



TOTAL QUALITY MANAGEMENT IN BLENDED LEARNING AND EDUCATION

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ABSTRACT:

Blended learning and quality education are major concerns in most communities around the world. In the highly competitive education sector, the success of educational institutions depends on the quality of education. Academics, policy-makers, scholars and researchers are showing their genuine interest in blended learning and total quality management (TQM) as it is recognized as an effective management philosophy for continuous improvement, customer satisfaction and organizational excellence. Since this concept was initially rooted in the field of construction, there has been a



great doubt whether this philosophy is applicable to education or not. In this context, the main objective of this study is to examine the compatibility of total quality management with education. At the same time, this study will try to identify the major challenges in the implementation of total quality management in education. It is believed that this study will make it possible to draw meaningful conclusions regarding the usefulness of total quality management and create awareness of the challenges that create barriers to total quality management implementation in blended learning education.

KEY WORDS: Blended learning and quality education, total quality management (TQM).

INTRODUCTION:

Mixed-learning courses in electrical engineering and information technology have been developed through the joint efforts of two German universities of applied sciences. This was realized in the context of a research project supported by the German Federal Education and Research under the initiative "Targeting the Semi-Traditional Students as Target Group and Semi-Mobility Academy Training: Open Universities", the funding helped to study various aspects. A more detailed study of program development. And although the state of the art has been carefully taken care of to create an attractive program for the target group, e.g. E-learning materials, relevant to current student needs and requirements, require continuous improvement. Assessment Quality management is an established fundamental component. Smith (2012) evaluated blended-learning course discussion issues, a challenge many aspects arise from very little contact time between students and lecturers, which hindered informal communication. A student forum, e-mail, or chat may be the appropriate way to display "sensitive" comments. The target group is different, and changes over time: for example, in the last two years, we have seen significant changes in young people without family responsibilities. The concept of a module, including the syllabus, study materials, teaching aids, lectures and examinations,

should be evaluated in terms of creative alignment, not just one of them. However, this is possible only after completing the module.

PROCESS OF EVALUATION:

The assessment process serves the purpose of improving the status of the students and the entire course. People participating in the program should be motivated to think about good education and appropriate learning materials. In this program, it is necessary to address the needs and especially the awareness of the specific needs and lectures of non-traditional learners. At the end of the mathematics bridging course, students begin with a self-assessment, which helps them analyze their readiness for further study. Initially, student biographical data is collected in the first semester, which helps staff understand their students' situation. Module evaluation provides lecture and program responses with direct feedback and reflects on student learning habits and learning outcomes. Polling graduates will provide additional information related to the work environment.

1. **Biography of Data:** At the beginning of the first semester, there is a four-day block seminar for students to begin drawing on their higher initial motivations. Unknowingly, he filled the questionnaire on the following aspects: age, family status, gender, previous studies and professional training, firm size and firm size, supported, motivation to study. This biological information provides an overview of the military. Obtain aggregated data of lecturer and programmatic responses to identify trends and adopt early.
2. **Questionnaire for Evaluation of Module:** At the end of the module, the module evaluation questionnaire used by the students addresses the lectures, self-esteem stages, exams, overall impression and self-evaluation. Answers are given on a five-point Likert scale ranging from "strongly agree" to "strongly disagree". Additionally, a text box is offered at the end of the questionnaire for free-text comments.
3. **Lecture:**
 - a. Lecture supports the understanding of the subject.
 - b. Problems are considered by the speaker, e.g. Explained by example.
 - c. The lecturer answers the questions.
 - d. The lecture is clearly structured.
 - e. Lectures and study materials go hand in hand.
 - f. lecture helped me to understand
4. **Self-Study:**
 - a. The learning materials like books, videos, problems are well structured.
 - b. Learning materials like books, videos, figures are comprehensible.
 - c. Subjects related to educational materials such as books, videos, numbers are subject to self-study.
 - d. Education materials are a good base for understanding current issues in the field.
 - e. If applicable: Issues with the given content can be resolved.
 - f. If applicable: Remedies provided may be followed.
 - g. We should use the e-learning content of this module.
 - h. e-learning materials have supported me to deal with this matter.

PROCESS OF EVALUATION AND QUALITY MANAGEMENT:

Quality management must be assessed for the study program. Earlier changes were made: Commenting on the feasibility of handling four modules simultaneously, the semester was divided "virtually", so that students managed only two modules instead of four in parallel. In this way, they can better focus on the topic of each module and lose less time in context switches. It is important to note that all students have jobs and many have family needs. Evaluation of these parameters is very useful for students. In fact, a study by Schulmeister and Metzger (2011) showed that this system is beneficial for learning as a result of high engagement per model. The assessment led to another change: somewhat unusual for a degree in that field, the electronics module was moved to the first semester and the Fundamentals of Electrical Engineering transferred to the second semester. This is because the

target groups of many industrial experiences are more easily related to electronics than to fundamentals established by mathematics. Currently, the quality management system for the program is being described in the process of documenting a wiki available to staff. It will be useful for program management, which has many interactions with the university administration. Apart from this there is a plan to survey the lectures and take their experience with the e-learning material. The results will be used for further development of the program. Assessment and quality management are important for external certification by agencies for studies and mandatory studies. After the evaluation process reported above, the aggregated data will be valuable for the report itself and allow for deeper reasoning. Students and lecturers have to accept overall acceptance.

CONCLUSION:

Although the laws were enacted because of the perceived benefits of the law, the assessment of both sides in a mixed-education setting appears to be associated with some inconsistencies. Students and lecturers don't have much time to tune into each other's conversational styles or build a solid foundation of trust. There is no opportunity to discuss results and clarify ambiguities. It is not necessarily the mother tongue of engineering students. German communication can make it difficult to accept feedback easily, leading to a direct situational situation. On the other hand, critiquing English is a form of writing and writing. In the Bologna region, cultural aspects of the telephone may play an important role in the basic process rather than being discussed. Students play an important role in intercultural communication as employees in industry: companies use large-scale (360-degree) feedback in hierarchical structures, while academic institutions at least increase the autonomy of public universities. Quality assessment and individual satisfaction of teachers need to be re-understood by increasing their understanding of the problems of our students.

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