



# QUALITY ASSURANCE IN TEACHING PROFESSION

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## Abstract

This paper is about how to ensure quality in the teaching profession. Teaching is a profession, which needs regularly development and improvement. A teacher can learn more and more with the time and experience. So to deliver their lectures in effective and interesting manner, it is very important for the teachers to prepare their keys notes in the advance before classroom teaching, especially at the higher level.

**Keywords:** TQM; Teaching; Quality; Education

## 1. INTRODUCTION

‘Quality’ became very general word today . What really quality means. It is very common term but its meanings and uses vary usually . In general term quality is the position of a ‘product’ or a ‘process’ attribute on good –bad scale. It is often associated or linked with defects and deficiencies in products or process.[1]

### Definitions

- **According to Crosby (1984):** “Conformance to requirements.”
- **According to Juran (1974):** “Fitness of use.”
- **According to Johnson (1987):** “Fitness of use.” “Quality is the capability of products or services to knowingly satisfy those preconceived composite wants of the user(s) that are intelligently related to the characteristics of performance, and do not cause major overt or covert reactions or actions by other people.”

From the above concept of quality when two aspects joint together may help in understanding the concept in an finest way.

- Relates to the features and attributes of the product or service.
- Absence of deficiencies in the products.

Thus quality can be defined as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.



**Alexander Astin (1993)** pointed out in the discussion on quality in education system,

You – cannot – define – it – but – you – know – it – when – you – see – it.[1]

According to him there are four views on excellence in quality higher education-

- Excellence in reputation
- Excellence in resources
- Excellence in content
- Excellence in outcome

**In quality management system total quality management starts with-**

- Quality inspection
- Quality improvement
- Quality Assurance

Once quality is assured at reasonable level it needs to be controlled from deviations to ensure quality management. In the TQM the goods or services are expected to be with zero defects and when require further modification. Due to social or professional reasons the same may be communicated at the appropriate level for compliance. Thus quality assurance acts a backbone in the total system of quality management and hence requires more concern.

The subject of quality assurance has become a important word in the sphere of higher education. Among higher education teacher education occupies central stage due to its being the caretaker of macro educational system. The teacher education has assign the task of producing the teachers for primary and secondary education and also build solid foundation of the system. Due to its role and significance, the teacher education has vast amount of growth during last decade. Education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of a system. A teacher's content knowledge, verbal skills or enthusiasm for learning necessarily constitutes high mark for being a high quality teacher. Viewed in this perspective, a high quality teacher must imbibe the four pillars of education as mentioned in the **Jacques Delor's report, "Learning the Treasure Within" (1996)**. These four pillars of education are,

- Learning to know
- Learning to do
- Learning to live together
- Learning to be

Will support the development of one's personality and ability to act with greater autonomy, judgement and personal responsibility. Thus these four pillars are consider as a founding pillars in the preparation of high quality teacher.

Also high quality teacher must posses three C's,

- Competence
- Commitment
- Confidence



## 2. CHALLENGES AND RESPONSES IN RELATION TO CONTENT AND FOCUS

Within preparing teachers for working in an increasingly globalised world, there are two competing demands on course design and on the focus of delivery. Mainly that there is a danger that the urgency of 'local' needs can push an exploration of the 'global' off the agenda or down the list of priorities. The immediacy of these needs means that it is critical for DICE to have a response to these issues as they arise but also to consider the project's primary task of promoting both development and intercultural education.

One of the on-going challenges therefore, is to ensure that preparation for the 'multicultural context' does not take precedence over a development education perspective. There can be a tension between the dual demands of 'development education' and 'intercultural education', and the perceived urgency of the intercultural agenda can heighten this tension.

In acknowledgement of that tension when DICE commissioned a Literature Review in 2005, it was entitled *Global and Justice Perspectives in Education*. Early on it emerged that little, if any, literature used the focus or concept of 'global and justice perspectives'. Rather, literature focused more specifically on either development /global, intercultural or citizenship education. We identified ten core themes in the field of development/global; intercultural and citizenship education:

- A Development
- B Sustainable development
- C Interdependence
- D Cultural identity and diversity
- E Human rights and responsibilities
- F Discrimination, racism, prejudice
- G Equality and social justice
- H Peace, conflict and conflict resolution
- I 'State of the world' - geographic, economic, political, social, and environmental knowledge
- J Migration

By working with these ten core themes, practitioners are drawing the strands of development and intercultural education together under a common framework in which the local and the global become intertwined and interconnected.

Another response lies in course design. In recognition of the immediacy of students' concerns with local issues we begin the course with a module exploring just that. Immediate concerns can be used as a 'way in' and also as a means of underlining the importance of this work with students. Courses or sessions then move beyond the local and extend into looking at development education themes such as exploring the concept of 'development'; teaching about distant localities; teaching about 'natural' disasters; human rights education and so on. However, while this approach provides an entry point with students, it is also possible that the interest of many students will not extend past practical and immediate classroom concerns of incorporating global awareness into their teaching. This leads to the all-important question, "what makes a global teacher?"



### 3. CONCLUSION

For teachers working in Higher educational institutes, very challenging for them to teach at this level. So there is always a chance for higher education teachers to learn something new and improve their learning methods and techniques that are very beneficial for their growth . al

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