

Quality Indicators and Quality Management of Teacher Education: An Overview

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Abstract

Quality of any nation depends on the quality of citizens, qualities of the citizens depend on the quality of their education and quality of education depends on the quality of teachers. Teachers are the kingpins of any educational system. They are the backbone of the nation. Our National Policy on Education (1992) says that no nation can rise above the level of its teachers. Therefore teacher education is very crucial to both the quantitative and qualitative expansion of education. It is deliberate enterprise aiming to provide good quality service to contribute significantly for development of the nation. The quality service is essential in the present context of globalization. Quality has the driving force for all human endeavors. At present a number of initiatives are being taken from various bodies for bringing qualitative reform in teacher education in India. In the field of teacher education, quality refers to the teacher education programme. Quality management ensures that an organization, product of service is consistent. It is focused not only one product and service quality but also on the means to achieve it. Quality management has four basic components, quality planning, quality assurance, quality control and quality enhancement. NAAC (2017) has identified seven major indicators to assess and control the quality in teacher education. So the present paper is an overview study on quality indicators and management of teacher education.

Keywords: Quality Indicators, Quality in Teacher Education, Quality Management, NAAC, Quality Management

1. Introduction

Quality is not a unitary concept, it is a multiple perspective. It is contextual, elusive and relative term. It has been the goal of an eternal through the corridors of human civilization. Quality of any nation depends on the quality of its citizens, qualities of the citizens depend on the quality of their education and quality of education depends on the quality of the teachers. Teachers are the kingpins of any educational system. Our National Policy on Education (1992) says that no nation can rise above the level of its teachers. Therefore, teacher education is very crucial to both the quantitative and qualitative expansion of education. The quality service is essential in the present context of globalization. Quality has the driving force for all human endeavors. At present a number of initiatives are being taken from various bodies for bringing qualitative reform in teacher education in India. In 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 programme. Quality management ensures that an organization, product or service is consistent. It is focused not only on product and service quality but also on the means to

achieve it. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to service and be successful in the present school environment. Hence quality management of teacher education essential for development of human resource, which help to provide quality education for our students. The present study is a qualitative study in the context of quality indicators and quality management in teacher education.

2. Objectives of the Study

The major objectives are:

- To know the meaning of Quality Indicator.
- To elaborate the quality indicators of teacher education with reference to NAAC.
- To find out the concept of quality management.
- To specify the factors involved in Quality of Teacher Education.
- To focus the effective quality management of teacher education.

3. Research Questions

In this context, question arise as:

- What is the conceptual meaning of the term Quality, Quality Indicator and Quality Management?
- What are various quality control indicators in the field of Teacher Education?
- How to implement all this indicators in an effective quality management programme in Teacher Education?
- How quality management of teacher education is possible?
- What are the suggestive measures to improve the Quality of Teacher Education?

4. Methodology

Basically, content analysis method is used and qualitative approach in nature. This study has been conducted in detailed study of the reliable sources and also making generalization from the sources. In this study, the descriptive research technique and intensive library work has been used. The study was based on the future prospects of value based higher education.

5. Concept of Quality

The word quality comes from Latin word ‘Qualis’ meaning ‘what kind of’. With a Variety of meanings and connotations. The dictionary meaning of quality is ‘the degree of excellence’. According to Bennisuality (1993): Quality often is not measured at all, but is appreciated intuitively. The British Standards Institution (BSI 1991) defines quality in functional term as the totality of features or characteristics of a product of service that upon its ability to satisfy the stated or implied needs. Juran says quality is “fitness of purpose”, i.e. something is of good quality if it satisfies one’s need. So quality refers basic and essential character, the distinguishing element or characteristic, of a product, service, organization or entity.

6. Concept of Quality Indicator

Quality indicators are “generic statements made in such a way that they ensure comprehensive coverage of the most relevant domains of the quality of teacher education institution” (National Assessment and Accreditation Council). Yackulic and Noonan (2001) hold that indicators in teacher education reflect the important components of teacher education programme. Indicators may perform several roles such as

describing current situation, quantifying pre-determined objectives, providing continuous feedback about advancement towards achievement of objectives, and identifying factors that contributed to results achievement (European Commission, 2001). Chande (2006) believes that performance indicators may be of three types: quantitative, narrative (subjective) and combination of quantitative and narrative.

7. Quality Indicators of Teacher Education with Reference to NAAC

In order to assess the quality of teacher education institutions, certain quality indicators are to be considered. NAAC (2017) has identified seven core indicators for quality teacher education as follows:

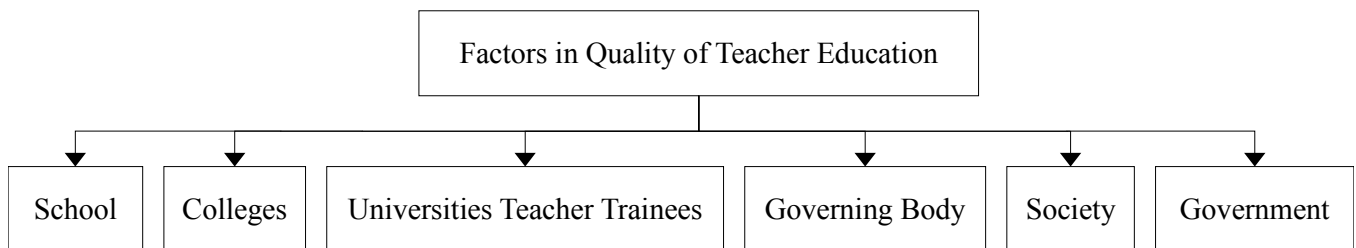
- (1) **Curricular Aspects:** In these criteria, the institutional process of planning and/or reviewing, revising curriculum and adopting it to the local context has been explained. This section describes how academic decisions are taken by teachers' council and how the academic calendar of the year is prepared. This aspect includes goal orientation, curriculum development, programs options, academic flexibility and feedback mechanism. Curriculum provides adequate choice of courses to trainees in the form of optional and pedagogy courses which learners can choose aligned to their personal needs. Professional competencies are also inculcated in a regular manner throughout the entire course.
- (2) **Teaching-Learning and Evaluation:** This criterion dealt with average enrollment percentage of students during last five years. Institution has provisions for catering to differential student needs through mentoring / academic counseling, peer feedback/tutoring, remedial teaching engagement, learning enrichment inputs, collaborative tasks and multilingual transactions. This aspects also includes admission process, teaching-learning process, teacher's quality, evaluation of teaching and learning, examination reforms etc.
- (3) **Research, Innovations and Extension:** Research refers to any systematic attempt to understand something, even practice. Every TEI places its emphasis on research differentially on a continuum of need based problem solving to formal rigorous exploration of educational phenomena. It includes promotion of research, research output, publication output, consultancy extension activities, participation in extension and linkages. Every TEI places its emphasis on research differentially on a continuum of need based problem solving to formal rigorous exploration of educational phenomena.
- (4) **Infrastructure and Learning Resources:** Under this criterion, the infrastructural facilities of the institution for teaching-learning purposes such as classroom, laboratories, sports, fitness center, equipment, computing facilities and also seminar halls especially smart classroom and their utilization processes are described. The process of infrastructure augmentation during the last five years is also elaborated. This aspects also includes the automation of library, remote access for students, subscription for e-resources by the students and the average annual expenditure for purchase of book, journals during the last five years was described. It also focused on systems and procedures for maintaining and utilizing physical, academic, and support facilities such as library, laboratory, sports complex, classrooms, and computers.
- (5) **Student Support and Progression:** Students of a TEI are being prepared to operate as professional with responsibilities and commitment. These criteria discussed the capability building and skill enhancement initiatives undertaken for students such as career counseling, skill enhancement in academic, technical and organizational aspects, and student support facilities of the institution as

vehicle parking, common room, first aid, safe drinking water, canteen etc. Student future progress, student support and student activities, the role of alumni association is highlighted.

- (6) **Governance, Leadership and Management:** In this criteria, started with the vision and mission of the institution and how effective leadership from HOI and participation from teaching and non-teaching staff help in achieving it. The institution needs good resource management practices that support and encourage performance improvement, planning and implementation strategies. It includes goal orientation and decision making, organization structure, perspective planning, performance appraisal, staff development programme, resource mobilization, financial management.
- (7) **Institutional Values and Best Practices:** This criteria describes how the institution fulfills its social responsibility through efficient and effective use of natural resources. It includes total quality management (TQM), innovations, value-based education, social responsibilities and citizenship roles, overall development and institutional initiatives. The institution tries to undertake several community based activities and wishes to earn a distinct position in the educational map.

8. Factors involved in Quality of Teacher Education

The quality of teacher education is a complex issue. It depends upon different factors those are involved in teacher education.



9. Concept of Quality Management

Quality management includes the determination of a quality policy, creating and implementing quality planning and assurance, quality control and quality improvement. It ensures that an organization, product or service is consistent. It is focused not only on product and service quality but also on the means to achieve it. It adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. There are four basic components of quality management, such as (1) Quality Planning, (2) Quality Control, (3) Quality Assurance and (4) Quality Enhancement. Hence quality management of teacher education is necessary for development of human resource which helps to provide quality education for our learners.

10. Quality Management of Teacher Education

In the field of teacher education, quality management has been realized by the educator, specifically teacher trainers. Quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teachers education programme. The quality management of teacher education is possible when quality education is developed. Quality in teacher education can be indicated by the ‘educatedness’ of the products of the educational institution. In any educational institution has managed three aspects-academic, administrative and financial. Beyond these there are human and physical resources to be managed to their optimum level.

11. How Quality Management of Teacher Education is Possible?

The quality management of teacher education is possible when quality education is developed. According to M. Mukhopadhyay (2005), the components of quality education may be cover:

- Excellence in education.
- Value addition in education.
- Fitness of educational outcome and experience for use.
- Defect avoidance in educational process.
- Meeting or exceeding customers' expectation of education.
- Conformance of educational output to planned goal specification and requirements.

12. Effective Quality Management Programme in Teacher Education

Several significant criteria and steps have to be taken for effective quality management:

- **Identification of Quality Areas:** To identify the areas in which quality improvement is required. Teacher Education Institute (TEI) may consult various indicators identified by apex bodies like NAAC, NCTE etc. in this regards.
- **Commitment of Management and Governing body:** Management should be accountable and committed to their proper service, have proper concern of different quality aspects and norms in the field of teacher education.
- **Establishment of Various Steering Committees:** Various steering committees may be formed and the tasks may be distributed among them in view of the priority of quality areas as well as quality management.
- **Design of Process and Objectives:** Objectives of each steering committee need to be formulated and operationalised in terms of achievable outcomes. Depending upon this, process of functioning of each committee may be decided.
- **SWOC Analysis:** It is one of the most essential functions of various steering committees to identify strength-weakness-opportunity-challenges (SWOC) in the related fields and to prepare the necessary plan of action in this regard.
- **Appointment of Quality Assurance Cells:** TEI should have its own internal quality assurance cell (IQAC) to monitor various functions of the institution and suggest for the required improvement.
- **Awareness of Quality Aspects:** Assurance of quality is a team work. Therefore, all concerned persons should be well informed about the quality criterion and various efforts planned and acted upon by the management to raise the quality standard of institution.

13. Improves Quality Management in Teacher Education

The quality and purpose of education is dependent on teacher's effectiveness. TEIs have to shoulder the responsibility of inculcating the desirable value system among the student-teachers. Effective use of ICT in teacher education institutions can improve the quality of teacher education. The National Council of Teacher Education (NCTE) helps for quality management in teacher education are following:

- Preparing a guideline with regard to minimum qualifications for the teacher educators at different levels.
- For coordinating and monitoring teacher education and its development in the country.
- Developing curriculum of teacher education, pedagogical theory working with community and teaching practice.
- Promoting innovations, research studies and organize them periodically and annually.

- Publication of teacher education bulletin, journals etc.
- Organization of national, international seminars and workshops for teacher education.

14. Conclusion

It has been remarked “If you educate a boy, you educate one individual; if you educate a girl, you educate the whole family; and if you educate a teacher, you educate the whole community”. So quality in education relates to the quality of the work undertaken by a teacher which has significant effects upon his or her students. In the context of globalization and greater access to advanced technology, the teaching profession needs to be understood properly. Instead Quality assessment by NAAC and NCTE, we should consider those indicators that are applicable to a variety of situations sensitive to the specific needs and functions. Teacher educators, being key stakeholders, play important role in reforming and improving quality of teacher education programmes. Hence their judgment and perceptions of reform agenda are very critical for implementation of different quality improvement measures. This study was focused on identifying the quality indicators and quality management of teacher education programmes. The quality is a matter of perception; it is relative, subjective and is applicable to the system and its parts. Confronted with declining standards, primarily due to expansion of higher education system, the quality become critical. Teacher education system is not the exception of it. Self financing teacher education institutions are mushrooming now a days. The quantitative expansion has been accompanied by qualitative deterioration. The implication of quality management may help an institution to achieve quality in various fields by ensuring customer satisfaction, accountability, credibility and thus to maintain a certain standard of excellence. Finally conclude with V.S. Mathews quote “No System of education, no syllabus, no methodology, no textbook can raise above the level of its teachers. If a country wants to have quality education, it must have quality teachers.”

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