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Total Quality Management in Teacher Education Institutions

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Abstract: *This study is conducted in order to assess the quality of teacher Education and implementation of Total Quality management in Teacher education institutions. In order to attain the objectives of the study, related literatures on international policies and concepts of total quality management was viewed in detail. Teacher education is an area in higher education which trains pupil-teacher in pedagogy. The ‘Fate of the Nation is decided in the classroom’ is a remark made by education commission of India. Such qualitative classrooms are created by well qualified, dedicated and committed teachers and these teachers are trained in teacher education institutions. 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.*

Keywords: *Total quality management, teacher education*

I. INTRODUCTION

Total Quality Management is a concept that has permeated 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. Total quality management is holistic approach and consists of three essential components: (1) customer focus, (2) employee’s involvement, (3) continuous involvement.

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.

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”. International Journal of Applied Research 2016; 2(1): 600-601

A. Total Quality Management (TQM) in Teacher Education Institutions

It is well known that the quality and extent of learner achievements are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as –A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education 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 of the teaching field. Teacher Education institutes play a vital role in improving system of education by preparing competent and effective teachers. We know that the quality of nation is depends upon the quality of its citizens and the quality citizens are mostly determined by their educational system of the nation, which in turn is decided by the quality of teachers it has. After independence, efforts have been made for expansion and qualitative improvement of teacher education. For the qualitative improvement of education in general and teacher's education in particular various committees and commissions were formed. Among the commissions, the Kothari Commission (1964-65), which dealt extensively with all aspects of education, is worthy of mention. It said, "A sound program of professional education of teachers is essential for the quality improvement of education." "Unfortunately, the professional education of teachers has been neglected in the post-independence period". In their opinion, "quality of training institutes remains, with a few exceptions, either mediocre poor". Preparation of qualified and able teachings personnel is one of the most significant functions of all teacher education institutions. The quality of teacher education would largely depend upon the effectiveness of teacher education institutions. Quality of teacher education is an integral part of the quality of education system. Teacher education institutions have a greater responsibility in producing quality teachers. The Education Commissions (1964-66), popularly known as the Kothari Commission, devoted one complete chapter to teacher education and detailed various recommendations for the improvement of its quality. It emphasized that the essence of teacher education is "quality" and in its absence, teacher education becomes not only a financial waste but also a source of overall deterioration on educational standards. They suggested objectives of teachers education be formulated on the basis of some broad principles listed as under.

- 1) Reorientation of the subject knowledge
- 2) Vitalization of professional studies
- 3) Improvement in the methods of teaching
- 4) Development of special courses and programs
- 5) Revision and improvement of curricula
- 6) Quality Control in Teacher Education Whitty (1991) emphasized that quality teacher education required
- 7) A genuine partnership between the various stakeholders (training institutions, schools, etc) in all routes qualifies teacher status.
- 8) A clearer definition of competencies (or core professional skills) required by teacher as reflective practitioners.
- 9) Monitoring of academic validation through a quality assurance system.
- 10) Administration of professional accreditation through a Council for the Accreditation of Teacher Education (CATE) with strong extra- professional representation to ensure public accountability.
- 11) Sensitivity to local and sectional needs within this national framework. With such a framework, teacher's education could both control and assure quality.

B. Need for TQM in Teacher Education

To fulfill and achieve the objectives formulated for teacher education, there is a need for the quality improvement in teacher education institutions. The need for Total Quality Management in teacher Education arises on account of following:

- 1) Increasing number of students
- 2) Increasing competition due to privatization of education and access to education through internet.
- 3) Lack of commitment among faculty and staff of these institutions.
- 4) Lack of systematic internal monitoring and review procedure.
- 5) Lack of accountability.
- 6) Limited resources.
- 7) Lack of pupil teachers' capabilities

There is a lack of efficiency, effectiveness and quality of teacher education institutions hence TQM approach should be there in teacher education institutions to improve the effectiveness and quality of these institutions.

C. Steps for implementing TQM in Teacher Education:

There are certain steps with which TQM can be implemented in teacher education institutions.

Each step requires agreement of the faculty members who must implement it and the administrators who must provide the necessary resources.

- 1) Faculty members and administrators define the knowledge, skills, and values that graduates of the program should have.
- 2) With the assistance of experts in pedagogy and learning assessment, the faculty defines the instructional methods most likely to lead to the acquisition of the desired attributes, selects the methods needed to assess the effectiveness of the instruction, and estimates the resources (including provisions for faculty development) needed to implement both the instruction and the assessment.
- 3) The administration commits to provide both the necessary resources to initiate and sustain the program and appropriate incentives for faculty members to participate.
- 4) The faculty and administration formulate a detailed implementation plan.
- 5) The faculty implements the plan.
- 6) The faculty and administration assess the results and modify the plan as necessary to move closer to the desired outcomes.

Rogers and Sando (1996) present models for teaching program assessment that include recommendations for all but step 3 of this list. This six-step plan sounds like a TQM model, and of course it is. It can be put into effect perfectly well, however, in the context of the university culture, without ever mentioning customers, empowerment, bottom-up management, or any other TQM term whose applicability to education is questionable. Consensus on all of the issues involved in educational reform might or might not be achieved, but at least the dialogue would focus on the real issues rather than semantic red herrings.

Our recommendations for improving teaching quality finally come down to this. Instructors who wish to improve teaching in a course should consult the literature, see which instructional methods have been shown to work, and implement those with which they feel most comfortable. Total quality management need not enter the picture at all. An administration wishing to improve the quality of its instructional program should first make the necessary commitment to provide the necessary resources and incentives for faculty participation. Then, don't talk about TQM—just do it.

II. CONCLUSION

TQM requires a change in culture of teaching institutions. This is notoriously difficult to bring about takes time to implement. It requires changes of attitudes and working methods.

The staff of institutions needs to understand the concept of TQM. The latter is characterized by an understanding that people produce quality.

Two things are required for the staff to produce quality. First, the staff needs a suitable environment in which to work; they need the tools of the trade and they need to work with system and procedures, which are simple. Implementing total quality management requires coping with change in a positive and constructive manner. In secondary teacher education institutions, management must be redesigned so as to be consistent with total quality culture.

The major concern in secondary teacher education colleges should be educational excellence for which teacher education colleges' total quality management would go a long way driven and quality borne. 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.

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