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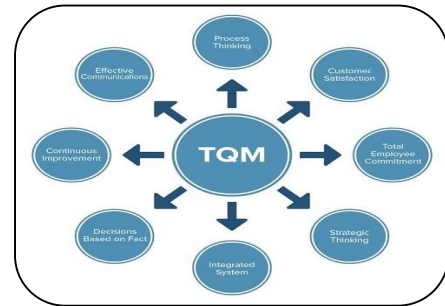
TOTAL QUALITY MANAGEMENT IN TEACHER EDUCATION: A SEARCH FOR EXCELLENCE

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ABSTRACT:

Total quality management (TQM) is an organized, systematic approach to problem solving and continuous improvement. American corporations have found that TQM is an excellent way to improve competitiveness; lower operating costs, and improves productivity. Increasing numbers of laboratories are investigating the benefits of TQM. In this research paper includes definition, TQM in Teacher Education, Components of TQM, Objectives of TQM, Total quality management principles, Need for TQM in Teacher Education and its implication. Steps for implementing TQM in Teacher Education, Thrust Areas of Teacher Education requiring Quality improvements, Suggestions and Conclusion etc. helps to search for excellence in teacher education.



KEYWORDS : TQM, Teacher Education, Quality Improvement.

INTRODUCTION:

Education is the medium that gives us the skills, techniques, information and knowledge to know, understand and respect the duties we have towards our society, families and the nation. Therefore, the magnitude of the importance of education in life is huge as well as multifold. The importance of education in life is that it helps everyone develop a good perspective of looking at the world and our society. Education helps us in getting new ideas and exploring new ideas.

Education is the cultivation of the mind to make life tolerable and acquisition of skills for making it possible. No education is worth the name which does not inculcates the qualities necessary for living, peacefully and efficiently with one's fellow men. Education is not the physical thing that can be divided through the post or through a teacher. Value and fruitful education is always inherited in the physical and native soil of a child and nourished through interaction with family, teachers, neighborhood and the society. Education of teachers not only to make easier becoming better of school education by deserving, to set a part for a holy purpose & impartial teachers who can also fill up the gap between schooling and higher education. The ideal image or role of teacher education as a process of nation building is universally to know truth. Teacher serve education is an effective instrument of man making.

Quality has been the goal through the corridors of human history. It has been the driving force for all human endeavors. Quality is the inspiration for all the endless improvements in the field of education also. Quality lies in the perception of the consumer. What is great for one may not be good

enough for another. Here the student is the direct consumer and stake holder of quality education. It is the need of the hour to inculcate the quality parameters in all the aspects or activities of education. Teacher education is one of the most important segment of education needs to maintain quality and continuous improvement.

FOUR ASPECTS OF QUALITY :

1. Fitness for use -does the product/service have the features my customers need? And when trying to delight the customers, does the product/service provide additional features not requested but make it better for them?

2. Freedom from defect- does the product/service continue. to work in terms of reliability in a reasonable time frame? What if it has everything, I want but just doesn't work?

3. Customer service- the people aspect (applicable to hard products as well as the information world) Did I enjoy my personal contact with the organization providing the quality product/service?

4. Efficiency- for the manufacturer perspective, can I build or provide the product/service at a reasonable cost to make a profit?

The concept of Total Quality Management (TQM) is not new in 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 as well as institutions. 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 and students in institutions. 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.

Definition of TQM:

TQM is an evolving concept that changes as new concepts and methods which develops. According to Strickland and Wither the most comprehensive definitions of TQM is: TQM is both a philosophy and set of guiding principles that represent the foundation of continuously improving organization. TQM is the application of quantitative method and human resources to improve the materializing services supplied to an organization, all the process in an organization, and the degree to which the needs of the consumer are met, now and in the future.

According to Wither's the different functions for each word in TQM is:

Total - Every person in the firm is involved (including the customer and supplier); in education perspective one can consider it as students and teachers.

Quality- Customer requirements are met exactly;

Management- Senior executives are fully committed.

TQM in Teacher Education: -

Considerable effort has gone into translating ideas generated by TQM to Teacher Education, and adaptations of Deming's fourteen points pepper recent educational journals. Most of the points, such as the dissolving of barriers between departments, are essentially the same in education as they are in the business world. Some TQM advocates, however, call for changes in teacher education that may seem radical to educators:

The Role of Students: TQM recognizes students (student teachers) as both customers and employees of the educational system. Administrators need to involve students in their own education by training them to question the learning process, and once the students have questioned it, administrators need to seriously consider student proposals for change.

The Role of Teachers: TQM calls for changes in teachers' relationships with both students and administrators; teachers need to view education through students' eyes, and they need to work with

administrators as a team. This teamwork is largely the responsibility of administrators, who need to delegate some of their responsibility and power to teachers.

Testing and Evaluation: Instead of using standardized tests and grades to measure students' progress, institutes that embrace TQM often try to assess student progress regularly throughout the year. By doing so, they avoid bringing problems to students' attention at the end of the year, when it is too late to do anything about them.

Components of TQM :

- 1. The Customer-**The customer is anyone internal or external, who receive or is affected by the product, process or services.
- 2. Continuous Improvement-**Continuous improvement is essential to reach the stage of "0" defects.
- 3. Training and Development-** Faculty development should ensure diligent updating at par with state of the art.
- 4. Team work-** Team work is the key to achieve team work.
- 5. Measurement-** Monitoring progress with review of objectives is a necessary corollary.

Objectives of TQM:

1. Continuous quality improvement and total commitment to quality.
2. User oriented service.
3. Team work, total participation.
4. Give high priority to training.
5. Continuous cost reduction.

Myron Tribus in his book 'Total Quality management in education' mentioned seven elements required for quality management.

Principles of Quality Management

1. Philosophy
2. Vision
3. Strategy
4. Skills
5. Resources
6. Rewards
7. Organization

According to Dr. W. Edwards Deming, TQM has following principles: -

1. Embrace new philosophy
2. Drive out fear.
3. Institute leadership.
4. Break down barriers between departments.
5. Remove barriers to pride of workmanship.
6. Human based management.

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.

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.

With the help of these actions, we can implement total quality management in the field of teacher education. The following major thrust areas of Total Quality Management in Teacher Education are given ahead

Faculty Development :

Changing concepts of education have led many institutions to adopt student-centered approaches to teaching, requiring different teaching competencies than more traditional approaches. 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 expanding 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. Needless to observe that main focus of pedagogy still remains the art of disseminating and relating knowledge to the needs and mental equipment's of the learners. Now it is the need that pedagogy should be more learner centered than trainer centered, more case input than lecture method; more remainder workshops to envelope deep thinking on the subject. Project method should be cased to promote discovery-learning, brainstorming, more emphasis on simulation, role-playing, and socio-drama etc. Teacher preparation programs should work toward the preparation of teachers by designing pedagogical experiences for candidates to develop a critical awareness of how socio-economic, cultural and political conditions affect pupil success.

Curriculum Development :

The impact of digital technologies on teacher education is more pervasive than any curricular or instructional innovation in the past. During the last few decades teacher education curricula have come under severe criticism and their weaknesses have been highlighted. Some educationists feel that they do not fully address the needs of contemporary Indian schools and society and they do not prepare

teachers who can impart quality education in schools. There is need of the hour to improvise our B.Ed. curriculum in the way to make it applied & realistic. But it is difficult to make it possible due to long & tedious procedure for introducing any change in the curriculum & syllabus. In short it can be said that research orientation in curriculum is required. The content of the curriculum should be such that there is similarity between the rationality that is taught in the classroom and the ground reality, which a student has to actually face. Projects assigned should be more practical and students should go back to the same institutions to study, in order to get a holistic understanding.

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 corrosion. 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 utilization 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 program 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.

Some Suggestions: -

There are some important suggestions for improvement in quality management in teacher Education.

These are following :

1. The organization should be well organized.
2. There should be already a quality policy with standards which are taken seriously.
3. There should be good understanding of all internal process.
4. Existence of Standardized Documents
5. The organization should be financially sound.
6. Good Teaching
7. Preparing confident, committed and accountable teachers.
8. Designing for active and effective learning.
9. Using ICT tools to enhance learning which includes visual representation of concepts, online discussion, Interactive on-line activities.
10. Group assignment.
11. Continuous evaluation for improvement.
12. Teacher workshop.
13. Supervision of student's teacher.
14. Professional behavior.
15. Lifelong learning.

CONCLUSION:

Total quality management urges for long term planning which is also dynamic, since the plan is subject to continuous review and revision. It is important to ensure acceptance and internationalization of the concept of TQM, and its theoretical constructs. Total quality can only be achieved by establishing an innovative organization; one that is flexible, which can adjust quickly to changes in its environment and is capable of learning's philosophy encourages the students, teachers and the employees for extraordinary performance (Akhtar, 2000). 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. Finally, it can be concluded that teacher education is undergoing rapid change in keeping pace with the demands of learning and expectations of learners, community and society as a whole.

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