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STANDARDS AND QUALITY OF TEACHING AND LEARNING IN
HIGHER EDUCATION

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ABSTRACT:

A number of progressive steps have been taken and are to be taken to bring the changes in the Higher Education in different countries in relation to highest standards. These changes have put the issue of quality management firmly on the agenda of many higher education institutions. It has been accepted by a number of countries that higher education is increasingly viewed as an international business. This view states that it is time to rethink our current approaches to quality management practices within different countries and their Higher Education Institutions. It also insists on the administrative or service functions within the Higher Education Institutions as well as the quality of research or teaching and learning. The learning is considered as the fundamental product of higher education. The management of quality needs to focus on the student learning experience. It is also the time to further rethink current approaches to quality management in Higher Education to ensure that the quality of teaching and learning is taken in to consideration. Co-operative Methodology, Total Quality Management, Internal Assessment and Improvement in Educational Institutions have been gaining importance. The Higher Educational Institutions may undertake mutual co-operative study for the search of highest standards of excellence and those should be adopted as best practice by them. It will enhance the performance and quality of Institution.

KEYWORDS – highest standards, international business, teaching and learning, co-operative methodology, total quality management, best practice.

INTRODUCTION

Higher Education is an area where people–the teachers and learners–desire to advance themselves. It has undergone different stages of development with certain historical backgrounds in different countries. It aims at producing highly qualified graduates and post graduates, these can contribute to development of their respective nations. It is possible only with the help of standards and quality of teaching and learning in Higher Education. To achieve this goal, the policy makers and practitioners must pay due attention towards Higher Education development trends worldwide. The useful policies and practices should be implemented and practiced in different Higher Educational Institutions. These institutions must appoint the fully qualified academic staff and prescribe well planned curricula. They must reform the national, regional and global background of higher education. They must set their own standards and maintain the quality of teaching and learning in higher education. They may pay due attention towards areas like funding, resources, governance and curriculum development.
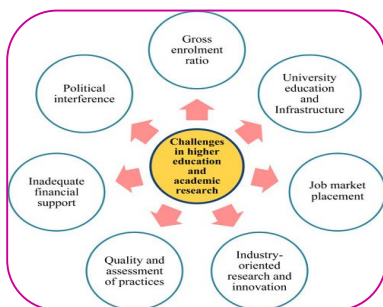
STANDARDS IN HIGHER EDUCATION

A set of requirements for quality improvement can be considered as the standards in education. To set such type of standards in education, an Institution must pay attention towards the process approach, system approach, leadership, involvement of faculties as well as students and continuous renovation and improvement in teaching

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and learning process. To set such type of standards it is necessary to create a learner value. It is also unavoidable to adopt modern technology, skills, expertise and culture that lead to create the learner value. The set of requirements must contain the management skill of maximising the use of its people competence, wisdom and creativity. There should be a continuous improvement in the teaching and learning process to maintain the standards of quality in an educational institution. This quality would increase the opportunities of higher education for all the students worldwide. In this way it may be able to ensure mass participation across different countries. This mass participation is considered to be the massification of higher education. It is possible only when certain standards are maintained by the educational institution.

Quality assurance as a concept originally emerged from the manufacturing industry, which then spread to other sectors over time. While the academic tradition has always included attention to quality, the last three decades have seen stakeholders demanding increasing emphasis on it. The ASEAN University Network note that it is the outside world that now emphasises the need for explicit attention to quality." (AUN, 2007: 19) The increasing interconnectivity and internationalisation of higher education institutions is another factor explaining the recent emergence of quality assurance as a key higher education concern. There are several forces raising quality concerns in higher education, including: increased competition following globalisation and the Global Agreement on Trade in Services (GATS) • customer satisfaction and an increasingly savvy consumer base maintaining standards • accountability to stakeholders • improving employee morale and satisfaction • credibility, prestige and status, and Quality assurance in Higher Education • image and visibility. Higher education stakeholders include government, policymakers, industry, teachers, administrators, students and parents. More recently, the impact of globalisation and regionalisation has required an understanding of education quality from an internationalized perspective. In order to conceptualise quality assurance in it is necessary to consider the key definitions of quality and quality assurance. It also provides a background to the quality assurance movement.

The key to understanding quality assurance is to understand the concept of quality. As AUN notes "quality is like love. Everybody talks about it and everybody knows what they are talking about. Everybody knows and feels when there is love. Everybody recognises it. But when we try and give a definition of it we are left standing empty handed." (Mishra, 2007: 8) Things become even more complicated when considering quality in a higher education context, with so many stakeholders it is not always clear what the product is, or who the client is. Quality education is made up of the Quality assurance in Higher Education. It is composed of the inputs of professional status of teachers, the nature of institutions, the teaching and learning process, the innovation process and the attributes of incoming students. There are two main ways of understanding quality. The first understanding implies set of standards that can be used as a minimum. Another notion of quality relates to the pursuit of the exception, or exceeding minimum standards. The Indian National Assessment and Accreditation Council's overview of quality assurance in higher education, considers this second understanding more useful in the higher education context. Mishra has rightly stated, "In higher education, our objective is to move the 'standard' and move towards 'excellence'" (Mishra, 2007: 13). Thus, quality in higher education is concerned with maintaining consistency and aiming at the excellence.

In this regard Blom and Meyers have stated, "The first key concept for understanding quality assurance in the region is the broader frameworks within which quality is articulated, and the ways in which quality is defined and understood within those frameworks." (Blom and Meyers, 2003: 10) These are known as quality frameworks. Each country has a local approach to implementation, with different processes to encourage quality. These frameworks may be "primarily one of quality control, one of Quality assurance in Higher Education quality assurance, or one of quality improvement." (Blom and Meyers, 2003: 11) Quality control is typically localised to institutions, and involves the measure they take to ensure quality outcomes. Conversely, the key element of quality assurance is a focus on process, rather than product. It involves the definition of standards and procedures monitored. External bodies or auditors typically implement standards. Quality improvement is a management approach involving a commitment to continuous improvement. This study discusses the actions undertaken by the various heads of the institutions in the field, to build a picture of the quality assurance landscape in almost every region. In certain regions there are

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three basic quality assurance approaches: accreditation, assessment and audit. An accreditation model evaluates whether an institution or programme qualifies for a status or threshold level. The 'yes' or 'no' outcome may have an impact on an institutions recognition as a higher education institution or its ability to receive public funding. An assessment approach analyses outputs. The typical outcome of an assessment is graded, whether numerical, literal or descriptive. Finally, academic audits focus on the processes used by a higher education institution to monitor its own academic standards.

Higher education institutions, working within the system, are to meet the required institutional level or status or to achieve set outputs; and are monitoring its own academic standards. The activities undertaken by an institute collectively make up its internal quality assurance mechanism. Thus, an institute's quality assurance is the collection of policies, procedures, systems and practices designed to achieve, maintain and enhance quality. Internal quality assurance is the "intra-institutional practices in view of monitoring and improving the quality of higher education." (Harvey, 2011: 43) Conversely, external quality assurance systems are the supra-institutional schemes of assuring the quality of higher education institutions and programmes. The internal quality assurance processes are designed to achieve the required standards and the external processes are more concerned with monitoring the standards. Quality assurance in Higher Education existing at the national or country level consists of the nation's education policy, systems and processes, collectively ensuring high quality learning. National quality assurance systems generally have three main purposes:

• To maintain quality in higher education, thus meeting the public interest
• To allow for informed decision-making by students and parents through sharing information on the status of universities, and
• To enhance assessment and assurance of standards.

Strong national systems can also assist with connectivity between higher education institutions, by increasing mutual recognition and easing the credit transfer process. These national systems are often comprised of a quality assurance agency, a qualifications framework, an accreditation procedure, monitoring of outputs, and internal and external quality assurance processes. Regional quality assurance functions above both local and national functions. Regional quality assurance consists of a network of national higher education systems, individual institutions, quality assurance agencies and other stakeholders. Such collaborations aim building the quality assurance capacity of individual nations. Regional quality assurance actions often promote and share good practices, collaborate on capacity building, share information to facilitate mutual recognition and Quality assurance in Higher Education supports it.

QUALITY ASSURANCE: TEACHING AND LEARNING
Teaching and learning methodology is a multisided concept that consists of many conceptual, developmental, instrumental and psychological issues. The standards and quality of education can be assured by an educational institution with the help of the quality of teaching and learning only. There is a great need of adoption of continuous changes in the methodologies of teaching and learning. These changes essentially are related to the use of resources, interpersonal skills, information system, effective communication and proper use of technology. The faculty in an educational institution must focus on multidisciplinary and collaborative learning tasks. They must have a well defined set of learning objectives. They also must adopt improved teaching and learning tools that need a powerful and broader set of instructional methodologies. The use of technology is a such type of tool that has become an inseparable part of good teaching. Technology should be integrated into the curriculum of the classroom. The integration is dependent of teaching methodology and learning process of the studies. In this relation Pathan S.N. has rightly said, Audio visual aids are used to improve teaching i.e. to increase the correctness, clarify and effectiveness of the ideas and skills being transferred. (Pathan S.N., 2005: 99) It helps in implementing a teaching methodology that is considered to be programmed instruction. The use of internet, now a days,

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has to be increased for the transformation of teacher-centred curriculum and learning to a learner centred. A face to face conference, as a conventional tool, is useful in guiding the learners, in the same way interactive learning network by video conferencing can also provide an environment for face to face guidance to the learners in remote places. It can also help for optimum use of resources and expertise available overseas.

In the pre-innovation training setting, the instructor is the sender or the source, the instructive material is the data or message, and the understudy is the beneficiary of the data. Regarding the conveyance medium, the instructor can convey the message through the "chalk-and-talk" strategy. Z to A methodology is another technique for educating. This methodology endeavors to clarify the application part of a specific idea first. The instructor clarifies the use of a specific idea first and clarify the impacts of such applications. For instance, in administration subject - inspiration is clarified in a way that the association get broad advantages out of utilizing a few strategies like advancements and honors. So here the utilization of advancement is clarified first and later understudies would get enthusiasm for comprehending what are advancements and honors. The educator begins clarifying what is advancement and clarifies what inspiration hypothesis in administration is. Another strategy, Role playing and situation investigation is for the most part utilized in associations that endeavor to break down an issue relating to the association, and this is likewise utilized in administration organizations. In any case, the comparative sort of training can be attempted in other specialization as well, similar to science and building. Science and building courses have viable however in help of those functional if understudies are given a situation and different choices to fathom a specific issue, at that point the understudies are presented to basic leadership in a given domain. Sight and sound instructing and learning apparatus, is the mix of different advanced media composes, for example, content, pictures, sound and video, into a coordinated multi-tactile intelligent application or introduction to pass on data to a crowd of people. This is taken as issue based learning technique. Boud and Felletti have communicated, "Issue based learning is viewed as an inventive measure to urge understudies to figure out how to learn by means of genuine issues." (Boud and Feletti, 1999: 2) Many establishments are moving towards issue based learning as an answer for deliver graduates who are imaginative; think fundamentally and diagnostically, to take care of issues. Sight and sound innovation is an imaginative educating and learning methodology in an issue based learning condition by giving the understudies an interactive media task to prepare them in this range of abilities. There are other showing strategies which are likewise useful in educating and learning process. These are Lecture strategy, Group dialog, Individual introduction, Assignments, Seminars, Workshops, Conferences, Brainstorming, Role play and Case consider. Every one of these techniques can be utilized in the classrooms as indicated by the need of the substance.

Over the world, data innovation is drastically changing the way understudies; workforce and staff learn and work. Web prepared telephones, handheld PCs, computerized cameras, and MP3 players are changing the school life. As the interest for innovation keeps on rising, schools and colleges are moving a wide range of understudy administrations, from clothing observing to nibble conveyance on the web. Innovation is likewise changing the classroom encounter. It can give a kind of accommodations to understudies and instructors. For example, the room is set up with cameras for capturing whiteboards, so understudies can get the pictures as computerized documents. What's more, tablet PCs, smaller PCs that enable you to compose notes straightforwardly onto the screen with an exceptional pen, supplant the age-old projector. The tablet innovation enables educators to make notes on diagrams and spreadsheets and send them specifically to their understudies' PCs and he will get a criticism from every understudy. From the above, we can make out that the Information and correspondence innovation has made numerous advancements in the field of educating and furthermore rolled out a radical improvement from the old worldview of instructing and learning. In the new worldview of taking in, the job of understudy could really compare to educators. The ideas of paperless and pen-less classroom are rising as an option in contrast to the old showing learning strategy. These days there is democratization of learning of the job of the instructor is changing to that of facilitator.

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CONCLUSION

The examination uncovers a portion of the recommendations that the encouraging network can hone in the classrooms. At last the instructing individuals are fulfilled when they could achieve the understudies network with their thoughts and perspectives. Along these lines, educating relies on fruitful method of correspondence and Innovation however we mean the progressions that we attempt to incorporate into our medium of correspondence or even consideration of some different components in imparting data. The scientists have prescribe that the instructing would be exceptionally compelling if the instructor begin to utilize the ongoing sight and sound innovations like use of PCs broadly or a few alterations in the customary method of educating. The utilization of PCs might be extremely all around honed in nature where the utilization of such innovation is exceedingly conceivable, however there must be a type of advancement which can likewise be rehearsed in a situation where such utilization of innovation is headed to development. In those situations utilization of funniness, pretending, words – words approach, Z-A methodology are the thoughts that can in all likelihood be honed. It is for the most part trusted that the center goal of educating is passing on the data or learning to the brains of the understudies. Any strategy utilizing PCs or changing the current regular chalk-talk technique are imaginative on the off chance that they at last serve the accomplishment of center target of instructive framework that is nature of educating and learning.

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