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QUALITY PERSPECTIVE: ESSENTIAL FOR TERTIARY EDUCATION

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increased (not comparable to population growth rate), but according to the findings of a report by NAAC, 68% of India's universities and 90% of colleges are still of "middling or poor quality". This shows that the higher education sector of India may overcome the challenge of expansion, but the quality of education has still to travel a long path.

•Green and Harvey (1993) recognized five diverse ways to deal with characterize quality:

•Quality as far as uncommon (surpassing an exclusive expectation and passing a required standard)

•Quality as far as consistency (displayed through "zero imperfections" and getting right the first run through", making quality a culture.)

•Quality as wellness for reason (the item or administration meets the expressed reason, client specification and fulfillment).

•Quality as esteem for money(through productivity and viability)

•Quality as transformative(in terms of subjective change)

These diverse

ABSTRACT

India, as a largest democracy of world if wants to get benefit from the global knowledge-based economy, then with expansion, the quality in education should also need to be focused. In this paper the quality is discussed at conceptual level. The quality models are discussed in relation to the quality indicators and some reflection is given on the various perspectives of quality education. Although quality of higher education is being researched and worked on, but still India is facing challenges to quality of higher education. At the end it is concluded that to improve and maintain the quality of higher education it needs to be nurtured rather than inspected.

KEYWORDS: *Quality in Education, Quality models, Quality Indicators, I-P-O Approach.*

INTRODUCTION

With the world becoming one global village and geographical boundaries fast diminishing, the global rankings have played a big role in placing higher-education quality on the policy agenda. If higher education is the engine of the economy, then the quality of higher education is a vital indicator of national development. In a country like India with 17% of world's population, the education sector is in a dire need of expansion in terms of "QUANTITY" and efficiency in terms of "QUALITY". Although the number of universities have been

definitions demonstrate that quality has been characterized in various setting. In any case, if these definitions are connected in setting of advanced education, then the nature of advanced education implies the instructive procedure is to such an extent that it guarantees understudies accomplish their objectives and along these lines fulfills the necessities of the general public and aides in national improvement.

QUALITY INDICATORS:

Countries across the globe were and are working for maintaining quality in higher education. These initiatives have resulted in the development of many quality maintenance frameworks. The common to all these frameworks is that they have taken the “quality indicators” as their base. Educational Quality indicator provides the information about the health of education. Educational Researches Encyclopedia (1992) has defined the indicator as follows: "statistics which are related to learning policy that is designed in order to provide information about the rank, quality and performance of the education system”.

The above definition clearly states that a statistic becomes an educational quality indicator when it fulfills the following two conditions:

- (a)The statistic should measure something related to the aspect of education.
- (b)To have meaningful policy implementations, an indicator should be placed in a particular context. The indicator could be placed in particular context in four ways:
 - An indicator can be contrasted with a “standard” or “criterion level”.
 - An indicator can be contrasted with itself overtime
 - An indicator assessed in two different places(systems)at the same time contrasted with itself
 - An indicator can be contrasted with other indicators in a cost-benefit analysis. In this type of comparison the indicators should be selected from the educational process according to the cause and effect relationship.

The efforts on educational quality would be incomplete if appropriate quality indicators are not developed. The research in the area of quality indicator models gave many classifications of QI’s, on the basis of which quality indicators could be of four types:

Input Indicators	Process Indicators	Output Indicators	Access Indicators
Financial and Material Resources	College climate	Enrollment rates (net and gross, by region and sex, and by schooling level and curriculum type)	Geographical distance to school facilities
Human Resources	Use and implementation of curriculum	Retention and completion rates (by grades, by region and sex, and by schooling level and curriculum type, by sector)	Family and cultural background of students
Background condition of students	Evaluation process	Years of attained schooling of the labor force	Foregone earnings of individuals and households
Development of target oriented curriculum	Remediation, enrichment etc.	Achievement and improvement in student scholastic and non-scholastic areas	Direct private costs of education (fees, utensils, uniforms, etc.).

Factors to be considered while assigning weightage to Quality Indicators:

- Impact on students
- Improving performance
- Policy importance
- Susceptibility to being influenced by the higher education system and other agencies
- Scientific soundness

- Does the measure make sense logically and in practice
- Does the measure capture meaningful information on various quality aspects of the programme?

The quality indicators are multi-faceted in nature. They can be used for quality judgment, quality improvement, quality management, strategic planning and for continuous improvement. Once the data related to quality indicators is collected, then the institutions can use it as per their requirements. Whatever be the area of application it is certain that the indicators provide valuable insights into the potential areas of improvement and help institutions in quality management.

EMERGING PERSPECTIVES ON QUALITY EDUCATION:

Quality as a concept is a 20th century phenomenon that has its roots in history and management. W.Edward Demings, Joseph Juran, Philip B.Crosby, Kauru Ishikawa and Genichi Taguchi are some of the scholars who have contributed to what we know today about “quality”. After reading about various models for quality education, conceptually the following seven perspectives emerged:

- **The impact/output perspective:**

According to this perspective, the output/outcome indicators are the only type of quality indicators that need to be monitored for managing quality of education.

- **The input-process-output perspective (I-P-O):**

According to this view, only monitoring the output indicators will not add much to the quality education. As education is a service, so for quality education justified approach would be to monitor the impact of educational inputs and the educational process on the expected output. Thus this approach focuses on: input indicators, process indicators and output indicators

- **The system perspective (I-P-O-C):**

According to this view, education as a system works in and for some specific social context. So, the monitoring of educational quality could be done by assessing the input-process (including access)-output indicators in particular context. It also focuses that input, process and output indicators are interrelated and dependent on each other.

- **The disjoint perspective:**

According to this view each element of education should be judged in terms of quality and should be considered “on its own”. This means set some standards for each element of education and then monitor whether or not those standards are being fulfilled by the university or college. This is called disjoint view as each aspect to be monitored is considered as independent and unrelated.

- **The goal perspective:**

According to this view, the educational goals should be critically analyzed according to the continuous changing context. This approach says that setting of appropriate educational goals should be the “means” to achieve quality and achievement of goals should be the “end” or attainment of quality.

- **The equity perspective:**

The equity perspective of quality strongly monitors and analyses the equal distribution of inputs, process and outcomes among participation of education with different categories. Equity as the primary facet of judging quality is generally supported in underdeveloped countries.

- **The efficiency perspective:**

This perspective can be seen as further demand on system and I-P-O view, by considering the highest possible outcomes at the lowest possible cost.

CHALLENGES TO QUALITY OF HIGHER EDUCATION:

Although the ways of assessing the quality of education is under continuous research and development, but there are some challenges which are acting as hurdle for quality higher education. Some of these are listed as under:

- Lack of appropriate and comprehensive indicators
- Inappropriate weighting of indicators

- Current indicators don't measure what we need to know
- Improper Qualitative judgments from the indicators
- Ineffective governance and management structures and practices
- Inefficient use of available resources
- Inadequate funding
- Poor recruitment practices and inadequate development of faculty and staff
- Inadequate support for research
- Politicization of faculty, staff and students
- High population growth
- Less and unfair use of Government Budget for Education
- Strong skepticism about the realization of reform

CONCLUSION:

Quality in higher education is a concept which includes all the related functions and activities that form part of the academic life in a university system. Therefore, any framework for the assessment of quality should take into account the quality of students, teachers, infrastructure, student support services, curricula, assessment, learning resources, research environment, accreditation regime and the administrative policies. The quality of higher education is closely dependent on systemic evaluation and regulation. This entails inculcating a culture of evaluation within the institution, i.e. a concern to set up systems for the gathering of relevant, valid, reliable data to enable those with a role to play in this respect to take the necessary decisions to improve activities and outcomes. Quality in higher education will be maintained when all the stakeholders will work in the direction of "management for education" rather than "management of education". Thus, India needs to develop the quality culture to bring revolution in education sector.

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