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## QUALITY MANAGEMENT OF TEACHER EDUCATION

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### ABSTRACT

Quality is a broad and comprehensive concept. It has been deciphered by numerous subject experts. Quality is nothing but “Par-Excellence”. This excellence is spread to every sphere of life. It is how one perceives quality, which differentiates it quality. Education is one of the realms, where quality has left its marks. Similarly, Teacher Education could also no longer remain isolated from setting and attaining of quality standards. The management of quality in Teacher-Education has now become a necessity, which requires lot of focus, dedication, determination and efforts from all the educationists.

### INTRODUCTION

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skilful execution, it represents the wise choice of many alternatives.”

- William A. Foster

“Quality is not an act, it is a habit.”

- Aristotle

Quality is a new buzz word for the contemporary world. Quality is characterized by supreme performance additional features, reliability conformity, durability, serviceability, aesthetic value and family perceived quality. In principle there levels of institution of these activities can be distinguished. From the top down, these levels are

1. Quality Management
2. Quality Assurance
3. Quality Control

## OBJECTIVES OF THE STUDY

1. To study the Quality of teachers in Education.
2. To study the different areas of Quality in Education.
3. To study the principles of Quality in Education.
4. To study the Quality of Education in 21<sup>st</sup> Century
5. To study the relationship between Quality Management and Teacher Education.
6. To study the different Quality Indicators for Teacher Education.

## CONCEPT OF QUALITY

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Consumers look at these elements in deciding whether or not to buy particular products or services. According to **Bennis (1993)** “Quality often is not measured at all, but is appreciated intuitively. One’s response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives.” Quality has been defined by several management experts. The **dictionary meaning** of quality is “the degree of excellence”. **Juran** says quality is “fitness of purpose” i.e. something is of good quality if it satisfies one’s need. Deming is of the opinion that “quality is a positive concept. Product or service which helps someone and enjoys good sustainable markets is of good quality. According to **Crosby** “if a product or service conforms to requirements then it is said to be of good quality. **Seymour** opines that “quality is continuous improvement”. Quality and excellence are often used synonymously. In a sense, they trigger the same response when they are experienced. **Gardener (1961)**, who wrote a seminal book on excellence, makes the point that “there are many kinds of excellence—academic, professional, artistic, athletic and so on. Some form of excellence is fostered through education, some is not; some kind of excellence leads to worldly success, some does not; some form of excellence involves becoming while some involves being, excellence involves comparison, either with others or with oneself; **excellence** indicates action (it does not just happen) and requires the exercise of human will. That explains the frequently used expressions—the pursuit of excellence and the quest for quality. There can be poor quality, but not poor excellence. In recent times some themes have become more significant including quality culture, the importance of knowledge management, and the role of leadership in promoting and achieving high quality. Disciplines like systems thinking are bringing more holistic approaches to quality so that people, process and products are considered together rather than independent factors in quality

management. The influence of quality thinking has spread to non-traditional applications i.e. manufacturing, to service sectors such as hospitality, transport, and even education. Customers recognize that quality is an important attribute in products and services. Suppliers recognize that quality can be an important differentiator between their own offerings and those of competitors. Applying this to the field of education, the customers of education, the students, parents and future employers recognize the importance of quality students i.e. the products of the system. In this sense the different educational institutions must provide the best of courses, and training in order to meet the demands of the students and future employers and try to give better opportunities than other competing institutions. From this discussion it is possible to identify certain characteristic of quality.

## **ESSENCE OF QUALITY**

The main Ingredient of quality is the way it is perceived by everyone as per their terms and circumstances.

### **1. Quality is Perceived:-**

It is the perception that resides outside the product, service or organization. Peter Drucker (1990) says “the results of an organization are always outside the organization. Inside, there are only costs. The result of a business is a satisfied customer, the result of a hospital is a healed patients and the result of an educational institution is a student who has something of value which he/she can use ten years later.” Thus, quality is perceived by the consumer.

### **2. Quality is Expressed in relative terms:-**

Quality cannot be expressed in absolute terms. It is different for different entities.

### **3. Quality is Variable:-**

Quality cannot be rigidly defined or expressed. It does not even remain fixed or static. On the contrary, it is very flexible and variable based on a number of factors and causes.

### **4. Quality is Specific:-**

As far as the vision, mission, goals and results are concerned quality becomes very specific-oriented.

**5. Quality can be statistically measured:-**

Various statistical inferential tools and techniques can be applied on the multiple parameters of quality, to judge its effectiveness and worthiness.

**6. Quality is Achievable:-**

Quality sets its own targets and the means of achieving it are devised by the experts, when the desired result is yielded, the quality is set to be achieved.

**7. Quality is Pervasive:-**

Quality is universally applicable concept which spreads to each sphere at all levels and to all the components.

**PRINCIPLES OF QUALITY**

Quality Management lays down number of principles, if followed under proper expertise can yield desired results.

**1. Meeting Results:-**

The quality targets should be met, keeping in view the individual and group goals.

**2. Direction Focused:-**

Quality should always be focused in the direction of attainment of set goals.

**3. Personal Participation:-**

A number of resources are required for the setting and attainment of quality standards in any institution out of all, human resources are of at most importance, its full participation and involvement is crucial in the quality management.

**4. Resourcefulness:-**

Quality Management is quite dependent on how wisely and optimally it makes the judicious use of even the limited resources.

**5. Interactive:-**

Quality Management is strongly marked by the harmonious interaction and inter-connection among all the participating elements or components of an institution.

**6. Perpetual Existence:-**

Quality Management has perpetual existence, which all the experts are required to maintain, sustain and enhance continuously.

**7. Decisiveness:-**

Quality Management should be characterized by timely, pro-active and quick decision making ability pertaining to all the minor and major requirements.

**8. Harmonious Relationships:-**

There should be exist cordial relationships among all material and non-material resources of an institution, dealt and handled by experts.

**9. Quality Oriented Education:-**

Quality Management has entered into the field of education also. To maintain and enhance the quality standards of and in education, especially of teacher education is the new dimension of progressive and holistic education.

**QUALITY IN EDUCATION**

Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the ‘next society’. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality makes education as much socially relevant as it is personally indispensable to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

## LINKING QUALITY MANAGEMENT WITH TEACHER EDUCATION

Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teacher education program. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves then there is value addition in education (Feigenbaum, 1951). Such teachers will continue to meet the needs of the society. There is fitness of educational outcome and experience for use (Juran and Gryna 1988). There will be defect avoidance in education process (Crosby 1979) of teachers in a quality teacher education institution. In any educational institution there are three aspects to be managed-academic, administrative and financial. Besides these there are the human and physical resources to be managed to their 100 optimum level. In other words management of input-process-product is of utmost concern of the system of teacher education. If every component is of good quality then the final product i.e. the teacher will be perceived as fulfilling the needs of the consumers. Quality in teacher education can be indicated by the 'educatedness' of the products of the institution i.e. the student teachers. Quality teachers are indicated by their 'educatedness' that they have achieved through their education and training. The teachers are well informed and possess knowledge about fact figures, concepts in their subjects. They are cultured and possess integrated personality which is warm, empathetic and ethical. One level ahead of being cultured is emancipation wherein teachers are individuals who rise above the known artificial boundaries of religion, caste, creed, gender, linguistic and geographic belongingness, social mores, cultural traditions and forms and treat their students fairly. Finally, teachers should achieve the best of potential already in them. However, if the following questions are answered by the educational institutions in general they will be able to achieve quality.

1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders?
3. How good is our delivery of education processes?
4. How good is our management?
5. How good is our leadership?
6. What is our capacity for improvement?



## QUALITY INDICATORS FOR TEACHER EDUCATION (NAAC)

### 1. Curriculum Aspects:-

NAAC has laid down certain mandatory quality standards in educational sphere which needs to be strictly followed implemented, adhered and evaluated in aspect of theoretical and practical content.

### 2. Teaching-Learning and Evaluation:-

Management of quality as laid down by NAAC necessitates that Teaching-Learning process and evaluation to be of a certain minimum quality standards, Teaching-Learning covers the use of quality techniques, methods and process of education, both for the benefit of tutor and the taught and evaluation process also embodies quality management by regularly revising and updating its parameters, criteria and procedures.

### 3. Research, Consultancy and Extension:-

This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion.

### 4. Infrastructure and Learning Resources:-

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution -students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

### 5. Student Support and Progression:-

The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

## 6. Governance, Leadership and Management:-

This criterion helps gather data on the policies and practices of an institution in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership in institution building.

## 7. Innovative Practices:-

This criterion focuses on the innovative efforts of an institution that help in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships.

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Quality is a matter of perception, it is relative, subjective and attainable measured inferentially and is applicable to the system and its parts. Providing quality education to large numbers at affordable costs is the primary concern of developing countries. If 198 the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions to impart quality education. The three aspects to be managed are academic, administrative and financial as well as the human and physical resources. In other words management of input-process-product is of utmost concern of the system of teacher education.

## CONCLUSION

Thus, it is very much undeniable fact that quality and quality management are inseparable, part of every component and is widely adhered to, in every sphere and content. In education also, we cannot undermine its need and existence. Teacher Education is one of the prime extensions of education. It is the beacon that provides light to all other professions. The more

The quality infused in education, the more it will be value and relevance.

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