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A STUDY ON TOTAL QUALITY MANAGEMENT IN TEACHER EDUCATION

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ABSTRACT: Total quality management (TQM), a management philosophy developed for industrial purposes, is now attracting increasing attention in the field of education. In recent years total quality management (TQM) has emerged as a viable solution to achieve the goal of quality. Although business organizations have applied TQM principles with considerable success, its use in teacher training institutes is largely limited and has received little attention. The indomitable spirit of higher education paves the way for the growth of a nation in the several dimensions. Teacher education is one of the areas in higher education which trains student-teachers in pedagogy, which in turn helps them to train the young minds of educational institutions. Teacher education institutions should maintain quality to ensure the academic excellence of trainees who come into the teaching profession. Quality assurance in teacher education reflects on the high profile of the institution and the competency of student-teachers. The present article focuses on the need concept and thrust areas of TQM in teacher education in India. It has exposed the perception of teachers on quality indicators, such as teacher quality, linkage and interface, students, co-curricular activities, innovative strategies in teaching learning practices, pedagogy, curriculum development, value inculcation, Teacher Education Institutions and Schools linkages, use of information and communicative technology and governance.

The present paper wants to highlight the TQM (Total quality management), TQM (Total quality management) in Teacher Education.

KEYWORDS: *Total quality management, Teacher Education, TQM in Teacher Education.*

INTRODUCTION:

Quality has been defined as the fitness of product or service for its intended use and quality control conveys an idea about determining and maintaining that quality of product or service. The concept of Total Quality Management (TQM) is not new industry. Various models have been used by industrialists worldwide to improve, monitor and maintain the quality of their product. Quality circles, ISO and TQM are the terms often used in the business management. It is a common belief that quality circles are for grass roots; ISO is for middle management and TQM for top management. Actually TQM is focused on the requirement of the people. It aims at effectiveness and efficiency is aligned to satisfy without wasting efforts and using full potential of people in an organization. It aims at avoiding defects and maintenance of orderly discipline in the organization.

Total quality management is not merely the quality of the final products but also generating, developing and implementing a process of zero order defect management that ensures quality products as per the customer's expectations. Nevertheless, despite the special features of higher education as a set of activities based on the creation and dissemination of knowledge and understanding, the paper argues, largely by reference to the subsequent articles, that the main themes of TQM, continuous quality improvement, consistency of quality, staff (and student) participation, meeting customer needs, coordination, and management procedures which detect poor quality and stimulate good, all have a significant contribution to make to the development of efficient and effective teacher education systems and institutions, whether or not they are explicitly market

oriented. TQM in teacher education means improving quality of courses, input, instructional processes, resources, management processes and structures as well as student support services, output and linkages with world of work and other organizations.

Total Quality Management (TQM) is the application of quantitative methods and human resources to improve the material and service supplied to an organization. Good buildings with well-furnished well-maintained classrooms, well-equipped laboratories, and a good library with ample facilities for students, well-qualified and committed faculty and an environment, which facilitates the prevalence of an effective's teaching- learning process are important sources of quality. Of all the ingredients of qualitative education mentioned above, the most important is tht dedicated faculty.

REVIEW OF RELATED LITERATURE:

Sharma, Kour & Kour. (2018), in their study **“Total Quality Management in Teacher Education Institutions”** is said that Teacher education institutions should maintain quality in training to ensure the academic efficiency of pupil-teachers who come in teaching profession. Quality has been defined as the fitness of product or service for its intended use and quality control conveys an idea about determining and maintaining that quality of product or service. Total Quality Management is a concept that has spread the thinking of many higher education managers very quickly within the past years. It is a product of the market ideologies of the 1980s and the managerialism which accompanied them. In teacher education institutions, important sources of quality are good buildings with well-furnished well-maintained classrooms, well-equipped laboratories, and a good library with ample facilities for students, well-qualified and committed faculty and an environment, which facilitates the prevalence of an effective teaching- learning process. National development is possible only through education. The education should be qualitative and hence Total Quality Management in education is needed urgently.

Sivaramakrishnan. (2017), in their study **“Total Quality Management ----- Excellence in Teacher Training”** is said that the quality status of teacher education in one of the teacher training colleges affiliated to University of Mumbai. The tool on Total Quality Management is administered to find out the quality of the institution. The researcher has attempted to investigate the quality of the institution and compare the quality of the institution for two consecutive years. An Attempt has been made to find out the areas of differences in providing quality services in the two years and also to highlights certain measures to improve in the overall functioning of the institution to reach to greater heights of quality.

Aggarwal. (2016), in their study **“Total quality management and teacher education”** is said that the Quality has been defined as the fitness of product or service for its intended use and quality control conveys an idea about determining and maintaining that quality of product or service. Good buildings with well-furnished well-maintained classrooms, well-equipped laboratories, and a good library with ample facilities for students, well-qualified and committed faculty and an environment, which facilitates the prevalence of an effective's teaching- learning process are important sources of quality. National development is possible only through education. The education should be qualitative and hence Total Quality Management in education is needed urgently. When we accept TQM in education, a quality in the teacher education institutions.

Sarita & sonia. (2016), in their study **“Quality assurance in teacher education: A critical issue”** is said that the teacher education plays vital role in reforming and strengthening the education system of any country. Training of teachers has emerging global trends in education and the overall needs and aspirations of the people in India. The concept of “quality in education” is an immensely significant concern for academicians and academia globally, and lately this notion has also treaded the realm of Teacher Education in India. It is an accepted fact that there are a number of factors responsible for assuring quality in education both internal and external to an institution. This paper presents a theoretical framework the concept of Quality in Teacher Education by identifying the parameters which are central contributors towards quality of Teacher Education, major problems facing in present time and probable measures for improving quality of teacher education in India in their new roles and responsibilities of the 21st century.

Sharma. (2016), in their study “**Effective Quality Management of Teacher Education**” is said that the teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. It is a deliberate enterprise aiming to provide good quality service to its customers in order to enable them to contribute significantly for development of the nation. This quality service is essential in the modern context of globalization. Applied to 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. If the expectations of the schools, students, parents and the society are met, this indicates that the right type of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves, then there is value addition in education. Such teachers will continue to meet the needs of the society. For quality assurance of teacher education institutions, the NAAC and the NCTE have entered into a memorandum of understanding (MOU) for executing the process of assessment and accreditations of all teacher education institutions coming under the provision of the NCTE. Instead we should consider those indicators, which are applicable to a variety of situations sensitive to the specific needs and functions of teacher education.

Chauhan & Sharma. (2015), in their study “**Teacher Education and Total Quality Management (TQM)**” is said that the concept of quality has become an inherent component of the educational process for its success. Globally various bodies have been established to develop guidelines for quality products and services, and their maintenance. The globalization of education, migration of students from one community to other, one country to another, provides adequate causes for concerns to the educationists and administrations. Total Quality Management (TQM) in education is a timely tool, which must be clearly understood, adopted and implemented as soon as possible.

OBJECTIVE:

The purpose of the paper is to evaluate the Total Quality Management in Teacher Education.

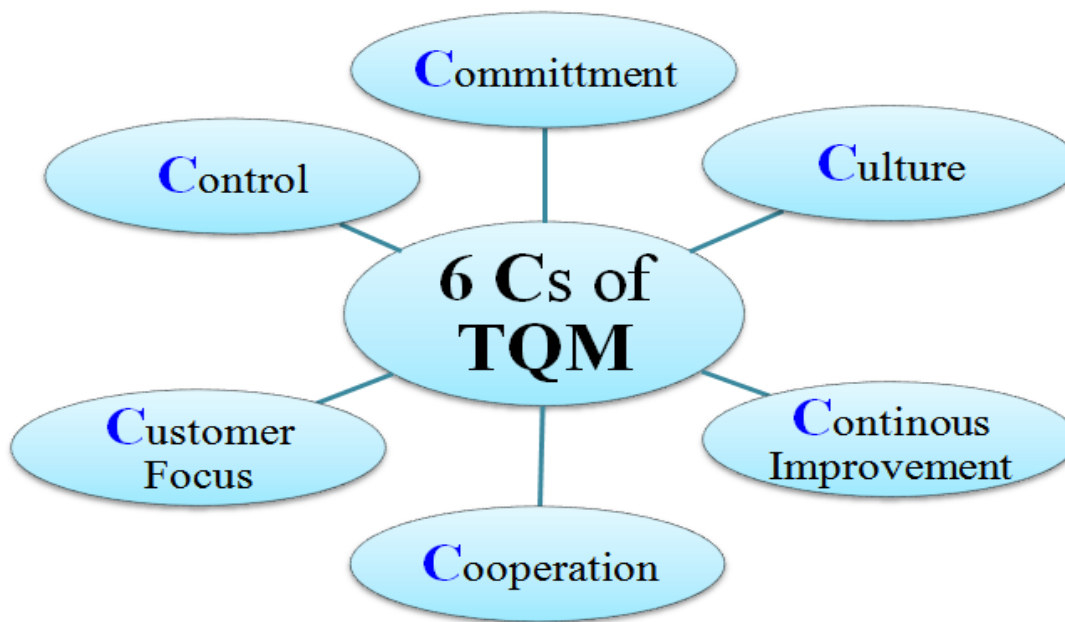
METHODOLOGY:

The present work is mainly based on secondary source of information collected from different source like books, journal, articles, and websites etc.

CONCEPT OF TOTAL QUALITY MANAGEMENT (TQM)

The concept of the TQM was first introduced in 1920's, when the statistical approach was first used in quality control in factories of America. It is a management style based upon producing quality service as defined by the costumers-focused, fact-based and term-driven management process to achieves an organization's strategic imperative trough continuous process of improvement.

“Total Quality Management (TQM) is both a philosophy and a set of guiding principles that represent the foundation of a continuously improving organization. Total Quality Management (TQM) is the application of quantitative methods and human resources to improve the material and service supplied to an organization Good buildings with well-furnished well-maintained classrooms, well-equipped laboratories, and a good library with ample facilities for students, well-qualified and committed faculty and an environment, which facilitates the prevalence of an effective's teaching- learning process are important sources of quality. Of all the ingredients of qualitative education mentioned above, the most important is tht dedicated faculty. A school, college or university, may not have a good building, furniture, playgrounds, and even well-equipped laboratories and libraries, but if the teachers are enthusiastic, highly motivated and committed to their task, the students are likely to have the best education. That is why Perry (1994) in “What is Quality in Higher Education?” appropriately writes: “Teachers who fell enthusiasm for their job and who are well qualified and experts in what they teach are the only essential ingredients in teachings quality”.



Picture: concept of TQM

TQM can be summarized as a management system for a customer-focused organization that involves all employees in continual improvement. It uses strategy, data, and effective communications to integrate the quality discipline into the culture and activities of the organization. Many of these concepts are present in modern quality management systems, the successor to TQM. Here are the 8 principles of total quality management:

1. **Customer-focused:** The customer ultimately determines the level of quality. No matter what an organization does to foster quality improvement—training employees, integrating quality into the design process, or upgrading computers or software—the customer determines whether the efforts were worthwhile.
2. **Total employee involvement:** All employees participate in working toward common goals. Total employee commitment can only be obtained after fear has been driven from the workplace, when empowerment has occurred, and when management has provided the proper environment. High-performance work systems integrate continuous improvement efforts with normal business operations. Self-managed work teams are one form of empowerment.
3. **Process-centered:** A fundamental part of TQM is a focus on process thinking. A process is a series of steps that take inputs from suppliers (internal or external) and transforms them into outputs that are delivered to customers (internal or external). The steps required to carry out the process are defined, and performance measures are continuously monitored in order to detect unexpected variation.
4. **Integrated system:** Although an organization may consist of many different functional specialties often organized into vertically structured departments, it is the horizontal processes interconnecting these functions that are the focus of TQM.
 - Micro-processes add up to larger processes, and all processes aggregate into the business processes required for defining and implementing strategy. Everyone must understand the vision, mission, and guiding principles as well as the quality policies, objectives, and critical processes of the organization. Business performance must be monitored and communicated continuously.
 - An integrated business system may be modeled after the Baldrige Award criteria and/or incorporate the ISO 9000 standards. Every organization has a unique work culture, and it is virtually impossible to achieve excellence in its products and services unless a good quality culture has been fostered. Thus, an integrated system connects business improvement elements in an attempt to continually improve and exceed the expectations of customers, employees, and other stakeholders.

5. **Strategic and systematic approach:** A critical part of the management of quality is the strategic and systematic approach to achieving an organization's vision, mission, and goals. This process, called strategic planning or strategic management, includes the formulation of a strategic plan that integrates quality as a core component.
6. **Continual improvement:** A large aspect of TQM is continual process improvement. Continual improvement drives an organization to be both analytical and creative in finding ways to become more competitive and more effective at meeting stakeholder expectations.
7. **Fact-based decision making:** In order to know how well an organization is performing, data on performance measures are necessary. TQM requires that an organization continually collect and analyze data in order to improve decision making accuracy, achieve consensus, and allow prediction based on past history.
8. **Communications:** During times of organizational change, as well as part of day-to-day operation, effective communications plays a large part in maintaining morale and in motivating employees at all levels. Communications involve strategies, method, and timeliness

CONCEPT OF TEACHER EDUCATION

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. According to NCTE, A programme of education, research and training of persons to teach from pre-primary to higher education level is known as teacher education. It is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to **Goods Dictionary of Education** Teacher Education means, "all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively."

In 1906-1956, the programme of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As **W.H. Kilpatrick** put it, "Training is given to animals while education is to human beings." Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching skills + Pedagogical theory + professional skills.

Teaching skills- would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical Theory- includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristics of that stage.

Professional Skills- include the techniques, strategies and approaches that would help the teachers to grow in the profession and also works towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

TOTAL QUALITY MANAGEMENT (TQM) IN TEACHER EDUCATION

The report of Education commission (1964-66) and NCTE on National curriculum frame work for Teacher Education (1978, 2009) have lighted the shortcomings of teacher education, suggesting means to change and innovate. TQM seeks to integrate all organizational functions to focus on meeting customer (student) needs and organizational objectives. TQM views an organization as a collection of processes.

TQM is the foundation for activities, which include:

- Commitment by senior authorities and all employees
- Meeting Student requirements
- Reducing product and service costs
- Systems to facilitate improvement
- Employee involvement and empowerment
- Recognition and celebration
- Focus on processes / improvement plans

During the last few decades after independence, there was a big increase in the number of schools and eventually, there was a great demand for a very large number of teachers. To meet this demand, a large number of new teacher education institutions were established, without the requisite physical and educational infrastructure and the required number of qualified teacher educators. Many teacher education institutions are being conducted like a shop. They are not concerned to cater the quality teacher education. Total Quality Management (TQM) in various thrust areas of Teacher Education.

The following major thrust areas of Total Quality Management in Teacher Education are given ahead-

- **Faculty Development:**

Faculty members being the most crucial factor in the Teacher education process, it is a colossal task to meet the faculty needs of the rapidly expending teacher education system. There is an acute shortage of high quality teacher educators. Faculty selection should be made on merit only & compromises should not be the part of selection. Full time permanent faculty should be encouraged, so that they can devote full-time for the organization. Faculty should also be involved in the research activities. This is an urgent need to plan a crash program to train teachers at selected Teacher Education Institutions (IASE/CTE), & also to limit the expansion of the system, to what is sustainable without sacrificing the faculty quality. The quality of faculty is going down as more and more in proportionate of mushrooming teacher education institutions with the aim of making money, rather than enhancing the quality of education.

- **Pedagogy:**

Pedagogy is the study of the methods and application of educational theory to create learning contexts and environments. The central concern in all the pedagogy is interaction between students & content which is basically dynamic and triadic in nature. The 21st century has opened new hopes for re-engineering our approach to pedagogical producers at all levels of education in the new domain of modern technology.

- **Value Inculcation:**

The role of a teacher today is that of a friend, philosopher and guide, while his prime responsibility rests in the restoration of the higher values of life among the present generation. Apart from parents, a teacher, whom a student regards his 'torch-bearer' can teach him the way of life. The goal of an educator is to inspire students toward excellence while promoting learning as a lifelong process. The Educator has the responsibility of teaching this nation's greatest natural resource. The ideal of 'simple living and high thinking' sadly missing

from our lives today, needs to be inculcated at all costs if we wish to save our present and coming generations from value erosion. The Educator needs to be of good moral character and model the appropriate social skills and values for quality development.

- **Use of Information and Communicative Technology:**

Improving the quality of education through the diversification of contents and methods and promoting experimentation, innovation, the diffusion and sharing of information and best practices as well as policy dialogue are UNESCO's strategic objectives in education. The role of Information and Communicative Technology (ICT) is unavoidable aspect in enhancing the quality of teacher education. The utilisation and impact of computers and the features of ICT, the application of internet and e-learning in teacher education is important with a dimension in improving the quality in teacher education programmes in particular and human activities in general. It is quite useful for the teacher educators, educational planners, curriculum designers, scholars and the person who strive for quality in teacher education.

- **Innovative Strategies in Teaching Learning Practices:**

In teacher education the effective use of teaching materials is crucial to accomplish its objectives as a professional stream. Universities/Colleges have to develop innovative teacher education programs, grounded in research and effective practice. The Development of teaching material component focuses on developing indigenous and contextually specific teaching material, in order to provide relevant and high quality training. Developing teaching material and teaching aids is very important to success of scientific and educational activities. But very few institutions in the Rajasthan have been able to develop adequate teaching materials including case in terms of educational quality in teacher education. So, there is a need to venture wide-spread research including research & publications indigenously.

- **Governance:**

The governance of institutions should be transparent. Issues of governance pervade the teacher education field due to the diverse agendas, which influence the function of teacher education programs at the institutional level. The major role of colleges of education in the governance of teacher education is a reconciling and arbitrating agent for all other influences in teacher education. So the government should only lay down the norms, rules and regulations or, in case of the curriculum, lay down the broad outlines. It should be mandatory

for all the institutes to comply with the criteria, but they should still have autonomy in fields like selection of students, faculty, up-gradation of courses etc. This rating creates a feeling of competition and helps other institutes set benchmarks for them. The teachers must establish the context in which students can best achieve their potential through the continuous improvement that results from teachers and students working together. Teachers who emphasize content area and principle-centered teaching provide the leadership, framework, and tools necessary for continuous improvement in the learning process. It is believed that good governance could act as a catalyst for quality development in teacher education.

- **Teacher Education Institutions and Schools linkages:**

A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education, and a teacher needs to be prepared in relation to the needs and demands arising in the school context. It is now essential to make the changes according to changing environment to meet the challenges of globalization and liberalization. Therefore, it is necessary for the teacher education institutions to have linkages with schools to understand their requirement and reorient teaching, training and research activities. Teacher education Institutions should involve senior educators as faculty for exposing the students to real problems of the schools. Strong relationships across campus benefit faculty, colleges, and teacher education candidates. It is necessary to have longer summer trainings, perhaps even extended up to one full term and Assessment should also be based on internship.

- **Government role:**

Teacher education is currently in a state of turmoil, unrest, and uncertainty. The poor performance of schools has increased the pressure on Government to take the initiative in reforming their programs. A quality improvement by transparency in the Teacher education is possible only with the help of government like selection of experts on the monitoring panel should be based on certain qualitative parameters or criteria. Taking into consideration their professional background should carefully draw the panel and admirable achievements; government role should be more monitoring then controlling and the relationship between government and Teacher Education Institutions should be based on trust not on distrust.

CONCLUSION:

Quality has become the defining element of education in the 21st Century in the context of new social realities. Acquisition of quality and excellence is the great challenge faced by all teacher education institutions. It is not surprising, that teacher education institutions have very often failed to provide quality teacher education. In terms of the professional preparation that is offered, a teacher education institution could be wholly out of phase with the needs and aspirations of the schools. It can be concluded that the existence of an institution shall

depend upon the quality of education and training offered. Now principle of Darwin holds well even today that fittest that would survive. The existing Teacher education is mainly large area to meet the student's needs. Now there is the need to make it as per the demand for teachers in modern era of Information and

communication Technology, because in future fittest will survive for which quality education will be the key aspect.

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