Introduction

“Just as water needs the wind to create waves of change so does every man need a helping hand to achieve the impossible”. Zen Proverb

Higher education is the zenith of the educational journey of any individual and in a country like India, only the privileged few actually enjoy the benefit of higher education. The aim of higher education is to contribute to the development and improvement of society as a whole in a sustainable manner. Higher education institutions can therefore no longer remain ivory towers isolated from the rest of the society but have to accommodate changing needs. In addition to theoretical knowledge in their field of study and general analytical skills, the higher education graduates are expected to have practical skills needed in working life as well as good, social and interactive skills. Besides the traditional role of research and research based teaching, the higher education institutions have to be of service to society as well.

The teaching and learning effectiveness gets enhanced by involving the students, beginning with what the student knows, moving from simple to complex subjects accommodating the students preferred learning style, allowing immediate application of knowledge into practice and planning for periodical tests. The characteristic of good teaching involves motivating students to learn in a relevant and meaningful manner. It has to bridge the gap between theory and practice. It means, listening, questioning, being responsive and remembering that each student and class is different and caring, nurturing and development minds and talents.

The behavior of the students ranges from being obedient and very attentive to playful and disobedient. Some are shy and others are talkative. Some argue with the teachers teaching effectiveness should not lose sight of the goal of imparting knowledge to the students by tactfully managing the situation. The most effective teaching style will reflect a combination of sound teaching techniques, knowledge of the subject, enthusiasm for learning and sensitivity to one’s own personal characteristics, Hence, developing effective teaching skill is essential right from teaching the nursery children to students of doctoral programme.

Bertrand Russell has defined education as the cultivation of intelligence he says is an aptitude knowledge rather than knowledge already acquired. According to A. N.
Whithead ‘education is the acquisition of the art of the utilization of knowledge’. Education has many a good aim but not the least amongst them is the eventual procurement of a decent livelihood. However, the latest figures of registered job seekers reveal the gloomy prospects awaiting degree seekers in our universities. The alarming wastage of educated man power, a colossal loss to the nation, calls to question the credibility of our present educational system. Vocationalisation of education is the much talked about remedy but in the long run this alone would not suffice. Vocationalisation would ease the employment situation to an extent but employment alone is not the goal of education. The government has to provide institutions that miss the benchmark with resources to improve standards. In order to ensure long term quality, education leaders need to develop a quality culture and build in continuous improvement. A holistic approach will foster long term gains for everyone.

Good teaching is very subtle and intricate affair. A successful teacher helps the learner to bring intelligence, insight, initiative and human understanding. An effective teacher can always supplement her teaching by constant research as o how to create new ideas by awakening student’s curiosity, enriching their perception and elevating their minds, which finally leads to a better outcome to the society. Teacher-education is a long term experience. It is not a one shot approach. It cannot be viewed as frosting, which can be added to the cake after the liberal programmed of teaching. Since, education is a dynamic process, it is inevitable for the teacher to be dynamic himself through self-development. Going forward some of the key areas that teachers would have to look into would be developing in students a robust character which is mentally tough, et retains and maintains social sensitivity and emotional maturity and above all is fuelled by “ethics”. This has been appropriately demonstrated in the base line of Infosys: “Powered by Intellect, Driven by Values”.

It would be pertinent here to list down the key areas that teachers are capable of influencing for making higher education impactful / meaningful.

1. Creates an environment of trust and mutual respect, support and farness.
2. Communicates with students in myriad roles, some of the important ones being as friend, guide and philosopher.
3. Demonstrates competence in content knowledge appropriate to the teaching position. Uses strategies to deliver instruction that meets the multiple learning needs of students.

4. Uses available resources, including technologies in the development and sequencing of instruction.

5. Sets and communicates high expectations for social, behavioral and academic success of all students.

6. Uses a variety of methods to monitor student learning.

7. Guides students in goal setting and self-assessment.

8. Establishes, communications, models and maintains standards of responsible students behavior.

9. Uses instructional time effectively to maximize student achievement.

10. Demonstrates habits and skills of continuous inquiry and learning.

11. Undertakes short, medium and long term planning so as to do justice to the delivery of knowledge that is being disseminated.

Teachers have to understand that unless they are lifelong learners themselves, they cannot inculcate value in their students. The content of the curriculum itself is fuse of potential life values. Teachers are involved in the process of inculcating the same and transmitting it from generation to generation. It is the teacher’s moral responsibility to extract the immense potentiality of the pupils and help to blossom up to the optimum to meet the aspirations of society. Learning to live together is the most important mechanism to organize the planet earth towards the global earth.

In this age of accelerating change, increasing complexity and cut throat competition when the sheer volume of knowledge and information is expanding exponentially and at times even exploding, when the needs of a constantly growing and increasingly demanding student population are burgeoning the caliber of teaching in higher educational institutes demands top priority. The option therefore is not to debate whether these changes are good or bad for higher education, but to decide the course of action for survival in a society that is dynamically changing due to liberalization and globalization. Intellectual possessions are increasingly being recognized as properties that
have to be procured at a price. The cost of higher education is thus poises for substantial rise in near future.

The quality of higher education is multi-factored process. The government, the management of institutions, the teachers, the students and the external quality assurance agencies – each of these interest groups has an important role to play in the provision of quality in higher education. There is a need to develop quality culture in institution. It is the competence and commitment of teachers which are hallmarks of quality education. A good educational model is the need of the hour to ensure the students grow to contribute towards the economic growth of a nation.

Quality is a buzz word in today’s world of education. It has become an important ideology of education which helps make education more relevant to the needs of the individual and society. Every educational institution must strive to achieve excellence through adopting the highest measures of quality as ongoing basis as fostering quality in higher education is a continuous journey. The quality and relevance of higher education institutions, together with their programmes and diplomas, cannot be judged in terms of given models, however perfect they may appear. They must ultimately be assessed within a particular context and at a given time. Quality cannot be derived from a universal model and it cannot emerge only from theory and abstraction or, following present attempts towards commercialization, having response to market interest as its main criteria. Quality is a result of a series of actions responding to precise social needs at a very specific moment.

Quality is not a skill. It is an attitude. Quality of education is difficult to define precisely, but it can be understood. It is an excellence in teaching and learning. It is an attempt to achieve what the institution believes in. This is the beginning of quality enhancement. Therefore, quality movement in education has emanated from concerns about academic standards, achievement of graduates, globalization and relevance of content taught satisfying workplace needs. In its assessment of quality of education, the NAAC methodology looks into how the various policies and processes of the institution determine the quality of its performance. The focus is on both the functioning of the institution as well as the outcome.
To student quality education could mean among others having good resources, working in an environment conductive to learning, value for money and development of the whole person. For employers it could mean employing graduates who are immediately productive, are capable, are creative and who can work independently. For a learning institution it could mean providing a superior set of skills and knowledge, being unique, being a preferred provider of skills and knowledge creation and transfer, development graduates increasing research outputs, attracting government and donor funding among others.

In the Indian context quality is not a given thing. This might seem a generalization and too harsh to digest. But we should no play a cat and mouse game with reality, for the starting point of any change process is the realization that we have to change and thus unlearning also becomes as important as learning. Voltaire put the whole thing in perspective. According to him, trust is a pact of generosity between human mind and his intelligence as Third Eye. He says: “Let us trust to ourselves, see All with our own eyes; Let these be our oracle; Our tripods and our gods.”

Many of the best universities in India suffer from resource crunches, lack of infrastructure and are unable to provide even basic educational and instructional amenities. Private institutions, on the other hand, although trying to fulfill the gaps created by government institutions in meeting the demands of higher education are driven by commercial motives. Although such commercial motives are not unusual in any business proposition, one needs to bear in mind the fact that quality should never be compromised. Educational institutes are responsible for the production of knowledge workers, which requires the ethical understanding that all endeavors should focus on giving “nothing but the best”.

“The art of progress is to preserve order amid change and to preserve change amid order”

It is said that quality of a nation is judged by the quality of its citizens. Quality of citizenship depends directly on the system of education of the nation which is turn, is decided by the quality of teachers it has. In this regard the Kothari Commission (1964-66) has rightly said,
“A sound programme of professional education of teacher is essential for the qualitative improvement of education.”

Realizing the present situation of the teaching community, NPE (1986) has suggested a variety of steps to improve the status of teachers with effective teacher accountability. The quality of teacher education largely depends upon the effectiveness of teacher education institutions which in turn is judged by its infrastructure, faculty, input, process, product, community interaction, etc.

**Conceptualization on Quality**

Quality education and academic excellence are interdependent and the former is demanded by the stakeholders in education which includes students, teacher, parents and employers (society). The factors which affect the nature of education are academic structure and curriculum, teachers and the taught, academic environment including infrastructure and delivery (teaching pedagogy) and evaluation methodologies. A definition of Quality has two dimensions.

**First** – it is concerned with the conformance to the requirements of the customers.

**Second** – it deals with the excellence of educational delivery. It is with the excellence in modes of teaching, organizing activities and experiences that effective learning takes place. Broadly quality can be considered to be:

- Meeting individual and societal needs now and later.
- Providing depth of learning that helps the learners to move forward into a future when new knowledge, skills and competency will be called for.
- Quality may be the totality of features that bear on its ability to satisfy the needs. Three independent strands explain this.
  - ‘Efficiency in meeting the set of goals.’
  - ‘Relevance to human needs ‘now & future’
  - ‘Generic’ in giving rises to the expectations of new ideas, the pursuit of excellence and encouragement of creativity.

**Factors Influencing Quality in Education**
Quality in Education depends on several factors. A few of them include:

- Teacher – their background, qualification, motivation etc.
- Conductive environment for teaching
- Conductive environment for learning
- Infrastructure
- Student – background, motivation etc.
- Academic Structure and curriculum
- Quality improvement programmes for teachers
- Effective feedback and monitoring system
- System, policies and procedures related to academics
- Conduct of classes
- Method of evaluation

It is imperative to have a brief look at these factors and how each one contributes to quality.

Teachers play a major role in enhancing the academic students of any university. In fact, teacher is the most critical factor in imparting high quality education. The background, qualification, motivation, commitment to the profession etc. influence the contributions made by the teacher. At the time of recruitment, it is not just the qualification, but also background, commitment and passion towards teaching profession, one has to be a good communicator, a disciplinarian, a conveyor of information, an evaluator, a classroom manager, a counselor, a member of many teams and groups, a decision-maker and a surrogate parent. A teacher has to be the role model. One has to understand what a teacher is more important than what he teaches. Hence, while recruiting, it is not just teaching abilities or qualifications which alone should be considered but along with this ability of the candidate and several other factors mentioned earlier should also be taken care of. Importance of selecting good teachers and retaining them cannot be underestimated. Good teachers are costly, but bad teachers cost more.
Total Quality Management

Quality is realized by creating a new quality culture in his organization. Every individual and every group will be the active participant for the common objective of the goal of quality. That is the significance of the phrase Total Quality Management (TQM). The quest for perfection and excellence is a continuing activity. The goal is ever widening. TQM is the utilization of material and human resources to improve the processes within the organization and the degree with which the needs of the customer are met now and in future. It is more simply “systematically and continuously improving quality of products, service and life, using all available human and capital resources.”

Review of the related Literature:

Bhooma, S. (2010) has conducted a study on Manifestations of personality in managerial work a study based on guna and nishkama karma values of the Bhagavad Gita at University of Madras. Main findings of the study were as below: By applying simple frequency distribution it was found that about 21% of the respondents have predominantly Sattvic Guna 6% have ajasic Guna 7% have Tamasic Guna. The remaining 66% of the respondents are found in groups of different combinations of Gunas viz., Sattvic-Rajastic-Tamasic; Sattvic-Rajasic; Sattvic-Tamasic and Rajasic-Tamasic.

Kumaradas, M (2010) has conducted a study on Managerial skills of the principals of colleges of education as perceived by teacher educators in Kerala state at Manonmaniam Sundaranar University. The major findings of the study were as below_There is significant difference in managerial skills and their dimensions of the principals of colleges of education as perceived by male and female teacher educators in the state. There is no significant difference in managerial skills and their dimensions of the principals of colleges of education as perceived by teacher educators in the state with reference to locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities. There is significant difference in managerial skills – coercive autocracy dimension- of the principals of colleges of education in Kerala as perceived by rural college teachers and urban college teachers in colleges of education in the state. activities.
Uthayasuriyan, K (2010) has conducted a study on Organisational climate and employee performance at Pondicherry University. The major findings of the study were as: In any organisation, the relationship among the three constituents-men, machine and management - is complex and there is always a clash of interest among these three factors. The overall climate of the organization investigated is viewed as 'moderate' by most of the respondents. Among the executives, supervisors and artisans the only-unit the supervisors perceive the climate as ‘good’.

Flumerfelt, Shannon; Banachowski, Michael (2010), has conducted a study on Understanding Leadership Paradigms for Improvement in Higher Education. Findings: The study identifies six highly ranked, and seven highly associated leadership paradigms of concern. The one paradigm that was most highly ranked and most highly associated is confronting ambiguity. The findings highlight that improving leadership paradigms is important. Research limitations/implications: The study's implications are limited to the higher education respondents' organizations. However, the results of the study provide some insight into the impact of leadership paradigms on improvement work in these higher education settings, where an average of 5.6 paradigms of concern and 114 paired associations were selected. Originality/value: Much has been written about the explicit elements of the improvement cycle, the processes and outputs of organizational systems. While the improvement elements of inputs are more tacit and harder to define, examining them via force field analysis can be extremely helpful in total quality management work and leadership development.

Briukhanov, V. M.; Kiselev, V. I.; Timchenko, N. S.; Vdovin, V. M. has conducted a study on Monitoring the Opinions of Parents of College Students as a Component of the Institution's In-House Education Quality Management System. The intensive process observed in the past few years, in which higher professional education is coming to be included in the system of market relations, is setting new target guidelines of the activity of institutions of higher learning, as well as the management models of educational institutions. The opinions of students’ parents are only occasionally analyzed in the system of education quality management on that level. This needs to be corrected; the opinions of parents should be
rehabilitated, so to speak, restoring to them the right to be heard in managing the quality of education in an institution of higher learning.

**Cheng, Alison Lai Fong; Yau, Hon Keung (2009)** has conducted a study on Principals' and Teachers' Perceptions of Quality Management in Hong Kong Primary Schools. The purpose of this paper is to examine the perceptions of a sample of Hong Kong principals and teachers of the extent to which quality management (QM) has been effectively implemented in primary schools. Findings: The finding shows that all four features of QM are perceived as being implemented in Hong Kong primary schools. There are significant differences between the perceptions of principals and teachers towards "value and duties", "ST", "RC" of QM. However, there is no significant difference between the perceptions of principles and teachers towards "meeting pupil needs and empowering staff" of QM. Originality/value: This paper is a first step towards extending the theory and practice of QM to principals and teachers in Hong Kong primary schools.

**Manivannan, M.; Premila, K. S. (2009)**, has conducted research on Application of Principles of total quality management (TQM) in Teacher Education Institutions. The findings focus on the strong and weak areas of various teacher education institutions according to the quality indicators. The study recommends further strengthening of quality indicators, which are already strong, and the revamping of weaker quality indicators. It is also recommended that institutions should adhere to the quality standards set by national and international assessment and accreditation bodies. In conclusion, the global scenario expects skilled teachers to produce students with a versatile personality for which teacher education should be strengthened.

**Doman, Mark S. (2010)** has conducted a study on A New Lean Paradigm in Higher Education: A Case Study This case study found that a small group of undergraduate students can quickly learn basic lean principles, tools and practices, and reinforce that learning by applying them in a team effort to significantly improve a university administrative process. Practical implications: With the changing higher education environment, where efficiency and effectiveness have become more imperative due to increasing budget constraints and competition for students, this case study shows that students can play a major role in the improvement of university administrative processes while at the same time gaining new knowledge and skills that are highly valued in industry. Originality/value: This case study
confirms an opportunity for universities to create a valuable learning experience for their undergraduate students, by involving them in improving the administrative processes of the university.

**Simmons, John (2010)** has conducted a study on To Improve Schools, Stop Guessing and Start Using Research. The data are clear: Unless the nation can find a better way to accelerate improvement in the quality of education and implement it in the next 10 years, this nation will lose its competitive edge against other nations and another generation of children will be lost. Eighty percent of Illinois high school graduates are not capable of doing the college-level work essential to getting a well-paying job. But, thanks to 40 years of research on schools and companies, individuals know how to change that. The challenge is to put into practice a new model using what research has revealed about what makes a high-performance school. Putting research into practice: What a straight-forward concept. Yet for decades, education leaders have ignored the rigorous, systemic research. Instead, they put one silver-bullet solution after another into place, based on inadequate or missing research, hoping for the best. Transforming schools by applying research rather than guesswork is not a pipe dream. This article describes how this approach is working in eight Chicago elementary schools in Garfield Park and Little Village.

**Sukirno, D. S.; Siengthai, Sununta (2009)** Does Participative Decision Making Affect Lecturer Performance in Higher Education? This study assumes constant the reward system and performance appraisal factors that might affect the relationship between participation and lecturer performance. The research findings urge the Indonesian government to immediately set an order of a participative decision making system to facilitate the realization of a better quality of Indonesian higher education performance. Originality/value: Participative decision making is a tool to align an organization's vision and a lecturer's objectives. The higher the level of lecturer's participation in decision making the higher the lecturer's commitment to the organization's vision and the higher the lecturer's performance will be.
JuhaKettunen, (2011) has conducted a study on Strategy and Quality Maps in Higher Education At Turku University of Applied Sciences, Turku, Finland. The purpose of this study is to investigate the integration of strategic management and quality assurance in higher education. The study presents how the value chain can be described in the strategy and quality maps, which are, respectively graphical representations of the strategic plan and the quality assurance system. The quality map is a new concept that explicitly takes into account the environment, strategic planning and the quality cycle of the institution. The quality map helps the management of the higher education institution present an overview of the quality assurance system to external evaluators, members of the organization, students and other stakeholders.

Grumdahl, Constance Rae, (2010) has conducted a study on How Schools Can Effectively Plan to Meet the Goal of Improving Student Learning at University of Minnesota. Findings: First, TQM principles have successfully been implemented in all three schools with an emphasis on a systems approach to increase student learning. Second, principals have a critical role in holding and sharing the vision, implementing shared leadership, providing professional development and utilizing data to drive instructional decisions. Third, with the implementation of quality tools, all schools demonstrated improvement. Higher levels of achievement were attained in schools with consistent enrollment and minimal demographic changes. Fourth, the combination of TQM principles, strategic planning and supportive school culture positively impact the achievement gap. The findings of this study are useful to teachers and administrators whose main goal is improving student learning.

Toremen, Fatih; Karakus, Mehmet; Yasan, Tezcan (2009) has analyzed Total Quality Management Practices in Turkish Primary Schools. Findings: In the perceptions of teachers, there were some problems with the indicators of TQM practices, especially on the dimension of change management. There were significant differences among teachers' perceptions on TQM practices depending upon the variables of branch, level of education and tenure, while there were no meaningful differences according to the gender variable. Practical implications: The findings reveal the need for an effective change management, educating staff and utilizing human resources to attain a system-wide
quality improvement, to implement the principles of TQM. Originality/value: Quality improvement is a continual process that should be taken up from the operational level to senior management. Primary schools, as the basic subsystem of educational super-system, affect upper level schools with their outcomes. So TQM efforts at primary schools are fundamentally important to achieve a high quality education system. This paper sheds light on how to improve quality at this basic level.

Venkatraman, Sitalakshmi (2007) has written an article on A Framework for Implementing TQM in Higher Education Programs. The proposed TQM framework with six core quality elements encompassing the seven-step course evaluation process flow provides a systematic guideline for an effective and efficient implementation of TQM in higher education. Originality/value: This paper fulfils the need for a systematic, feasible and cost-effective TQM framework for higher education. The new seven-step course evaluation process flow offers a practical guidance for academics to implement TQM in higher education programs.

Doherty, Geoffrey D. (2008) The purpose of this paper is to discuss some key aspects of quality in education in the light of over 30 years practical experience of doing quality assurance (QA). Design/methodology/approach: Talking about it or trying to impose it does not. Managers and leaders need to reflect more carefully than is their wont on the purposes and procedures of QA in education. Originality/value: This paper makes a contribution to the debate about quality in education in universities and schools and suggests that a clearer understanding across the education system of the scope and purpose of QA, the nature of TQM and the limitations of autonomy might lead to better embedded and more effective continuous improvement.

Briukhanov, V. M.; Kiselev, V. I.; Timchenko, N. S.; Vdovin, V. M. (2010) has conducted a study on Monitoring the Opinions of Parents of College Students as a Component of the Institution’s In-House Education Quality Management System. The opinions of students’ parents are only occasionally analyzed in the system of education quality management on that level. This needs to be corrected; the opinions of parents should be rehabilitated, so to speak, restoring to them the right to be heard in managing
the quality of education in an institution of higher learning. This article presents the results of a survey at a medical university that show it is important to include them in a multidimensional model of monitoring the quality management of an institution, a model that includes all of the parties that have an interest in the activity of the institution.

**Rajagopalan, D (2010)** has conducted a study on Impact of participative management on organizational effectiveness at Pondicherry University. The Scheme of Workers' participation in management has been introduced in Bharathi Mills in February 1986, and in Swadeshi Mills, in June 1987. In these two mills, bi-partite committees have been constituted as a pre-requisite for the introduction of workers' participation schemes. The important bipartite committees introduced in these mills are: 1. Management Committee; 2. Canteen Committee; 3. Safety Committee; 4. Suggest too Committee, and 5. Welfare Committee.

**Satoshi Ito, Toshihiko Tamiya, and Shuzo Fujimura (2009)** Assimilation of Quality Culture and Its Effect—An Empirical Study of A Cross-Border M&A. The present paper examines a merger of two companies—one in Japan and the other in the US—with respect to the assimilation of corporate culture differences, particularly quality culture. The study aims to clarify the root cause of declines in quality ratings from customers after the merger despite maintaining products and services as they were before the merger, and whether cultural differences affect decision-making in a newly merged company. We examined the relationship between actions taken to assimilate quality culture and the resulting quality ratings given by customers, and analyzed the time required to address quality incidents and the progress of cultural assimilation. A total of 301 incidents in the 5 years after the merger were analyzed, focusing on the time required to resolve the incidents. Our empirical analysis revealed that the extent of cultural assimilation is associated with the speed of organizational decision-making and the quality ratings given by customers.

**Harvey L. (2008)** in his article understands the concept of quality cultures that it opens up for processes more dominated by belief, faith and ideology than processes more
characterized by knowledge, analyses and empirical studies of the elements that are important for a better description and understanding of such culture. Hence, the aim of this article is to create a better understanding of how one can make sense of the concept of quality culture, its boundaries and limitations, but also its possible links to the fundamental processes of teaching and learning. To do so, it will start by providing a short overview of the recent and more general history of theory of culture, since developments in higher education are increasingly influenced and interrelated to broader development trends in society.

**Randal D. (2009)** in his article College football and student quality: an advertising effect or culture and tradition? Gives aspect of a program's appeal to potential students is how the school's football fortunes capture the attention of local and regional fans. The argument is a variant of that offered by Markovitz and Hellerman (2001) to account for why soccer has never taken hold in the American sports culture. Briefly, certain sports, led by college football, settled into the American "sports space" during the crucial period between 1870 and 1930, and this cultural space became saturated. The sports space is relatively immutable as, once ensconced, sports use their hegemonic power to keep other activities from entering and sharing the public's attention. As a consequence, newer sports (e.g., soccer, golf, tennis, and later auto racing and more recently extreme sports) find it difficult to gain a cultural foothold and become economically dominant like those sports that have historically appealed to all social classes.

**Armando Rocha Trindade, Hermano Carmo, and Jos Bidarra (2009)** The selection of examples in this article is the sole responsibility of the authors: neither should the chosen cases be considered as clearly better than any other one, nor missing cases be interpreted as lack of appreciation or a negative judgement.

**Huw Davies, Sandra M Nutley, Russell Mannion (2009)** in his article Organisational culture and quality of health care managing culture explains that an attempt is to be made at cultural transformation within healthcare providers(as it surely is within the NHS with the advent of clinical governance8 49), what are the issues that need to be considered? Firstly, wholesale and simultaneous change on all themany different aspects of
organizational cultures unfeasible and probably not even desirable. For example, several valuable cultural traits already exist in the NHS on which any new quality strategy can build, most notably a commitment to equity and belief in the founding principles—that is, universal comprehensive service available to all without regard to ability to pay. More recent helpful values that are beginning to emerge include, for example, the centrality of patient care, a belief in evidence, and a growing willingness to examine quality issues, although these values may be conceptualized rather differently by different professional groups. Thus, any strategy for cultural change should be selective, aiming for balance between continuity and renewal, identifying those cultural aspects to keep and reinforce, and those which need to be reworked.

Povilas Vanagas, Mantas Vilkas (2008) in his article in his article development of total quality management explains the analysis of the beginning and the development of TQM in Faculty of Economics and Management, Kaunas University of Technology, it is possible to conclude that the research that has been conducted on TQM could be summarized under these topics: TQM, quality culture, quality and performance measurement, stakeholder interests harmonization, procession approach, quality of life, wage administration under TQM. The analysis of teaching and communication of research results for business organizations revealed that during decade more than 100 quality managers were educated. It is argued that the main means of achieving communication of results for business organizations is Lithuanian Association for Quality Management and The Centre for Total Quality Management. The article initiates the discussion on possible future directions for research in TQM. Five possible themes was identified: to proceed on research, that has been already conducted, look for new approaches to explain how quality is achieved, incorporate knowledge from other disciplines, reinterpret the main concepts of quality in the context of present changes, analyze the effects of quality management practices.

**Statement of the Problem**

**Perception of Student Teachers towards Quality Culture**

**Variable of the study:**
Dependent Variable – Perception towards Quality Culture

Independent Variables – 1. Gender

2. Experience of Teaching

**Aim of the study:**

The study was conducted with the following aim:

To study the perception of Student Teachers towards Quality Culture.

**Operational Definitions:**

1. Perception – Perception is the act of perceiving or the result of perceiving with the mind or senses.
2. Student teachers- Student Teachers from B.Ed. Colleges.
3. Quality Culture- The Parameters which creates and maintains the total quality management in an organization according to the Perminings principal is called as quality culture in an organization.

**Objectives of the study:**

1. To study the Quality Control of students with respective to gender
   a) Male b) Female
2. To study the Quality Control of teachers with respective to gender
   a) Male b) Female
3. To study the Quality Control of teachers with respective to experience
   a) Experience below 10 years
   b) Experience more than 10 years
4. To study the Quality Control of Principals of college of Education with respective to gender
   a) Male b) Female
5. To study the correlation of teachers Quality and teaching in the college of education
6. To study the students quality control and co-curricular activities
7. To study the Principal as leader and office management
8. To study the teachers Quality and job satisfaction.
9. To study the co-curricular activities and teaching of the teacher in the college of Education.
10. To study the Principal as leader and job satisfaction.

**Hypothesis of the Study:**

1. There is no significant difference of the Quality Control of Male and Female student.
2. There is no significant difference of Quality Control of Male and Female Teacher.
3. There is no significant difference of the Quality Control of Teachers below 10 years Experience and more than 10 years Experience.
4. There is no significant difference of College of Education of Male and Female Principals.
5. There is no significant correlation in teacher Quality and teaching in the College of Education.
6. There is no significant correlation in student and co-curricular activity in the College of Education.
7. There is no significant correlation in the Principal as leader and office management in the College of Education.
8. There is no significant correlation in the Teacher Quality and Job Satisfaction in the College of Education.
9. There is no significant correlation in the co-curricular activities and Teaching in the College of Education.
10. There is no significant correlation in the Principal as leader and Job Satisfaction in the College of Education.

**Design and Methodology:**

The present study is conducted by using survey method as the researcher’s wishes to study the present scenario of quality culture in the college of education at Nasik District.
Sample

The population of present study is all the principals of colleges of education affiliated to the Pune University, Pune. The sample was selected randomly from Nasik District of Pune University.

1) Total number of colleges of Education in Nasik = 13.
2) Total number of Principals of colleges of Education in Nasik = 13.
3) Total number of teachers of colleges of Education in Nasik = 40.
4) Total number of Student colleges of Education in Nasik = 260.

Tools

In the present study a tool was used by researcher related to the present study is as below:

Quality Culture Assessment form

The inventory was developed and standardized by Marmar Mukhopadhyay. This inventory consist of 50 items with five dimensions to be responded on a 5-point rating scale.

   Very True(VT) = 4
   Largely True(LT) = 3
   Partly True(PT) = 2
   Not Sure (NS) = 1
   False = 0

Data Analysis:

The researcher analyzed the data by-

1) Descriptive Analysis
2) Inferential Analysis

It was used to test the hypothesis-
1) t-test
2) Pearson’s correlation coefficient – ‘r’

**Significance of the study**

The findings of present study are expected to have many fold uses. The finding of the present study are expected to be helpful to the Student, Teachers, principals, Management and Parents the B.Ed colleges in particular so that they will develop themselves and their colleges. Principals will be enabled to understand their strength and weakness. The findings will also expected to be useful to the larger society who would know the extend of attitude towards Educational Administration and its relation with job satisfaction in terms of economical, psychological and social.

**Scope and Delimitation of the Study**

The Present study was included B.Ed. college’s principals, Student, Teachers, Parents and Management and was not included principals, Students, Teachers from D.Ed., Engineering and Technical Colleges, Management colleges etc.

The study was included B.Ed Colleges only from Nashik district and rests of the district in Maharashtra and outside are not included. The study was included B.Ed. Colleges only from Pune University and rests of the Universities in Maharashtra were not included.

The study covered only perception of student Teachers towards Quality Culture rest of aspects of personality was not included.