



Quality of Higher Education in the State of Karnataka (India)

Raghavendran V, Jegadeeswari. S

Abstract: Increase in comprehensive growth of the students and leveraging the global competitiveness in higher education is the uniqueness of the any higher education stakeholders, the present study makes an attempt to revisit on quality higher education, 400 respondents were participated in the study across state of Karnataka. Using Factor analysis, the result discloses that Reliability, Competency, Content, Delivery and tangibility are found to be significant in the order (i.e.) All five variables collectively contributes to a tune of momentous to Quality of Education. There are range of determinants needs to be focussed immediately. The target of Quality administration is to ceaselessly look for a superior method for conferring instruction to the understudies. Everybody in the framework is normal, welcomed, and prepared to partake in the improvement procedure, instead of simply managed from the top organization. The application of the study is to emphasis on the Quality Higher Education as year to come. Quality is continuous, so the study on the above should seam less. Regular study shall give notchy elements for study experiments and study

Key Words: Quality, Higher Education, Faculty

I. INTRODUCTION

Higher education is noteworthy constraint for a creating nation like India and it is empowering to expanding human advancement. Higher education in India has encountered marvellous added since autonomy. India has delivered researchers, engineers, technologists, specialists, instructors and administrators who are in extraordinary interest everywhere throughout the world. Currently it is one of the best ten nations in our contemporary and innovative limits, in light of the noteworthy commitment of Human and machines given by Higher education, particularly, specialized Technical teaching. In India, particularly Karnataka has just gone into the giant strides and inroads in information technology. Karnataka has demonstrated its immense potential by its presentation in Higher and Technical Education areas. In the upcoming few epochs will be proclaimed by astronomical, satellites, virtual worlds and others branches of logical enquires. Higher education gives chances to the individuals to think about the simple social, collective, moral,

economical issues confronting humankind. In order to know, after massive advancement of higher education in large scale, the quality of technical education must not be adulterated. Thus making the higher education paralysed. Faculty (Teachers) make a pivotal role to uplift and up higher education in the mainstream in Global Competition. Narrowly any educational issues have grown more consideration as of late than the issue of promising that our motherland's rudimentary and auxiliary classrooms are altogether supervised with quality educators.

There is accord that the nature of educators and teaching matters and without a doubt are among the most significant components forming the learning and development of students. In addition, there is agreement that significant issues exist with the nature of teachers and educating in the India. Past that, in any case, there seems, by all accounts, to be little accord and much difference, particularly over what educator quality involves and what the sources of, and answers for, the issue may be.

Proposed study is a re-examine on the Quality of Higher Education in Karnataka. This paper intentions to understand quality perspectives by the teachers in the field of Higher Education in the state of Karnataka (India).

II. OBJECTIVES

The broad objective of the study is to understand the Faculty perception's on Educational Quality dimensions characteristics. The specific objectives are stated below,

- Analyse the tangibility involved for quality higher education
- To understand the competence level of the qualified teachers.
- To know the curriculum content and flexibility to reach out superiority in teaching
- To seek information on deliverability by the teachers
- To understand the dependability of the teachers.

III. REVIEW OF RELATED LITERATURE:

Owlia and Aspinwall (1996) inferred the quality for higher education in relations of the quality element by via Garvin's quality framework (Garvin, 1987), service quality dimension (Parasuraman, Zeithaml & Berry, 1985 and 1988), and software quality dimension (Watts, 1987). Nevertheless, the element identification frameworks focuses mainly on describing the quality aspect of the product features (Garvin, 1987) and service topographies (Parasuraman, Zeithaml & Berry, 1985 and 1988),

Clare Chua 2004, in the study on Perception of Quality in Higher Education concluded that isn't amazing that all stake holders realizes the idea of value concerning higher education in various ways.

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Parents see quality as identifying with information and output. Then again, students considered quality to be identifying with the edifying procedure and output. Teachers saw quality as identifying with the entire teaching framework. Companies considered quality to be basically identified with the output.

Pariseau, S. and McDaniel, J. (1997), expressed that Business colleges are under mounting strain to diminish the expense of conveying training while at the same time improving projects and administrations for students. TQM gives a methodology to improve quality while decreasing expenses. Moreover, ever since TQM includes fact-based and constant improvement, information must be gathered to take into data assessment of current points of students and workforce fulfilment. Deployments of SERVQUAL, an instrument for appraising administration quality, to evaluate both the quality and significance of every one of the measurements: physical assets, unwavering quality, responsiveness, confirmation and compassion.

Raghavendran V and Kuthumadevi K (2018) in their study on Quality of autonomous engineering colleges in Karnataka found that, feedback framework and scholastic adaptability both in curricular perspectives, Evaluation process and Improvements and Quality of Teacher in Teaching-Learning and Assessment Process, Exploration Publications, Awards, Endorsing the exploration and collaborations with other scholarly community and corporates in Research, consultancy and Extension, Upkeep of the grounds offices at foundation and learning process, Student participations and their drills in help class, faculty enablement in administration, authority and the executives and in Inventions by the understudies and personnel are supported altogether significantly contribute the elevation of Quality.

Dr J Gajendra Naidu et al, in the study on academic stress on engineering students to achieve TQM with special reference to Mysore region of Visvesvaraya Technological University, suggested that the teachers of the higher education, teaching is the noblest calling in this globe, and teachers are responsible, be it education interchange to scholars, compelling and direction over the work taken or allotted must sustain the need of the time horizon. Such a large number of tests and classes toward one side are getting to be troubling and this is resultant of ineffectualness of the resources. Analysts propose visit FDP or any related improvement projects to be gone to by resources.

Dr J Gajendra Naidu et al, Quality access prompts nature of access as every self-ruling organization were not able receive comparative rewards. It fluctuated relying upon the administrations, projects, instructors and nature of showing learning procedure and admission nature of understudies made a difference most. Increasingly definite methodologies dependent on past results should be worked out on unsolved issues to guarantee comparable advantages to advantaged and hindered segments of organizations. Getting to be self-ruling instructors has to do with our pledge to investigate, change and develop for the accomplishment of network foundation objectives. The idea of independence has a questionable nature; yet, it is an alluring objective of school, not only bound to scholastic circumstances, however significant in our endeavours to keep up and be a piece of what shapes and builds up our expert, territorial and worldwide culture. Additionally, albeit a decent arrangement of freedom is required for self-sufficiency, it

doesn't prohibit community oriented work and communication.

K. Kumuthadevi et al (2018), in their study titled Efficacy of training and development in technological colleges in Dakshina Kannada district concluded that in spite of the fact that the productivity of preparing is great quality, a few entries is offered to show signs of improvement the equivalent by the specialists. Preparing is crucial for a personnel who has recently been elevating to a higher level activity. In like manner the preparation expands the mastery and information of the personnel. This encourages teachers to play out the activity much better and improve their character and frame of mind and furthermore builds their tallness of affirmation and promise to work. Preparing additionally helps out in the general improvement of resources.

IV. ANALYSIS

Data was taken from 400 respondents, from 210 colleges of technical colleges, affiliated largest technological university in Karnataka. The respondents were randomly selected and study emphasized more to find the most prominent factor that influences Quality of Education Factor analysis is employed. The result of KMO test disclose that data is fit for employing factor analysis.

Table 1: Faculty perception's on Education SERQUAL dimensions characteristics:						
P	SDA	DAG	NEU	AGR	SAG	Total
T	67, 16.75	119, 29.75	79, 19.75	71, 17.75	64, 16.00	400, 100
CM	56, 14.00	123, 30.75	100, 25.00	53, 13.25	68, 17	400, 100
CN	70, 17.50	100, 25.00	100, 25.00	77, 19.25	53, 13.25	400, 100
D	68, 17.00	107, 26.75	89, 22.25	63, 15.75	73, 18.25	400, 100
R	55, 13.75	119, 29.75	95, 23.75	63, 15.75	68, 17.00	400, 100
Glossary: P= Parameters= Tangibles, CM= Competence, CN = Content, D = Delivery, R= Reliability						
Scale: SDA= Strongly Disagree, DA= disagree, NEU= Neutral, AGR= Agree, SA = Strongly=Agree						
<i>Source: Primary Data</i>						

Table 2: KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.730
Bartlett's Test of Sphericity	Approx. Chi-Square	9.100
	df	10
	Sig.	.523

Table 3: Factor Analysis Test			
Factors	1	2	3
Reliability	.699		
Competency	.589		
Content	.560		
Delivery		.915	
Tangibility			.931

Eigen Values	1.171	1.015	1.004
% of Variance	23.425	20.290	20.076
Cumulative % of Variance	23.425	43.716	63.792

V. FINDINGS

Based on Eigen values, three factors are identified. The result of factor analysis discloses that Reliability, Competency, Content, Delivery and tangibility are found to be significant in the order (i.e.) All five variables collectively contributes to a tune of 63.792 per cent towards Quality of Education.

VI. SUGGESTIONS AND RECOMMENDATIONS

On Reliability variable, it very ascertained to increase the Trustworthiness and credibility of teachers in two verticals, i.e. they teacher- Student vertical and Teacher-Organizational vertical. Teachers should be more logical and analytical in handling complaints, now a days the student generation are soft in nature and sooner susceptible to corned themselves, solving problems is one of the criterion for the teachers aptly and prominently. Emphasis should on create the atmosphere of Trustworthy. On Competence criterion, the organizational must lay importance on adequate and sufficient staffing (Academic role Based), to ensure the teachers are recruited newly and existing teachers essentially have a good theoretical and practical knowledge, relevant on teaching research experiences of the teachers qualifications and lastly passable communication must be essential quality of the teachers.

On Content constraint, the university must be more pro oriented to bring needy changes in the curriculum to the future jobs. The students must have option of opting the courses from various programmes and flexibility of knowledge within the programmes, on delivery side, Effective presentation by the teachers, sequencing the courses at the time of discourse, timeliness of the presentation with fast paced semester or trimester arrangement, fairness of examinations in conduct and evaluation increase the trust building exercise and. Regular feedback from students on content of the course shall act immediate response on the courses for restructuring if needed. Lastly, on tangibility, colleges must ensure state of the art and sufficient equipment / facilities for the students and teachers for theatrical and practical purposes of course out comes. Ease of access to the equipment must be made. Creating the visually appealing environment shall appeal the communities of teachers and students for inclusiveness in learning background and Support services to students should be taken more sensitively, prominent must give to one to one basis to address their requirements,

VII. CONCLUSIONS:

Educational organizations are an arrangement of between the processes, including gathering of intensely particular teachers, connected inside a serviceable order. Staff is seen as a "ware", utilized based on apparent needs of the institution. In spite of the fact that they structure the organization's actual focused edge, teachers have next to no self-sufficiency, are commonly latent benefactors, and do nothing past what they are told. Each staff is a procedure chief, furnishes students with open doors for self-awareness

and directs the change of contributions to produces of more prominent incentive to the foundation and to a definitive customer.

Educators work 'in' a framework, though the Head of an organization works 'on' the framework and persistently improves the Quality with the assistance of teachers. Scholars study and learn 'in' a framework, and the teachers need to consistently work 'on' the framework to improve the showing Quality with the assistance of understudies. Quality training is the thing that makes learning a delight. It takes a Quality encounter to make an autonomous student. Educators must talk about with the students of what establishes a Quality encounter for them. The target of Quality administration is to ceaselessly look for a superior method for conferring instruction to the understudies. Everybody in the framework is normal, welcomed, and prepared to partake in the improvement procedure, instead of simply managed from the top organization.

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