

Teacher Education: Various Parameters and Effective Total Quality Management (TQM)

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Abstract- Education in general and teacher education particularly, is 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. Quality in teacher education is the area of focal interest of the present study. Conceptual framework of quality has been discussed in details. Various quality parameters in the field of teacher education have been identified and few major among them have been explained elaborately. The study has also discussed the important role of quality management in teacher education, which is a program to integrate all these quality components to ensure accountability, commitment and credibility of the institution enabling it to render a customer friendly service. 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.

Index Terms- Teacher Education, Total Quality Management

INTRODUCTION

The purpose of teacher education is to produce teachers who have competencies in various fields. The role of teachers is no longer confined in teaching by imparting knowledge only, they need to be thorough professionals, fully equipped with high academic standard, pedagogical skills, ethical and moral values etc . In fact, they have to play a multi-

tasking role in the context of various challenges emerging in the field of contemporary society. In this connection, the role of teacher education has also increased many folds. It has special roles to prepare future teachers who are socially responsible and conversant with unique features of cultural heritage and various socio-cultural ethos, have high commitment and the ability to lead society and nations shaping young minds of the learners. Unfortunately the programs of teacher education are alleged to be static and stagnant. In spite of many innovations in this area abroad, situation in India is not up to the mark. Here teacher educators repeat and experiment their own training, which they received earlier upon their students. The existing teacher education model is inherited mostly from British system of education and is suffering a lot due to its inability to keep pace with time adopting necessary modification in its conceptual based theory and practices. N.P.E. (1986) and the subsequent program of actions have realized that the program of teacher education in various stages requires a thorough reconstruction in its input, process and output in order to make the system quality oriented. The international Commission on Education for 21st century has also recognized necessity of reshaping this program in order to enhance its quality in various aspects. Educational reforms depend largely on the quality of teachers, which in turn, depends on the quality of teacher education. The national policy on education and the Programme of Action (1992) emphasizes revamping of education programme for bringing qualitative improvement in teacher education. 'Quality', conveys difference in worth, in relation to what is common. If something has quality, it is perceived as being less accessible than a variant of the same object, which lacks quality. Quality is most often defined 'fitness for purpose' related to the needs of the user/customer, which indicates that

quality depends upon a subject's view of what is the purpose of that phenomenon. In education the customer is not easily identified.

CONCEPT OF TOTAL QUALITY MANAGEMENT

An American, Dr. W. Edwards Deming, developed the concept of Total Quality Management (TQM) after World War II for improving the production quality of goods and services. Total Quality Management is a management approach that originated in the 1950's and has steadily become more popular since the early 1980's. Total Quality is a description of the culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs. The culture requires quality in all aspects of the company's operations, with processes being done right the first time and defects and waste eradicated from operations.

Total Quality Management (TQM) is a method by which management and employees can become involved in the continuous improvement of the production of goods and services. It is a combination of quality and management tools aimed at increasing business and reducing losses due to wasteful practices. According to Bill Gates, The chairman of Microsoft Corporation, USA, "You need to have specialized knowledge a skill while maintaining a broad perspective...No one should assume that the expertise he has today will suffice tomorrow, so a willingness to lean is critical". This statement is also resulting in a need of quality improvement with the change. So a strong relationship exists between the principles of Total Quality Management & the best practices of Teacher Education. The concept of TQM is applicable to academics. Many teacher educators believe that the Deming's concept of TQM provides guiding principles for needed educational reform.

WHY 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. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of workers. The simple objective of TQM is "Do the right things, right the first time, every time". TQM is infinitely variable and adaptable. 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 Improving teacher performance through more effective teacher preparation is an essential ingredient in solving most educational problems.

Educationists all over the world have started realizing that only securing enough teachers will not do; most important need is to secure the right type of knowledge, skills, attitudes and competencies. During this increased stress on the qualitative aspect of teacher education, a lot of fresh thinking of progressive nature has been going on in this field resulting in emergence of certain new horizons in the firmament of teacher education, representing new ideology, new concepts and new trends in this field. The responsibility for secondary teacher education would continue to rest with colleges of teacher education affiliated to universities. The universities in co-operation with NCTE exercise responsibility for academic aspects such as conduction of examinations, award of degrees and ensuring quality of secondary teacher education institutions. Secondary teacher education is offered by colleges of education, which are affiliated to different universities. There is a growing feeling that the teacher training courses are not effective in turning out efficient teachers. Some of the reasons for this inadequacy of training and deteriorating standards are as follows Firstly, during first decade of 21st century, proliferation of B.Ed. institutions increased tremendously.

This shows that the TQM must be practiced in all Teacher Education Institutions for preparing future of nation. So there is a great need of Total Quality Management (TQM) in various thrust areas of Teacher Education.

QUALITY PARAMETERS

- *Curriculum design*

Curriculum in teacher education consists of two major components theory and the practicum. Though teacher education is mostly a skill based program but conceptual understanding of those skill oriented activities might be a major concern of a teacher (teacher trainee). Therefore theory and practicum should have a justified proportion in the curriculum. Historical, Philosophical, Psychological, and Sociological aspects of education are four essential theoretical components. In addition, various contemporary issues and challenges emerging in the field of modern education should also be included. The influence of different racial, religious, social, linguistic and regional groups in developing India's composite culture and nationhood need to be clearly discussed in this program of teacher education (NCTE, 2004). There should also be the provision of curricular evaluation following a systematic and scientific approach. While revising, opinion from experts as well as different stakeholders should be utilized properly. New emerging social aspirations need also to be recognized. New experiences should be incorporated in the new curriculum in view of all these essential considerations.

- *Curriculum Transaction*

Not only curricular development, major emphasis should also be given on effective transaction of curriculum in teacher education program. Presently, responsibility of the curriculum transaction is laid on the teacher educators who by and large use lecture method for this purpose. The prospective teachers (teacher trainees) are academically quite mature and can share the burden of their own study; therefore, the teacher educators should emphasize on self and independent study of the trainees, group learning and group discussion methods, peer group tutoring, learning through field trips and excursion, problem solving and preparation of projects. They should learn to prepare tests and evaluation tools. Learning by community participation and observation, workshops and seminar mode of teaching, teaching through radio counseling and teleconferencing technique etc. may also be practiced.

- *Evaluation*

Evaluation of student teachers at this stage need to be comprehensive and continuous. Due importance should be given to the opinions of supervisors and school teachers who will maintain the record of the progress of student teachers. The capacity to organize thoughts and express them coherently, taking notes from reading materials and using teaching aids and ICT carefully at the appropriate moment need to be the major concerns of evaluation. Latest evaluation techniques as peer group evaluation of trainee teachers, self-assessment, evaluation in terms of teacher educators' opinion using rating scale etc. may be introduced. Formative as well as summative mode of evaluation both are essential. The semester-end examination should be accompanied by continuous evaluation also, on the basis of which feedback may be provided to the students. Continuous evaluation should be practiced throughout the entire course of the academic program. Evaluation should be made on the basis of grades and not on marks. Emphasis should be given on the internal examination, rather external one. That internal examination should also ensure its strong reliability minimizing the possibility of various mal-practices. Highly credible Semester based credit system should also be encouraged to ensure a better student friendly and credible evaluation system in teacher education. Criterion referenced system of evaluation may also be introduced in order to ensure a quality evaluation.

- *Research in teacher education*

During the last five decades a large number of researches, surveys, etc. have been conducted in teacher education. Characteristics of effective teaching, curriculum evaluation, organizational climate and its impact on teachers' performance, the criterion for admission of prospective teachers and administration of education/teacher education have found to catch the attention of researchers. But planned and purposive approach has been found to be neglected. In a few universities only, teacher educators conducting/supervising researchers in various areas of education/teacher education are found. Majority of the researches conducted have been found to be ill-conceived, not connected with real problems of teacher education, and even done in extremely haphazard ways. Systematic

approach and continuity are found to be lacking. Researchers working in this field often viewed teacher education in relation to some isolated concepts. Researches were found mostly skewed toward quantitative analysis only.

- *Internship program*

Internship program is the core component of teacher education. There are wide variations in this program from institutions to institution. Not only that, there is a common practice to consider this program in the form of mere teaching practical by delivering lectures only on the method subjects. General apathy of teacher trainee towards this program, as well as the same of the teacher educators to supervise the practice lesson are common problems. Following measures may be adopted in this case to ensure quality NCTE recommendation of 35-40 lessons needs to be verified with empirical evidence. Besides Herbartian styles of planning lessons, practice lessons in other forms of instruction like individualized instruction, group interaction, and problem solving through project or even media aided instructions may be practiced. Teacher educators should be adequately equipped to guide the trainee teachers in innovative instructional techniques.

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 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.

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 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.

- *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. NCTE /University system it-self need to be revamped and restructured in the light of present dynamic environment.

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. The National Assessment and Accreditation Council (NAAC) has been advocating the best practices benchmarking approach for quality enhancement in higher education. The National Council for Teacher

Education (NCTE) and the National Assessment and Accreditation Council (NAAC) had signed an MOU on 16th August 2002 for raising quality of teacher education programmes and for enabling institutions in using their physical and instructional infrastructure optimally and professionally. To ensure quality in teacher education, inclusion of ISO 9000 can be utilized. ISO 9000 is concerned with quality management. The institutions should adhere to the quality standards set by national and international assessment and accreditation bodies. So, it is an immediate requirement to shape the teacher education in accordance with the global changes to improve competitiveness with the total quality management. It is hoped that the decision makers will soon realize the futility of present education system as a means of quality assurance. In conclusion, the global scenario expects skilled teachers to produce students with a versatile personality for which teacher education should be strengthened.

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