher will follow his duty honestly it is sure that student will get good knowledge and his achievement will like quality achievement.

Liberty
Liberty is an important aspect of any good work. If teacher and students have liberty to do what he think it helps very much to achieve quality.

Initiation
This also acts as a quality achievement because when a teacher starts a new thing for his students quality improvement it becomes initiation. If student become able to achieve a quality it becomes quality achievement.

The Need to Improve Quality
Quality education can of course be measured in many different ways and there are also many controversies about the best ways of measuring the quality education. A minimum requirement could be that children at least should receive basic and working skills in reading, writing and arithmetic. If students become more efficient then it is to prove of the quality improvement. Activities and performance of our student is the certificate of quality improvement. Quality education has very important role develop various types of ability and capacity in student, i.e. logical thinking, creativity, decision making etc.

International research and practice has pointed to factors that are consistently associated with high quality education. Due to some factors quality education is necessary for the college students. Some of key factors include---

Effective Leadership
It is critical for guiding the focus on continuous improvement and building the capacity of the college community to provide quality education for all students.
**Culture That Supports Continuous Learning**

Based on the belief that all students can learn and all college can learn. For many staff, the most powerful learning comes from interaction with colleagues, getting honest feedback and having time to reflect on practice and outcomes.

**Shared Vision, Clear Expectation, High Standards**

It assists all members of the learning community to focus their efforts on what is important and strategic and to set goals and targets to be successful in reaching higher standards.

**Commitment to and Support for Institute Improvement**

Grows from shared values and understanding about learning and involves the whole school community in thoughtful and challenging self-evaluation.

**The Role of Teacher in Concern of Quality Education**

Quality education should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Education must aim at giving the students opportunities for personal development and confidence to adapt to new situation as well as change these, when they find that necessary.

Quality is sometimes discussed in terms where the students are described as customers and education as a product sold on a market. In this perspective there is a tendency not to talk about how to improve quality but how to assure a certain level of quality.

The teacher is only instrument in higher education who acts as a bridge between student and syllabus. Teacher is idle for student and his personality left never lasting effect on the students. Teacher is able to transmit any quality. If teacher will teach and assess honestly students will also inspire to follow it. Teacher can teach, observe, and learn everything which he wish or think. If teacher has god subject knowledge, use of technology and innovation knowledge of different other relevant subjects, then he will more able to transmit and maintain quality education.

The institutions need to develop innovative evaluative approaches to measure the impact of their support on quality teaching. They are still struggling to fully appraise the causal link between their engagement in teaching and the quality of learning outcomes. Exploring the correlation between inputs, processes and outcomes of higher education calls for pioneering and in-depth evaluation of methods and instruments.

The teacher must be efficient with these abilities ----

- Knowledge of substantive areas and content
- Pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies
- Reflecting and ability to be self-critical, the hallmark of teacher professionalism
- Empathy and commitment to be acknowledge of the dignity of other
- Managerial competence—as teacher assume a range of managerial responsibilities within and outside the classroom

Teacher quality should be regarded as a holistic concept, i. e. as a gestalt of qualities rather than as a discrete set of measurable behaviours, to be developed independently from each other. If teacher will full of these competences it is sure that higher education will be rich with quality.

- Organizing student learning opportunities
- Managing student learning progression
- Dealing with student heterogeneity
How Teachers can Improve Quality

Professional Freedom

The professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situating that is independent of any political, economic, ideological or religious influence, in order to preserve young people’s right to and democratic exercise of critical creativity.

Quality Awareness

Of general importance for teachers ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create an increased “quality awareness” among teachers and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in quality. One major way of doing this is to systematically evaluate the own teaching and it’s results. Evaluation is a general term used to describe any activity where the quality of provision is the subject of systematic study.

Professional Ethics

Another important issue is the professional ethics of teachers. Teaching is becoming a more and more complex task. Teachers meet a large number of students and young persons from different backgrounds. In many education systems teachers have also been given more and more responsibilities. All these developments underline the questions related to the responsibilities and duties to teachers. This has also been reflected in a growing discussion on professional ethics among teachers.

The ILO/UNESCO Recommendation concerning the status of teachers refers to codes of ethics (paragraph 73); “Codes of ethics or of conduct should be established by the teachers organizations since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles” In recent years, many teacher organizations have been involved in such discussions. This has also been the case at the world level where the EI World Congress in Jomtien in 2001 adopted the “EI Declaration on Professional Ethics” (Education International, 2001 a).

Every system needs monitoring without it that will be corrupted. Teachers have to reflect on what could be regarded as a corrupt behavior and see that such behaviors are abandoned in the teaching profession. In order to eliminate corruption there is a need to find measures to make communication and administration in general more transparent.

The Role of Government (What Government can Do to Support Teacher)

Create quality education it is necessary to establish a good practice and to meet demands at all levels. It is not possible in the long run to establish good teaching in the classroom if college and the
educational system as a whole are functioning badly. Even if individual teachers are able to establish good classroom practice in spite of badly functioning institutions and non-supportive educational authorities, this can only last for short periods. There are many examples of teachers trying to do their best in spite of lack of support from local and national authorities. Such situations too often end with stress and the burn-out of the teachers. There are also bound to be problems in a system with an excellent curriculum, but where teachers are not provided with the necessary moral and financial support needed to implement it.

In order to support teacher in their efforts to improve the quality of education government and relevant education authorities must:

- Provide education and professional development of higher quality to the teachers
- Provide teachers and college with the resources necessary to offer quality education
- See that teacher have a salary comparable with other professions requiring the same level of qualification and responsibility
- Ensure that teachers receive the moral recognition appropriate

The Role of Teaching Methods

The teaching methods used by teachers have an important role to make and maintain quality in higher education. If teachers take off traditional methods due to present reasons, students will central attraction, and teacher should complete his teaching with the help of different teaching aids and technologies for total outcome of student’s talent.

- Teaching with activity
- Teaching with technology
- Teaching with latest information
- Teaching with some other methods

As a part of teaching method, new technologies, if used in an appropriate way, could be a powerful support to develop the student’s capacity for logical and critical thinking. Information and communication technologies should be used as tools for teaching and learning in all discipline. New technologies must be regarded as complementary to be teachers and ways to find new teaching methods where both teachers and modern equipment are important components in the educational process.

Educational authorities and governments must ensure that teachers have an adequate working environment, including the technology and resources necessary for their teaching as well as real protection in terms of occupational health and safety. Teachers must be offered to do their work in adequately equipped college building where the students, among other things, have access to a college library and on-line service.

For the quality outcome teacher should reduce formal class work timing and the rest time should be used for tutorial work, seminar, and conference. Students should be motivated for self study, and problem solving, emphasis of technology work, arrangement of good library a better use of liberty by the student should be focused.

Education will be qualitative of teacher use O.H.P., new methods as—brain storming, field experiment, heuristic method and project method etc. If teacher takes students help to clear any concept and use latest information for study. If teacher relate his teaching with practical life and use new methods and activities it is sure that the education will qualitative.
Implications for institutional actors of an engagement in quality teaching

**TEACHERS**
- Exploit the new technological tools to improve the students-to-teacher interaction and to better assess the students' progress.
- Link practices, methods and tools with the institutional global quality teaching policy.
- Collaborate with the quality units in the design and implementation of curricula.
- Take the opportunity to reflect about their own actions and role in the enhancement of quality, gaining acceptance of, and commitment to, reflective practice and consequential adaptation and innovation.
- Consider the possible consequences in teacher's career progression.

**INSTITUTION'S LEADERS**
- Sustain quality teaching in a continuing, effective and explicit way.
- Motivate the head of departments.
- Combine and balance top down with bottom up approaches.
- Ensure the adequate time, people, funding and facilities for planning and implementing the quality teaching initiatives.
- Engage the whole community, including administrative staff and students.

**QUALITY TEACHING UNITS**
- Ensure that the institutional policy on quality teaching is understood and implemented properly by the faculty members.
- Disseminate a quality culture in the whole institution and to facilitate the collaborative work and information fluidity.
- Reconsider their reflection role in addition to the more technical one.
- Combine the research in educational sciences with the definition of practices.
- Experiment to develop new measurement and evaluation methods.
- Be receptive and enhance the communication tools to get teachers' and students' suggestions for continuous improvement.
- Keep an open-oriented approach towards external inputs and good practices, examples, creating a communication network with quality assurance agencies and external partners.

**STUDENTS**
- Collaborate actively with the teachers and leaders in the definition of the initiative and of quality teaching concept itself, keeping the interaction alive and raising concerns on teaching, or learning environments, on the quality of content and on the teachers' attitude.
- Use associations and students' groups to bring new ideas and influence the institutional policy on quality teaching.
CONCLUSION

In present scenario teacher and teaching methods have important role in quality education. Teacher should make their teaching practical and equipped with new methods.

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