

Quality Assurance in Higher Education with Emerging Trends

Prof. Kiran S Ambaskar,
Department of B.Voc.(Consumer Electronics),
Kamla Nehru Mahavidyalaya, Sakkardara Square Nagpur.
 kiranambaskar@yahoo.com

Abstract:-

Emerging Trends in Higher Education in a Dynamic Academic Environment highlights the changes that have occurred in higher education particularly in institutions of higher learning. Impelled by the fact that Universities and Colleges of Education still adhere to the practices and teaching methodologies of the teacher-centered classroom teaching approach.

The study revealed that there was an apparent upgrade from the chalk and board system to the use of the Magnetic White Board system, the use of slide projector-based tutoring (SPBT) increases students understanding in science education, and that there is no significant difference between the attainments of teaching objectives when web-based training is administered by male science education tutors or by female science education tutors.

The research recommends that on deliberate technological ventures that will not only develop the nation but also affect the academic environment positively.

Keywords:-

Quality Assurance, Emerging Trends, Dynamic, Academic Environment,

I. INTRODUCTION

The dawn of the 21st century has brought about prominent changes in the way and manner in which society interact with itself. The academic environment, often labeled as “a society within a society”, is also not left out. It refers to the socio-cultural behavior that occurs in any institution of learning and its constantly bombarded with evolutionary and socio-cultural changes as a result of the fact that it is directly being shaped and controlled by larger societal needs/wants. The key domains of higher education include: (i) demand; (ii) diversification of provision;

(iii) changing lifelong learning needs; and (iv) growing Communication and Information Technology (CIT) usage and enhanced networking and social engagement, (Kearney, 2009), with explicit implications in science education. The definition of science in this regard is a de facto gatekeeping device for what can be included in a school science curriculum. “Science” from this perspective refers to descriptive knowledge of nature developed through experience with nature. The definition of science used here is consistent with Ogawa (1995, p. 588) who refers to science simply as “a rational perceiving of reality (Cobern & Loving, 2000).

Also, the vision of NAAC is making quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission statements of the NAAC aim at translating the NAAC’s vision into action plans and define NAAC’s engagement and endeavor as given below:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC.

The Revised Assessment and Accreditation Framework is launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust.

The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency.

- towards extensive use of ICT confirming scalability and robustness.
- in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- in terms of boosting benchmarking as quality improvement tool.

These prevailing trends accordingly are further portrayed in;

1. The pre-school experience
2. Teacher development
3. Teaching and learning
4. Education technology
5. Action research
6. Gender issues

Prior to the advent of these new methodologies, Ouedraogo, (2000) asserts that classroom activities are characterized by ‘rigidity’, and conclusions of a study from Cote d’Ivoire (Coulibaly, 2000) explain ‘rigidity’, as occasioned by:

1. Insufficient and poor training, leading to poor mastery of appropriate teaching techniques;
2. Poor supervision;
3. Large and unmanageable classes;
4. Inadequate teacher compensation and professional development to attract, prepare and retain high-quality teachers;
5. Insufficient number of science and technology teachers’ taking active role in the preparation of the programs,
6. The insufficient in-service training of the science teacher in the transition state of a new program,
7. Students generally lack motivation and have low self confidence in learning,
8. Insufficient physical conditions of schools (less laboratory opportunities),
9. The intensive curriculum but insufficient time allocation for science education and
10. The instruction of lesson in an information level and students in passive position (only listening and writing), teachers in active position (writing on the board and teaching in a classical way) and so on.

Scientific knowledge is the common heritage of humankind. It is the only this treasure of humankind that can provide a possible remedy to conquer inequality and to bring about an acceptable quality of life and a purpose, for a majority of the people of the world. Some of the main problems that should be overcome for a sustainable and proper higher education.

Reforms and innovations are terms used in making quality assurance as integral part that have been overflogged in the dynamic education environment. “Within the next years there will be profound shifts in technology and content capabilities which will profoundly affect teaching and learning”. Stating further that these shifts or ‘emerging trends will occur in the following areas;

1. Conversion to e-textbooks – stating that over 90% of collegiate textbooks are already available in e-textbook format.
2. Rise of K-12 Learning Platforms – currently lagged in Higher Education.
3. Proliferation of Mobile Devices –embrace devices for education, learning almost anywhere.
4. Advances in academic analytics – intelligent software used in analysis.
5. Growth of intelligent classrooms –multimedia experiences.

In more analytic terms, these trends in science education reveal the technological position of the 21st Century. A re-dimensioning process of the theoretical and practical ways of thinking in the discipline’s fields; and in the case of Educational Sciences (Science Education), the information technologies (ITs) have open new possibilities to teaching (Yusuf, 2005; Gomez, 2012), which has implied a re-formulation of teaching-learning process’s practical methods (Reddy, 2006).

II. RESEARCH FINDINGS

- With the fundamental principle of higher education in view, the research reveals that an emerging trend in Universities and Colleges of Education, highlight an apparent upgrade from the chalk and board system to the use of the Magnetic White Board with specific reasons that Magnetic White Board is an innovative teaching method used nowadays, it reduces the health risk associated with using chalk and black boards. It enhances Classroom Instruction and Learning, and it Portrays professionalism in lecture delivery, thus implying that there is a significant relationship between uses of Magnetic White Board and a dynamic academic environment.
- In addition, the study reveals that the use of slide projector-based tutoring (SPBT) increases students understanding in science education, on the grounds that Slide projector simplifies teaching nowadays. It is a quick way to get students attention, and it is an effective tool to highlight areas of importance in class discussions, posited that for teaching to be effective in promoting learning, it must involve interaction between teachers and students.
- The use of audio-visual teaching material in science education as the study reveals, emerged as a result of a dynamic academic environment which is based on the logic that Audio-visual teaching material consolidates teaching and learning nowadays. The

modern methodology is much more student-centered. It automatically makes the teacher a secondary source of information, stating further that it has a lasting imprint in the minds of the learners, simplifying the teaching process, and reinforces what has been learnt especially in science education, also implying that a relationship exists between the use of audio-visual teaching material in science education and a dynamic academic environment.

- The study further showed that a slight difference exists between male and female when web-based training is administered by either male or female science education tutors based on the mean values obtained, but generally their mean values is close enough to assert that there is no significant difference between the attainments of teaching objectives when web-based training is administered by male science education tutors or by female science education tutors.

III. OBJECTIVES OF THE STUDY

This study therefore seeks to analyze the emerging trends in higher education in a dynamic academic environment. Other objectives include the following;

1. To determine whether the use of Magnetic White Board emerged as an effect of a dynamic academic environment.
2. To determine if the use of slide projector-based tutoring (SPBT) increases students understanding in science education.
3. To find out whether the use of audio-visual teaching material in higher education emerged as a result of a dynamic academic environment.
4. To investigate if a difference exists in the attainment of teaching objectives when web-based training is administered by male or female higher education tutors.

IV. CONCLUSION

This paper therefore highlights these changes in higher education in the local academic environment. The paper also portrays that the emerging trends in higher education are resultant effects of technological developments of the immediate environment, and these developments are taking place at a gradual speed.

V. REFERENCES

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