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## ENHANCING QUALITY IN TEACHING LEARNING PROCESS



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### Abstract

*The teaching, learning research and evaluation process of curriculum should be learners-oriented. Quality enhancement in curriculum can be achieved through the application of innovative and transformative knowledge. Enriched and enhanced curriculum should be made with highly flexible, need-based, skill-based, applicant-oriented, research-oriented, and socially relevant subject with frequent evaluation, updating and restructuring not only to suit the structure, circumstances and environment, but also to fulfill the needs and aspirations of the learners. Today's world is knowledge-driven economy which is run by ICT enabled workers. All components of ICT make the classroom more conducive as well as more effective. Delivery of lessons could be more easy and effective for teacher. ICT makes education more learner-controlled, individualized and flexible. ICT helps to maintain as well as enhance the overall quality of education.*

**Keywords:** Quality Education–Need, Components, Product Quality Dimensions, Principles, Quality Enhancing Curriculum, ICT

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### Introduction

Enhancing quality is a holistic process. The synergistic relationship among the students, teachers, management, parents, public, government and the production system is essential to achieve an enduring multiplier effect on quality enhancement. In the process of education, for quality of character development, good quality character of the teacher is of supreme importance.

### Need for Quality Education

To provide quality education there should be a dynamic curriculum, which brings knowledge and skill to the technical education aspirants to equip themselves to meet the global needs and challenges. The total quality management will enable the integration of all functions and processes within an educational environment to achieve continuous improvement to provide customer oriented quality services. The need of research in various issues of education are: teaching learning process, curriculum design and development, quality in education, stakeholder's participation

in academic matters, methods of student evaluation, and assessment, skills and knowledge required for the graduates at all levels, industry requirements and customer's satisfaction.

### Components

Total quality management has five components: customer, continuous improvement, training and development teamwork and measurement.

- continuous improvement is essential to reach the stage of "zero defects"
- The customer is anyone, internal /external, who receives it or is affected by the product, process/services.
- Faculty development should ensure diligent updating at par with state of the art.
- Team work
- Monitoring the progress with review of objectives is a necessary corollary.
- Involvement

### Product Quality Dimensions

Garvin (1987) proposed quality in eight dimensions:

**Performance** is encouraged with the primary operating characteristics of a product. In higher education performance is the ability expected of a graduate.

**Futures** characteristics that supplement the basic performance functions. In higher education, flexibility of course offering could be a future.

**Reliability** can be considered as to what extent to the knowledge gained is correct, and up-to-date.

**Conformance** is the extent to which a product meets the established specification / standard. For higher education, it can be defined as the extent of meeting the established educational standards and its own promises to the extent.

**Durability** is the product's assumed life to perform satisfactorily. In higher education it can be defined as the depth of learning.

**Aesthetics** in the context of product, it is concerned with the design, looks, colour, and presentation, and how the customer views it.

**Perceived** quality is yet again subjective like aesthetics and customer's opinion is more appropriate in service quality dimensions. for a product too, through branding, the customer perceives a certain degree of confidence on quality.

**Servicability** is concerned with the repair and field service of the product. In higher education it is concerned with handling of complaints from students, staff, and industry/ institution. some also emphasizes that the continuous updating of their alumni as evidenced by professionals like the chartered accountants through their magazines, newsletters and continuing education to provide after training service.

### Basic Principles

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|---------------------------------------|---------------------------|
| 1. Approach-Management                | 4. Standard – Right First |
| 2. Scale- everyone is responsible for | 5. Control – cost of      |
| 3. Philosoph prevention               | 6. Theme - ongoing        |

**Basic Steps**

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|-----------------|-----------------|
| 1. Planning     | 4. Evaluation   |
| 2. Organization | 5. Feedback     |
| 3. Executing    | 6. benchmarking |

**Advantages**

1. To provide quality assurance
2. Reliability
3. Teamwork
4. Continuous improvement
5. Participation
6. Establish performance
7. Problem solving tool
8. Meeting standards
9. Maintain human relationship among inside and members.

**Disadvantages**

1. Improper planning
2. Continuous training and education
3. Expensive time consuming process
4. Top management commitment
5. changing organization culture

**QAA**

Quality assurance and accreditation in higher education is defined as systematic management and assessment of procedures adopted by higher education institutions or system to monitor performance and to ensure achievement of quality improvement.

**Curriculum and Quality**

Curriculum is the base on which teaching, learning, research, evaluation and support system are centered around, as such it is needless to emphasize that curriculum should be highly flexible and updated to keep pace with the changing and challenging trends of the globe. Curriculum development is an essential ingredient to strengthen the quality of education for which, attention should be focused on socially relevant curriculum, innovative and interdisciplinary areas, periodically restructuring the curriculum, equivalent to international standards, ICT components in the content of the curriculum, diversity with employable potential, stress on soft skills development, basic science and vocational based curriculum, etc. Curriculum is axis through which quality can be ensured in higher education. Thus curriculum and quality should be considered as two sides of the same coin.

**Enhancing the Quality in Curriculum**

The National assessment and accreditation council (NAAC) has identified seven criteria as assessment procedures to accreditate the quality of institution and higher education, among them curriculum is the first and foremost major ingredient playing a very significant and decisive role and the rest of the criteria are centred round with for playing independent as well as integrated roles to achieve the ultimate objects. the sincere and serious efforts taken periodically to review and update the curriculum and to enhance quality on line with the change and challenge of higher education, nation

and globe, would certainly enforce as well as ensure the quality of the other criteria of the NAAC.

### **ICT and Quality**

ICT helps to maintain as well as enhance the overall quality of education. ICT is an umbrella term, that includes any communication device or application, encompassing all types of media, i.e. radio, television, cellular phones, computer, internet, satellite systems etc as well as the various services and applications associated with them, such as videoconferencing and distance learning. The core of educational function is communication. As internet came into existence, distance word has been vanished and unbelievably everything is present before us within a moment supposing internet is Genie. As we open our computer desk, i.e. Aladdin's lamp with one click, Genie, i.e. Internet comes out and fulfill your requirements as you wish. It is the internet, an important component of ICT, which is the key to birth to E-Governance.

### **Conclusion**

Quality assurance should be a continuous activity to check and update the curriculum with a provision of adequate learning opportunities for both learners and teachers. The quality of graduates can be assured only by improving the quality of the curriculum, and making it socially, economically and technologically relevant and viable, promoting academic excellence, developing proficiently competent, and self-reliant individuals, providing career opportunities, relating to socially and economically viable individuals and thus moulding the all round development of the individual personality.

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