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## QUALITY MANAGEMENT AND ENHANCEMENT IN TEACHER EDUCATION

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### Abstract:

*Quality education is all about systems that lead to good academic culture, excellent academic results, programme and adaptive management, clean administration, prominent profile of outgoing students and above all review and modification of inputs etc. The students, faculty, administrative staff, college management, parents of students and society synergize in the growth of an institution. In continuous quality pursuits all the stakeholders have a prominent role to play.*

### KEY WORDS:

Quality education, Quality Management, Teacher Education, modification.

### INTRODUCTION

Since time immemorial education is envisaged as the most effective way of enlightenment for all, which will lead to better and higher quality of life. Teachers have the highest influence on the evolution of the society. They not only give knowledge but also generate love for pursuit of knowledge. They act as mentors pursuing all round development of learner. Therefore, to build a generation of constructive, progressive and enlightened teachers, the education of teachers should be carefully scrutinized and sculpted. Teacher education has gained all the more importance, in today's context with an explicit aim of 'Quality Education for All'.

### MEANING OF QUALITY

Quality is a complex term. It is expressed in terms of fitness for purpose, excellence, perfection, standards, value for money, consistency, transformation and relevance. It is defined in various ways.

Quality makes the knowledge relevant to social and individual needs. Quality also enables the person, societies and nations to acquire the competencies required for living meaningfully in a competitive global world. *Nyantara Padhi* in his article '*Total Quality Management in Higher education: A Conceptual Review*' combined the different views of Mukhopdhyay and others about Quality. *Mukhopdhyay (2005)* remarked that depending on the goals, the term 'Quality in Education' has been defined as excellence in education, *Waterman (1992)* sees it, 'as value addition in education' and Gilmore (1974) thinks it on the bases conformance of education output to planned goals, specifications and requirements.

Further Jaspal Singh and Maninder Singh Sarkaria (2007) in his article "*Quality Higher Education in India : Some Issues and suggestions*" quote the definition of Aggarwal, et al. (2002) and wrote: The term quality in education is based on the following parameters :

Reliability: the ability to perform the promised service (Imparting Knowledge);

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Responsiveness: Willingness to help students and provide prompt guidance;  
Tangibles: Physical facilities, laboratory equipment and their use;  
Assurance; Knowledge and courtesy of faculty and their ability to convey trust and confidence and  
Empathy; caring, individualized attention to students.

### NEED OF QUALITY:-

The impact of privatization and globalization increases competition everywhere. In this era of competition most of the Teacher Education institutions are facing difficulty in surviving. Hence, immediate steps have to be taken by these Teacher Education institutions for survival and growth. The quality and efficiency of education depends on the quality of teachers. Without maintaining the quality of teachers no innovation should be expected. In India, the teacher resources in spite of it no proper attention has been laid to select the right kind of a person for teaching profession and to provide them best quality of training so restructuring of process of teacher preparation is highly essential. It is a universally felt that the progress of any country directly varies with the quality of teachers. Various measures have to be taken by these educational institutions in imparting quality education for the student teachers in order to survive in this competitive era.

### MAIN FOCUS OF TQM

Solving the existing problem in the entire system  
Building commitment to the quality of work force.  
Open decision making  
Maximum Utilization for resources (Man & material)

### PRE-REQUISITES OF QUALITY MAINTENANCE AND ENHANCEMENT

Formulation of clear vision with a specific philosophy and goals.  
Constituting a team comprising of senior members of faculty.  
Visiting some good institutions which have been rated very high by NAAC.  
Classifying and recording criteria and sub criteria and utilization of tasks essential for quality of an institution.  
Identifying the best practices of the institution already in existence conducive to the realization of goals of the institution.  
Internalizing, sustaining and institutionalizing healthy practices in the institution.  
Collaborating and networking with other institutions and rendering service to the local community.

The National Assessment and Accreditation Council (NAAC) came into existence in 1994 as deliberate government intervention to help institutions to integrate quality initiatives for attaining national goals of equity, excellence and efficiency. NAAC came into existence with five major objectives:

To grade institutions of higher education and their programmes.  
To stimulate the academic environment and quality of teaching, research in these institutions. Help institutions realize their academic objectives.  
To promote necessary changes, innovations and reforms in institutions.  
To encourage self-evaluation and accountability in higher education.

Therefore, NAAC's role is to facilitate the institutions to show their accountability and potentiality. The process of accreditation is to guide the institutions to managing their resources with quality inputs. Management of the functioning of an educational institution, that is, utilization of resources—men, material, machine, money, time and space, innovative practices and intuitive future plan lead to the enhancement of quality. In addition to these components, the application of technologies (information and communication) further enhances the quality of instruction, research, training and extension.

Every teacher education institution adopts or follows its own practices and achieves quality in the background of its infrastructure, resources and facilities. All colleges of different categories like Government aided and self-financing follow their own practices and thus adopt their own quality culture. To maintain common pattern of quality, NAAC has evolved a set criterion.

**NAAC has identified the following seven criteria or parameters of TQM in higher:**

Curricular Aspects  
Teaching- Learning and evaluation  
Research, Consultancy and Extension  
Infrastructure and learning resources  
Student Support and Progression  
Organization and management  
Healthy practices

**A WORKABLE STRATEGIC PLAN FOR THE ADAPTATION OF TOTAL QUALITY MANAGEMENT**

Dr. Mukhopadhyaya (2005) also proposed a workable strategic plan for the adoption of Total Quality Management in Higher Education Institutions. He has built the strategic plan in seven steps:

Belief, vision, mission, goals  
Learner's need assessment and client education  
Institutional assessment  
Quality policy planning and intervention plan  
Cost of quality  
Planning for implementation  
Evaluation and feedback.

**MAJOR LACUNAE IN THE CURRENT TEACHER EDUCATION PROGRAMMES ARE AS UNDER:**

The teacher education today is far from a satisfactory position. The teacher education is undergoing a severe turmoil. It is considered to be a sub-system of education but even today it remains isolated from the other areas of education.

The present teacher education programmes does not have meaningful linkages with schools, peer institutions, other institutions of higher education and the community.

Mushroom growth of ill-equipped, ill-provided and ill-planned teacher education colleges has led to the production of ineffective teachers in the name of teachers.

Admission of undeserving candidates based on the caste, creed, religion, etc. and political interference for admission of students and for the recognition of the institution.

Increasing competition due to privatization of education causes tremendous pressure on admission.

The present curriculum in teacher education institutions fails to be translated in actual situations. The dynamics of the school and society are not reflected in teacher training and thus the teachers produced are incapable to cope with the changing scenario.

Lack of committed and dedicated teacher educators and appointment of unqualified or under-qualified teacher educators.

The evaluation system is qualitatively poor and corrupt.

Evil practices of collecting adaptation fee for admission.

Absence of constructive and applied research opportunities in the field of education.

The teaching practices carried out during the teacher training courses are not much enough to learn the techniques of teaching and to realize the teacher trainees themselves as teachers in all the respects.

No research exposure to teacher trainees and no interaction with the community.

Lack of involvement of teacher trainees, school teachers, teacher educators, research scholars and principals/administrators of teacher education institutes in framing policies with regards to teacher education.

Less duration of teacher training programmes and professional preparation of teacher educators

**SUGGESTIVE MEASURES TO ENHANCE QUALITY MANAGEMENT IN TEACHER EDUCATION**

Conducting awareness programmes for teaching and non-teaching staff and students.

Make a survey of expectations of the customers. Prepare vision statement with the involvement of all the members of the organization.

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Identify the processes and systems in the institutions and outside to fulfill the needs and requirements of the students and society. Cognitive competencies should be developed through Problems solving, Critical thinking, Formulating questions, Searching for relevant information, Making efficient use of information conducting observations and investigations, Inventing and creating new things, Communicating effectively etc.

Empowering people within the organization to improve quality are essential. If you do not empower people to improve quality, you can lose both the customer and employee.

Quality Management needs to be viewed from the receivers' point of view, and not from the providers' point of view.

Make a five-year quality improvement plan. Motivation alone is not enough to generate change. The implementation team should prepare a Quality Manual, Quality Policy, Quality Procedure, Quality audit to be conducted every year.

Quality curriculum should be designed and transacted with the help of experts. Quality infrastructure and teaching-learning resources should be developed. Quality selection procedure for staff and students should be followed

Motivational environment for knowledge and skill development should be provided for personality development of staff and students. Guidance and counseling services should be provided to maintain quality.

Managing community links and community work for the development of social and cooperative values among all the members of the institution. Social competencies should be developed through Leading discussions, conversations, Persuading, co-operating and working in groups.

To learn quality management skills, links with peer institutions should be maintained.

Co-curricular activities and extra curricular activities should be encouraged to enhance quality education.

Parent teacher associations and alumni associations should be made in order to get feedback from the society.

In order to assure quality ISO norms should be followed by the teacher education institutions.

### CONCLUSION

Amartya Sen rightly emphasized the importance of developing human capabilities through education. In his scheme of development quality education has an important role in quality of life. Quality education is possible only through quality teachers who come out from quality institutions. The job of the teacher training institutions is to instill quality training through quality education, preaching universal brotherhood and development of a sense of patriotism. Innovative practices can be helpful in the holistic development of would be teacher. Therefore, a new vision of teacher education to be combined with better planning and higher standards of management. Teacher training institutions should be open to all, irrespective of caste, creed, religion, sex or status. Then the quality of teacher education will improve and we can scale high in higher learning.

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