

# Total Quality Management in Teacher Education: A Search for Excellence

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## Abstract

*Enlightened and empowered teachers lead Indian societies and nations in their march towards better and higher quality of life. Therefore preparation of competent and dedicated teachers on whom the entire edifice of education is constructed, is an extremely important task for nation building. Teacher education occupies a central position in the whole educational system. In recent year with the rapid expansion of teacher education institutions the quality of teacher education has been challenged. For the solution of this challenge total quality management has been needed. The motif force underlying the philosophy of total quality management is to lay stress in twin principles 'continuous improvement' and 'involvement' of all member in the management of an institution. It implies a marked shift in emphasis in quality management from 'product' to 'people' and from 'quantitative' to 'qualitative' terms of reference.*

**Key words:-** Quality, Management, Gurukul, Maktab, Teacher education.

## 1. Introduction

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.

Teacher education in India has a long past but a magnificent history. Gurukul centered education of the vedic period was some what rectified and enriched under the influence of Budhistic Vihara based system. This continued till the 11<sup>th</sup> century A.D. the arrival of the muslims testimony of event the rise of parallel maktab-based tradition and the two tradition thrived side by side till the coming of the british. Gurukul & Muslim testimony underwent some modification during this period. The independence of India on the 15<sup>th</sup> August 1947 is conclusive moment in the history of our nation. Indian educational system concludes nation that of teacher education system is a greater reflection of national aspirations and need of the people during the post independence era.

Mehrotra (2004) The concept of the Total Quality Management (TQM) was developed by an American W. Edwards Deming. After second world war for improving the production quality of goods and services. The concept was not taken

seriously by Americans until the Japanese, who adopted in 1950 to to bring back to life again their postwar business and industry, used it to dominate world markets by 1980. By then the most U.S. manufactures had finally accepted the importance of TQM. Some of the most important attributes of the concept of total quality management may be summarily indicated as corporate goals, continuous improvement, consistency of purpose, problem solving, involving everyone, involving everything in the organization, customer satisfaction and multi-functional terms.

The concept of TQM is suitable to academics also. Many educators believe that the concept of TQM provides the guideline which is in our needed educational system. Myron Tribus (1994) in his book 'Total Quality Management in Education mentioned seven elements as like (1) Philosophy (2) Vision (3) Strategy (4) Skills (5) Resources (6) Rewards (7) Organization are required for quality management.

The principles of the TQM is finally based on these elements which mentioned above. There are four major principles of TQM that are called four pillars of TQM are as like (i) Synergistic Relationship (ii) Continuous Improvement and self evaluation (iii) A system of on going process and (iv) leadership.

Thus TQM is that technique, which has broad management approach on methodology, dealing with processes and attributes. According to TQM quality is the primary motive of any organization. The main objective of TQM focused on this strong believe that every process should right at first time. Doing thing wrong is what cost money and energy, time wastage of resources by allowing defective products to get productive. Thus longer it takes to clarify issues, more will be the cost to rectify it. Therefore TQM is a systematic way of guaranteeing that all activities within an organization goes in a very smooth. It is the management attribute that concerns with preventing problems at sources

rather than a problems to occur and than correcting afterwards.

Before going for any detail discussion on TQM in Teacher education Programme firstly discussion on 'quality' is needed. In its simplest form quality may be defined as a 'quest for perfection'. According to Merriam-Webster's collegiate Dictionary that Quality as a degree of excellence, a term applicable to any characteristics. The American Association for quality control (Johnson and Winchell 1990) States that quality is the totality of features and qualities of a product or service that bear an its ability to satisfy states or implied needs.

**UNESCO(1996)** Besides these A report of UNESCO, bearing : The Treasure within (1996) tried to explain quality of education. It emphasized education throughout life should based upon four pillars:

- a. 'Learning to know' acknowledges that learners build their own knowledge daily, combining native to country and external elements.
- b. 'Learning to do' focuses on the practical application of what is learned.
- c. 'Learning to live together' addresses the decisive skills for free discrimination, where all have equal opportunity to develop themselves, their families and their society and own nation.
- d. 'Learning to be' emphasizes the skills needed for individuals to develop their own efficacious.

When we are discussing in the context of teacher education then TQM becomes more important place in quality organization and all the efforts of teacher education programme are focused to satisfy their needs, aspirations and satisfaction of the students.

Dave (1998) provided a comprehensive frame work for understanding a triangle of commitment, performance and competence, which is very important for preparation of quality teachers. He developed five commitment areas, five performance areas and ten competence's areas. These are following as.

- a. Five Commitment areas – learners, society profession, excellence and basic human values.
- b. Five performance areas- Performance in classroom, school level performance, performance in out of school activities, performance related to parental contact and performance related to community contact and co-operation.
- c. Dwivedi (2005) has given ten competence areas – competencies related to context, conceptual competencies, Curricular and content related competencies, transactional competencies, comfortencies in other educational activities, competencies related to teaching learning process, evaluation competencies, management competencies, competencies related to parental contact and co-operation and competencies related to societies contact and co-operation.<sup>§</sup>

## 2. Challenges

There are some important challenges of teacher education are as like. Targetless education, defective and unsuitable curriculum, lack of qualified professionals, low standards of teaching, lack of knowledge of teaching methodologies, lack of proper infrastructure, lack of proper facilities, lack of specialized education, problems of medium of instruction, defective system of examination, defective evaluation process, lack of proper leadership in educational administration, wide gulf between the teachers and students, indiscipline problems, challenge of teacher training, social expectations and teacher, continuing professional, development, crises of value and morality, teachers demands and supply challenge in pure recruitment of teachers, problem of supervision and isolation of teacher.

## 3. Remedies

There are some relevant remedies by which the challenges of quality management in education can remove. These are following as–

- a. Quality in students admission procedures.
- b. Quality in pedagogy-teaching methodologies.

- c. Quality in selection of faculty.
- d. Quality in examination process.
- e. Quality in evaluation process.
- f. Quality in teacher's education and refresher programme.
- g. Quality in teacher welfare programme.
- h. Quality in teacher's academic development.

## 4. Suggestions

There are some important suggestions for improvement in quality management in teacher education. These are following as –

- a. The organization should be well organized.
- b. There should be already a quality policy with standards which are taken seriously.
- c. There should be good understanding of all internal process.
- d. Existence of Standardized Documents
- e. The organization should be financially sound.
- f. Good Teaching
- g. Preparing confident, committed and accountable teachers.
- h. Designing for active and effective learning.
- i. Using ICT tools to enhance learning which include visual representation of concepts, online discussion, interactive on-line activities.
- j. Group assignment.
- k. Continuous evaluation for improvement.
- l. Teacher workshop.
- m. Supervision of students teacher.
- n. Professional behaviour.
- o. Life long learning.

## 5. Conclusion

Finally it can be conclude 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. Many efforts have been make to improve teacher education. But a wide gap can still be seen. Teacher education must aim to build a national

system programme of Teacher education based on India's cultural values and in its unity and diversity, synchronizing with change and rapid continuity. It should facilitate the realization of the constitutional goals and objectives of the new social order. It should prepare professionally competent teachers educators to perform their roles & duties effectively as per need of the society. It should also aim to upgrade the standards of teacher education, upgrade the professional and social status of teachers and develop amongst them a sense of commitment. Undoubtedly TQM places quality as the primary objectives for the organization and whole thrust of quality is on the satisfaction of students needs and expectation. The road to TQM is not very smooth and there is no standards ready formula to ensure total quality change in teacher education. For Total Quality Management Change in teacher education programme efforts have to be more localized developing on the environment in which the teacher education programme performs its functions in community as well as in the school system it serve.

There are significant potentials that TQM can offer to education. Firstly TQM provides a clarification and a process for spontaneous search for quality and excellence. Secondly it develops readiness and hence a environment for change; related to that the quality organizations learn to be more adaptable and responsible.

Thirdly TQM makes qualitative shift in decision making power – first on the location of decision making by active participation of candidates irrespective of their levels in hierarchy of the organization rather than concentration on top the hierarchy, and second on decision making based on facts. Another contribution of TQM is shift from external to internal measures of performance.

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