# Quality pedagogy & Higher Education System in India

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**Abstract**

The purpose of this paper is to review the literature on Quality Teaching and the Indian Higher Education system. The intent is to allow theoretical base of Policy Quality of Teaching of Higher Education under the auspices of the Organisation for Economic Co-operation and Development (OECD-IMHE). The main discussions on this topic have been made in the literature so far. This paper aims to present various perspectives on this topic. This paper is divided into 3 main parts. 1. What is meaning of Quality Teaching? 2. What makes Quality Teaching so relevant in advance Education? 3. What are possibilities to enhance level of Teaching? 4. How can Quality Teaching Initiatives be Effective? The importance of Quality Teaching in Higher Education has increased in recent years due to the changing higher education landscape. Higher education is increasingly competitive, socially and geographically diverse, value-for-money demanding, and information technology-driven. Quality teaching is not defined in a single way, as it can be related to stakeholders. 5. Impact of Research, "Scholar of Teaching" and Learning Communities on Quality Teaching 6. Diversity and function of Quality Teaching Initiatives. The responsibility of professors, the department's role, central university's role, and finally the each states role. Objectives and scope of the initiative. Finding precise and quantifiable metrics to measure your teaching quality and effectiveness remains a challenge. Different approaches and their effectiveness. Factors that affect whether you effectively use feedback.

**Keywords:** Quality pedagogy , quality teaching technique, quality assurance

## I.     INTRODUCTION

India's colleges and educational institutions are going through significant changes in the present century and making choice which not only influence higher education but also add on to the competitiveness of time to come of our country in the overall globe market. In this paper, we planned to look at diverse impacts on institutions of high level education as their focus move to a customer-centric focus. It emphasis also on highlights the need to balance the requirement of different clientele groups while maintaining their role of providers of  knowledgeable human capital in the economy globally. This paper looks at the results of attempt to change better norms in advance education.As Change in education is inevitable and further learning and education faces tough decisions, but if we wish we may opt to be bold and be force of  alteration. Today, the budgetary burden of managing an educational institution is a prime concern. Although it may not be a different idea, buts its seen as common tendency of academic institutions to review their name as service institution and  not only a business.

1. The cost of attending a post-secondary school has risen dramatically as a result of increased financial demands. 2. Delta works / Project, 3.Centers on Higher Education Expenses, Efficiency, and Responsibility. Although students are shouldering a greater portion of the overall expenses related to tertiary education, a smaller proportion of the income derived from tuition fees is being allocated to instructional purposes. In the 1990's, students compensated for about 24% plus of all running costs of public educational institutions. By 1998, the rate had risen to 37% plus. By year 2005, it was almost around 50%. Institutions count on an ever-increasing number of students to balance their budgets. 4. As the cost of higher education continues to rise due to economic downturns, there is an increased risk that institutions will overlook the value of increased enrolment, especially as fewer state resources are available. Enrolment monies are a critical component of the overall cost of higher education.

Educational institutions and Universities have developed into very enterprising and developed skills of Promoting their educational establishments to student clientele. If the emphasis is placed on enticing a larger pool of prospective students, even if it requires modifying admission criteria, there is a potential danger of compromising academic standards and altering educational requirements to facilitate easier courses. When the integrity of academic standards, which serves as the foundation for scholarly pursuits, is compromised, the institution's reputation emerges as the ultimate casualty, incurring significant costs. India's higher education system is plagued by numerous structural shortcomings, persistently yielding graduates who lack employability despite the escalating demand for skilled professionals across various industries. The standards of academic research are currently inadequate and experiencing a decline. Indian higher education faces several challenges, including an unstable system of affiliation, rigid academic system, imbalanced dimension in different topics, reduction in academic independence, insufficient public funding, a dysfunctional regulatory environment, limited coverage and lack of consequences in the accreditation system, inadequate incentives for performance, and unjust public funding policies. Additionally, a combination of populism and a dearth of reliable data has resulted in an absence of informed public discourse surrounding higher education. The growth in higher education has been remarkable in our country as seen in the past two decades, largely driven by private sector initiatives. However, numerous concerns have emerged regarding substandard quality and exploitative practices associated with many of these initiatives. Our country's government inconsistent stance over the involvement of the private institutions in higher education has resulted in haphazard as well as disorganized expansion. The administrative framework proved to be ineffective in maintaining standards or curbing exploitation, instead inadvertently creating significant barriers to entry that promote undesirable advantages. The voluntary accreditation process appears to lack interest among private providers and fails to serve any meaningful purpose for stakeholders. Despite the impressive growth, India has only managed to retain a small number of high-quality institutions. The majority of institutions suffer from poor quality and a decline in standards. There is also a significant number of small and financially unviable institutions. Access to these select top-tier institutions is highly competitive, leading to high-stakes admission exams and a blooming non government education business. Whereas the importance of quota-based seat reservations in these institutions, implemented as a form of affirmative action, has become a prominent aspect of electoral politics. While there are valid arguments in favor of such measures, eventually it resulted in the dissolution of the value-based landscape and the increased emphasis on competition for limited capacity in esteemed institutions has resulted in a heightened demand for admission. As a consequence, individuals are facing with a more competitive environment, where they must prove their qualifications and abilities to confirm their seats.

## II. THE HIGH EDUCATION SYSTEM OF INDIA

During ancient times in our country, education had reached an advanced stage, as demonstrated by the presence of esteemed knowledge centers like the Buddhist monastery located in Nalanda from the seventh century BC to the third century AD. Scholars would gather at these centers, known as Gurukulas, engaging in intellectual debates in the form of public discussions within the residential campuses. Some of these Gurukulas were expansive, encompassing various faculties. It is speculated that these centers bore an outstanding resemblance to primitive universities, which emerged considerably later in Europe. However, the old-time educational system in India gradually declined due to invasions and disruptions within the country until the eighteenth century. Prior to the British establishing a system of educational establishments to impart Western education in the English language, India always had three different traditions of exceptional scholarship for Gurukuls for Hindus, Buddhistic institutions called Viharas and Madarsas for islamic teaching. The initial college offering english education was set up in 1818 at Serampore, closer to then Calcutta. Ensuing for more then four decades, number of colleges were set up in various locations across India, including Agra in Bombay, Madras in Nagpur, Patna near Kolkata, and Nagapatanam in Nagpur. In year 1857, three national level examining universities in Calcutta, Mumbai, and Madras were set up, modelled after the University of London. These universities were affiliated with the existing 27 colleges. Subsequently, more universities were set up. When India got independence in 1947, the for higher education there were about 19 universities and about hundred affiliated colleges to these universities. Post-independence, the syetem of higher education experienced a rapid expansion in field of education. By 1980, the country had 132 universities and 4,738 colleges, enrolling approximately five percent of the suitable age category in higher education. Presently, when India ranks third in terms of maximum enrolment in education, it boasts of the largest number of institutions. Today the higher education system in India comprises of 43,796 institutions approximately, which is more than five times the number in the United States and Europe combined. With 44.3 million students registered, China has created the largest higher education system in the world. Higher education in China has reached a stage of wider accessibility, according to the gross enrolment rate, which climbed from 30% in 2012 to 57.8% in 2021, where as it would have increased by few million more in year 2023(Hannum, 2023). In India, higher education institutions typically have between 500 and 600 students enrolled(Liu, 2016). In the United States and Europe, higher education institutions typically have an average of 3000-4000 students, while in China, the number is approximately 8000-9000(Tandi, 2021). As a result, the higher education system in India is characterized by significant fragmentation, making it considerably more complex to manage compared to other higher education systems worldwide.

## III. QUALITY TEACHING

The importance of Quality Teaching has grown significantly in light of the ever-evolving higher education landscape. With an expanding and diverse student population across various social and geographical backgrounds, new teaching approaches are required to meet their needs. The introduction of technology in the classroom has also altered the dynamics of student-professor interactions. Stakeholders such as governments, students, families, employers, and fund providers are increasingly seeking value for their investment in teaching. However, the concept of Quality Teaching lacks clear definitions and remains a topic of debate, often intertwined with discussions on quality and quality culture in higher education.

Different perspectives exist among scholars regarding the nature of quality teaching. Some perceive it primarily as an outcome, while others view it as an ongoing process of continuous improvement(Fekih Zguir et al., 2021). Consequently, Quality Teaching cannot be fully comprehended and evaluated. Additionally, notions of quality teaching vary relative to the stakeholders involved, including students, teachers, and evaluation agencies. The focus on the social function of teachers suggests that teacher quality encompasses more than the knowledge and skills necessary for the classroom, but also demands a professional identity and a professional attitude that incorporates a moral and ethical outlook(Oosterhoff et al., 2020)

The existing literature highlights certain attributes of good teachers, such as being empathetic, experienced, and organized. It also highlights the importance of having teachers who are enthusiastic about learning, their subject, teaching, and their pupils(Timm & Barth, 2021). However, research indicates that the effectiveness of teaching is influenced by contextual factors and the nature of the subject being taught.

The major objective of great teaching, according to study findings, is to maximise student learning. This method is student-centered. Therefore, it is essential to concentrate not only on the teacher's pedagogical abilities but also on providing a supportive learning environment that takes into account the individual requirements of the pupils(Falloon, 2020). This entails making sure that students comprehend the reason behind their work, creating opportunities for peer engagement, and offering assistance when required. By giving staff and students enough assistance, improving learning outcomes is made easier. This support includes a range of elements, including financial aid, social support, academic counselling, and access to additional resources. Access to counselling services is also part of it, as is specific assistance for minority pupils. The creation of learning communities is a successful strategy for enhancing student learning. These communities are made up of teams of students or teachers who connect intellectually and work together to expand their knowledge and deepen their understanding. Learning communities have been demonstrated to have a favourable effect on students' learning outcomes, leading to an increase in enrolments and improved teacher satisfaction(Jiang & Koo, 2020).

## IV. ASSURANCE OF QUALITY TEACHING

Indeed, there is a lack of agreement regarding the standards for judging teaching excellence, and there hasn't been enough research done to thoroughly explore how much higher education benefits students. A shift to proper evaluation techniques and vocabulary is required because of the ubiquitous "culture of measurement" that has recently reduced teaching to a mere "product" and the use of business-oriented language. Is there a mechanism for class evaluation that encapsulates the best methods for encouraging change and pinpointing areas for improvement?

Peer in-class assessments are frequently used as a common strategy to assess superior instruction and confirm the presence of quality teaching. Numerous benefits connected with are acknowledged in the literature on with peer evaluations.

According to (Jones et al., n.d.), Peer review helps people improve their performance, uphold standards, and spot best practises, making it a great "instrument for kicking off change." It provides a chance for helpful criticism and ongoing development, raising the standard of instruction as a whole. Prioritise the

process over the outcome. (Taub et al., 2020) has stated in his research that rather than evaluating the actual teaching process, student questionnaires primarily evaluate the results of instruction. In contrast, mystery shoppers or students assess the method rather than the outcome. The reason why peer evaluation is preferred over mystery students is because many professors believe that mystery students offer a potential threat and are frequently connected to disciplinary action. Additionally, peer reviews during class have the ability to promote conformity and inhibit creative teaching methods. However, it is crucial to recognise that doing in-class evaluations carries some risk and should be done so with caution. As an example, according to (Johnson et al., 2020), "peer review" through peer observation of teaching "may lead to accordance of teaching." For example, the professor who is under evaluation will not attempt to innovate. His traditional teaching strategies can have an impact on the professor who is evaluating his colleague(Cai et al., 2022). According to (Mitra, 2009), The correlation between the "conventional assurance system based on peer review" and the "growing market-driven culture" within higher education is evidently apparent.

**Evaluating the Portfolio of Educators**.

Utilizing teachers' portfolios is another method for assessing quality of teaching and finding apt practices of teaching. The fact is that the teacher's calibre of teaching is evaluated on the basis of various factor such as result of students, better assimilation by students, evidence sources and levels of reviews given by students/ parents which are valued more(Harrison et al., 2022). Nevertheless, as noted by Webb Stock during their work on evaluating teaching quality at UofT, the difficulty lies in reaching a consensus on the content and weighting of items included in the portfolio. It is debatable whether using a quantitative approach to assign weights to each item would increase transparency or run the risk of making the process into a robotic exercise that might stifle creative teaching(Luciano, 1998).

**The example of 3 legs stool.**

To assess the quality of teachers at the Polytechnic of Hong Kong, the Department's teaching and learning committee has adopted a comprehensive approach. They have chosen to use three different evaluation techniques: peer in-class evaluation, student questionnaires, and teacher portfolio evaluation. They hope to develop a comprehensive "TEM" Index that offers a balanced evaluation by integrating various techniques. Each approach handles a distinct issue and makes up for the shortcomings of the others. Student surveys, in-class evaluations (32% weightage), and teaching portfolios (18% weightage) offer a solid foundation for assessing teaching excellence, and these three indicators together make up the "TEM" Index, which is derived from a weighted total of the three indicators.

(Orr et al., 2022) explains that, a notable level of coherence can be observed across all 3 indices, particularly when it comes to extreme cases. As a result of the evaluation process, a connection is established between weaker lecturers and their stronger counterparts within the trial scheme.

**Fresh indicators to measure quality teaching.**

There are many indices of quality teaching that collect decentralised, qualitative input. These consist of the Workshop, Collaborative Research, and Student Awards.

**Concrete instruction can easily be improved**.

Initiatives for better teaching can take a variety of forms and serve a variety of purposes. While some efforts are carried out at the teacher level, others are carried out at the departmental, institutional, or national levels. Some efforts concentrate on enhancing educational practises, while others concentrate on students' global learning. Quality efforts can be approached in one of two ways: top-down initiatives or grassroots-driven changes. The majority of quality initiatives mainly concentrate on enhancing teacher collaboration, setting objectives, and creating thorough lesson plans. However, academics have created comprehensive theoretical frameworks that depict the optimal development of quality projects. Despite the value of doing research and reading literature outside of the classroom, these activities are frequently underutilised. It is critical to understand that in order to improve student learning outcomes, quality initiatives should not just focus on a single teacher but also on the entire institution and learning environment. The leadership of teachers, with many quality initiatives being started by teachers themselves, is crucial in advancing advances in the quality of teaching. However, central universities' participation is crucial because they may include a quality culture into their mission statements. According to (Umucu et al., 2022), Researchers have shown that improving the lowest five areas of improvement can significantly increase quality as a whole.

**Ensure Quality Teaching.**

In order to improve initiatives, it's critical to assess the impact of quality instruction in them. However, determining high-quality instruction is still challenging. The difficulties involved in evaluating and quantifying teaching quality can be blamed, at least in part, for the absence of teaching quality in the two well-known international rankings. However, this may change in the future due to the increased focus on student learning and quality. The choice of appropriate indicators for assessing teaching quality is important because it has an immediate impact on the instructional strategies used by educators. According to (Henard & Leprince-Ringuet, 2008), Even while it has been possible to find useful indicators like graduate wages, teacher happiness, and retention rates, they are also subject to different interpretations and misunderstandings. Researchers encourage open discussions about the findings and the use of reliable indicators rather than merely practical ones. Other methods, like as student questionnaires, are also available in addition to indicators because students are directly touched by their teachers' lessons. Some teachers, however, may not give much weight to student remarks as they feel them to be biassed given that students typically blame their professors for any faults. It's crucial to recognise the benefit of considering administration and infrastructure when evaluating a teacher's efficacy. When putting measurement systems in place, it is crucial to establish the assessment's objectives, particularly whether it aims at improvement or punishment. By establishing defined objectives, the measuring process can be more closely aligned with its intended purpose and results.

**Level of Human-Needs performance**

High levels of human performance are crucial in the setting of teaching and learning. Governments and businesses both spend a lot of money on performance-related training initiatives(Alm et al., 2022). Significant gaps and discrepancies in performance and training requirements still exist, notwithstanding these efforts. Performance is evaluated in a professional atmosphere based on realistic expectations. High-quality human performance is the consequence of constantly achieving these standards, which call for the necessary education and training. Any discrepancies between performance and realistic

expectations should be carefully examined, with an emphasis on locating the root reasons and putting the appropriate corrective measures in place. We firmly believe that three essential elements make up high-caliber human performance:

- A well-defined set of responsibilities to fulfill.
- An individual possessing the capability to effectively carry out the assigned tasks.
- A precise set of benchmarks that delineate successful achievement.

## V. FINDING AND CONCLUSION

If colleges and universities prioritize student satisfaction as their primary objective, it can inadvertently affect another important group of stakeholders— employers— as these two groups have contrasting perspectives and expectations. Finding a resolution to address the conflicting standards that undermine the importance of quality human performance is not straightforward. Nonetheless, all individuals associated with colleges and universities deserve the highest quality of service.

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