



A study on quality education

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Abstract

Education is an important factor not only in overall development of the economy of a country, but also, in the development of expertise, excellence, knowledge and skills of their people. All over the world higher education is playing an important role by introducing sound quality strategies to achieve both of the above mentioned goals.

Keywords: quality, education, global scenario

Introduction

Higher education is a kind of system, which produces future leaders of the countries by properly managing its Institutions. In the past - researchers meant that quality in higher education can be (and is) understood and considered in a number of different ways and there is no worldwide agreement on how to deal with quality in higher education. A variety of quality management models have been introduced in different higher education Institutions, in all of these models all researchers are agreed that managing quality in higher education is a challenging task and, there are two main reasons for that.

Review of Literature

Ann Webster-Wright (2017) ^[1] Continuing to apprentice is universally accustomed and accepted by professionals and added stakeholders beyond all professions. However, admitting changes in acknowledgment to analysis allegation about how professionals learn, abounding able development practices still focus on carrying agreeable rather than acceptable learning. In exploring affidavit for the assiduity of academic practices in able development, this commodity critiques the accepted abstraction of able development through a analysis of contempo abstract beyond professions. An another abstraction is proposed, based on abstract assumptions coinciding with affirmation about able acquirements from seminal educational analysis of the accomplished two decades. An altercation is presented for a about-face in address and focus from carrying and evaluating able development programs to compassionate and acknowledging accurate able learning.

N Dolby (2017) ^[2] Until recently, all-embracing apprenticeship has existed at the margins of educational research. However, in the accepted ambience of globalization, all-embracing apprenticeship has confused afterpiece to the centermost of educational analysis throughout the world. In this article, the authors identify, describe, and assay six audible analysis approaches to all-embracing education: allusive and all-embracing education, internationalization of college education, all-embracing schools, all-embracing

analysis on teaching and abecedary education, internationalization of K-12 education, and globalization of education. Aural anniversary approach, the authors altercate the actual ambience and the all-around political, economic, social, and cultural accouterment that accept shaped the analysis approach; map the above analysis trajectories that accept developed; altercate the admirers and analysis community; and assay strengths and weaknesses. The authors achieve with a altercation of appearing trends aural analysis in all-embracing education.

Shalendra Kumar (2016) ^[4] within the twenty first century, learning technologies have progressively become pervasive inside varied kinds of learning environments. Establishments of upper education square measure progressively turning to those technologies to resource and support their teaching and learning environments underneath distributed circumstances, face-to-face or amalgamated. Recently, the Fijian Ministry of Education consistently introduced learning technologies into Fiji's technical schools to support teaching and learning. However, before the widespread preparation of those technologies, very little info was on the market on educators' perception of the worth of those technologies, and therefore the extent to that this might influence adoption. the aim of this study was to realize a higher understanding of lecturers' perceptions of the worth of learning technologies and factors probably to influence their selections to adopt and integrate these technologies into teaching furthermore as challenges they're probably to face. A survey was administered to fifty 5 self-selected lecturers concerned in teaching inside 3 Polytechnics in country. though overall findings prompt that lecturers powerfully valued the contribution of learning technologies in enhancing student learning, variety of things probably to influence the speedy adoption of those technologies were known. These enclosed perspective towards technology and perceived utility of technology in teaching, the institutional cultural surroundings, furthermore as resources on the market to support uptake. This analysis contributes to the growing significance of individual, discourse and cultural influences within the adoption of learning technologies into teaching.

Quality Challenges in Education as Global Scenario

Higher education Institutes, especially in developing countries are struggling to meet growing challenges of quality assurance. According to the UNESCO's World Conference on Higher Education (WCHE), which was held in 2009 in Paris, there are eight new challenges in higher education and they are as following (Commonwealth of Learning, 2011):

- Rising demand and mystification
- Diversification of providers and methods
- Private provisions and technological aspects
- Distance education with ICT
- Cross-border higher education
- Quality assurance
- Teacher education
- Academic profession

There are several terms which are used interchangeably in this context it is essential to understand the term profession to differentiate with other similar terms. Some of these terms are as follows

1. Teaching as a job or job-role
2. Teaching as a vocation, and
3. Teaching as a profession

These phrases related to teaching have been explained in the following paragraphs.

1. Teaching as a Job or Teacher as Job-Role

A job requires certain skills to perform it effectively. A set of skills are essential for specific job. For example medical profession, the job of a doctors to diagnose the causes of illness and to give prescription for the remedy and to have follow-up for the effect of this prescription. Thus. Three basic skills are essential for a doctor-diagnosis, prescription and follow-up, similarly teaching as job requires a set of skills e.g., reinforcement skill, lecturing skill, demonstration skills etc. A list of teaching skills has been given in other chapter of this book. Teaching as a job as it requires a set of teaching skills.

2. Teaching as a Vocation

A vocation refers to the potentialities and interests related to a job performance. The term vocation indicates the aptitude of candidate in which he will be able to do the job effectively. The vocation predicts the future job performance. Differential Aptitude Test (DAT) is used for selecting the candidates for different jobs. Teaching aptitude tests are used for selecting the potential candidates for teaching job. The input aspect of teacher training should be based on such potential candidates, as they will do better in teaching job. The quality of teacher training can be maintained if the pupil teachers are selected by administering teaching aptitude tests.

3. Teaching as a Profession

In general profession refers to family profession. If most of the family members are in teaching, and a young member of the family joins the teaching but he has not teaching aptitude and interest he may do better in some other job. It is said that he joins teaching as a profession. Sometime parents ask him to do so as his family profession. It was a tradition in our country

but now the concept has changed.

Teaching as a profession implies that a candidate who has joined teaching, he should take it as vocation that he has the aptitude of teaching. Teaching skills can be developed with the help of feedback devices. It involves more than job skills and aptitude of teaching. There are some ethical considerations and social accountability and responsibility. He should look like a teacher and behave like teacher. It is said that a teacher has no private life like other profession. He should be an ideal person of a society as his students follow or imitate to a teacher. He is an architect of young generation.

Education is the creature and creator of the society. Education is a powerful instrument for social change and social control. Thus a teacher has the great responsibility of a society as well as the nation. Teaching as profession consists of teaching aptitude, teaching skills, social responsibility programme these factors should be included and awareness can be provided about the teaching profession.

Conclusion

Firstly - quality has different meaning for different people in different cultures as a result of which it is not only difficult in defining the quality, but measuring and managing quality is rather more difficult. Secondly - it is more difficult because of complicated nature of the educational product. Educational system is a collection of several interdependent sub-systems that interact with each other to accomplish the goals of the systems. This system, as a whole, like other systems also comprises of- Input - Process - Output (Arjomandi *et al.*, 2009) (Chua, 2004). By the input we mean human (prospect students), physical resources and non-physical resources (entry requirement for students, selection process etc.) including financial resources. By the process we mean teaching - according to quality norms; learning - according to defined learning outcomes, which may be different in different cultures; research - according to capabilities of the higher education institutes; administration - according to the culture; and knowledge transformation - again according to quality norms, capability of the institution and culture. No doubt, here teaching is at the Centre of all these systems and all institutes and cultures are on agreement with it. Finally by the output we mean tangible and intangible and/or some value added output, for example, examination results, employment, earning and satisfaction etc. All researchers are again agreed here that there is no product produced at the end as an output as it is produced in other Industrial processes. Researchers also argue that quality in higher education is divided into five possible dimensions as bellow (Becket & Brookes, 2008) (Murad & Rajesh, 2010):

- Quality as exceptional (e.g. higher standards)
- Quality as consistency (e.g. zero defects)
- Quality as fitness for purpose (e.g. fitting customer specifications)
- Quality as value for money (e.g. efficiency and effectiveness), and
- Quality as transformative (e.g. ongoing process to take action and enhancement of customer satisfaction, which include empowerment).

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