



TOTAL QUALITY MANAGEMENT IN TEACHERS EDUCATION INSTITUTIONS (TEIS) IN ASSAM- AN EVALUATIVE STUDY

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Abstract:

Total Quality Management (TQM) is a management philosophy that has been widely applied in various industries and sectors to improve the quality of products and services. In recent years, there has been a growing interest in applying TQM principles to the field of education, particularly in teacher education institutions. This research paper aims to explore the application of TQM principles in teacher education institutions in Assam, with a focus on the benefits and challenges of implementing TQM in these institutions.

Keywords: Total Quality Management (TQM), Teacher Education Institutions (TEIs), Bodoland Territorial Region (BTR), Assam

Introduction:

Teacher education institutions in Assam play a critical role in preparing the next generation of teachers who will be responsible for educating future generations. Therefore, it is important to ensure that these institutions maintain a high standard of quality in terms of their curriculum, faculty, and infrastructure. The application of TQM principles can help teacher education institutions in Assam to achieve this goal.

Total Quality Management (TQM) is a management approach that emphasizes continuous improvement, customer satisfaction, and the involvement of all members of an organization. Applying TQM principles to teacher education can lead to enhanced teacher preparation programs, improved student outcomes, and a more effective education system. However, there are several challenges and issues that need to be addressed in implementing TQM in teacher education. The statement of the problem can be formulated as follows:

"Despite the potential benefits of applying Total Quality Management principles in teacher education, there are significant challenges that hinder its successful implementation. These challenges include a lack of awareness and understanding of TQM among teacher educators, resistance to change within educational institutions, limited resources for training and development, and the need for effective measurement and evaluation strategies. Addressing these challenges is crucial to ensure the successful integration of TQM in teacher education and to

By identifying and addressing these challenges, educational institutions and policymakers can promote the effective implementation of TQM in teacher education, leading to better-equipped teachers and improved educational outcomes for students

Literature Review:

Rajani (2007) investigated on the correlation between self concept and job involvement. It was found that a significant correlation exists between self-concept and job involvement of teachers. It was also found that significant difference in relationship of self-concept and job involvement exists between aided and unaided: rural and urban areas.

John Louis Monohara R (2008) studied adjustment of B. Ed. trainees in Pondicherry Region. A survey sample of 300 B.Ed. trainees was selected from four colleges of Education at Pondicherry Region. The data was collected by using Adjustment Inventory for college students by A.K Singh and R.P. Singh. The researcher found that the overall adjustment of B.Ed. teacher trainee is average. Moreover, it revealed that gender does not have influence on adjustment of the B.Ed. teacher trainees.

Saini, A (2009) studied Scientific Attitude and Self-concept of B.Ed. Students. In his study he found that there was positive significant co-relation between scientific attitude and practical self-concept, between scientific attitude and perceived self-concept, between scientific attitude and social self-concept, between scientific attitude and ideal self-concept at 0.01 levels. Scientific attitude and healthy self-concept are determinant variables for harmonious development of personality.

Nadaf S.M. (2011) had made a study on environmental awareness of B.Ed. teacher trainees in relation to their personality factors self concept and study habits. The objective of the study was to analyse independent and demographic combined effects of variables viz. Personality Factors, Self-concept and Study Habits on Academic Achievements in environmental science. The sample of the study includes 214 B.Ed. Teacher Trainees selected randomly from Karnataka University jurisdiction. The finding revealed that the B.Ed. male teacher trainees with extroversion personality factor were more prone to the environmental awareness than those male teacher trainee with introversion personality factor.

Kumar S.S, Mohana D. (2012) conducted a study on Self-esteem and Adjustment of B.Ed. Teacher trainees. The purpose of this study is to find out of self-esteem and adjustment in B.Ed. teacher trainee. A sample of 800 B.Ed. teacher trainees were selected through the stratified sampling method in different B.Ed. colleges of Tamil Nadu. Normative survey method is used in this study. Self-esteem scale and Adjustment inventory has been administered for this study. The results revealed that there was a significant relationship between the self-esteem and Adjustment.

Suman (2012) studied the self-concept of B.Ed. students of female and co-educational teacher education colleges. She found that there was no significant relationship between

achievement and intellectual dimensions of self-concept, emotional dimension of self-concept, character scale of self-concept. The social scale of self-concept and aesthetic scale of self-concept was found to be significantly related to the achievement of the student teacher.

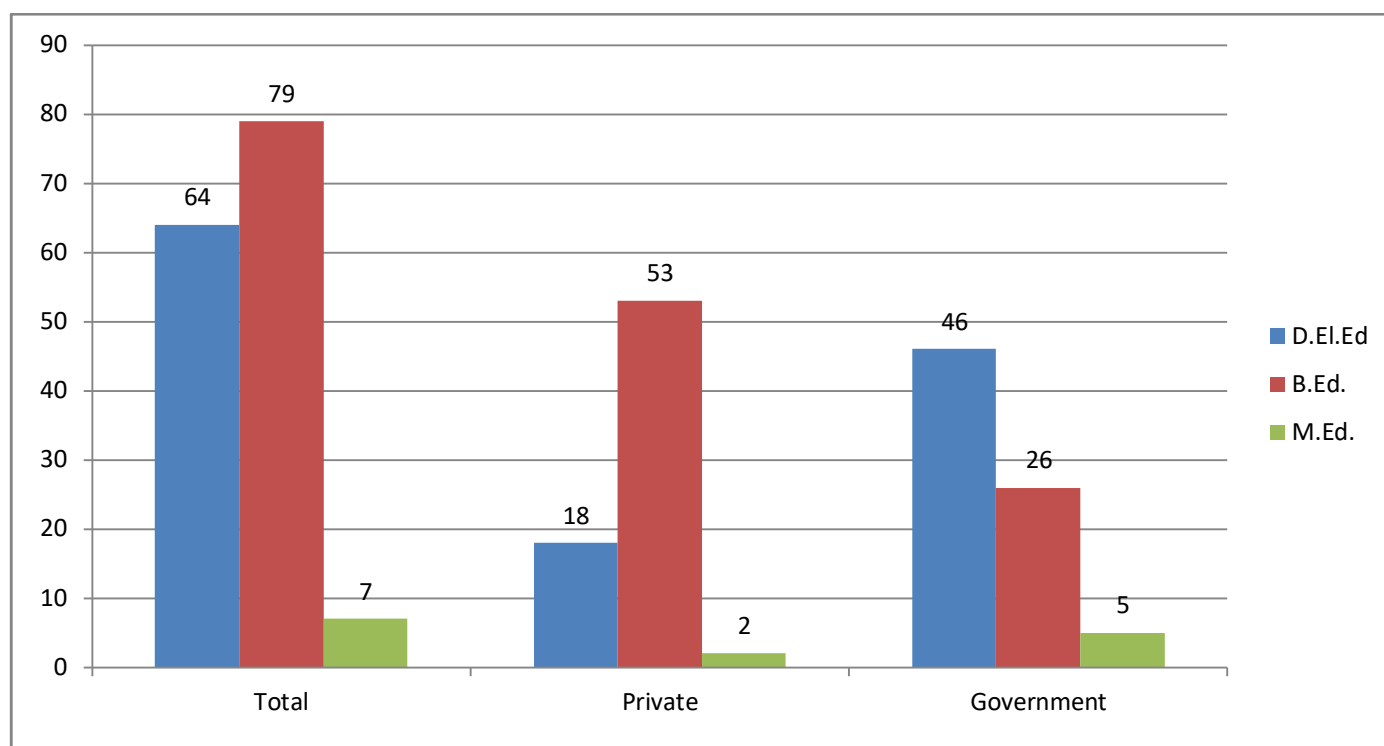
TQM in Teacher Education Institutions in Assam:

The application of TQM principles in teacher education institutions in Assam involves a focus on continuous improvement in all areas of the institution. This includes the development of a quality management system, which should include processes for setting goals and objectives, monitoring progress, and implementing corrective actions when necessary. TQM principles also emphasize the importance of involving all stakeholders, including students, faculty, and staff, in the quality improvement process.

List of Teacher Education Institutions (TEIs) in Assam

Sl. No.	Programme	Total TEIs	Total Government Management TEIs	Total Private Management TEIs	Intake Capacity
1	D.El.Ed.	64	46	18	4150
2	B.Ed.	79	26	53	5880
3	M.Ed.	7	5	2	350

Sources: (<https://ncte.gov.in/website/RecognizedInstitutionLists.aspx?cid=&stateid=AXRXvht4I%2fwF797LZ5SO2A%3d%3d&state=ASSAM®ionid=1>) (NCTE Website as on 23.07.2023)



Column graph showing the Teacher Education Institutions (TEIs) in Assam

Types of Teacher Education Institutions (TEIs) in Assam:

1. DIET (District Institute of Education and Training)
2. CTE (College of Teacher Education)
3. IASE (Institute of Advanced Studies in Education)
4. BTC (Basic Training Centre)
5. Normal Schools
6. PPTTC, (Pre-Primary Teacher Training Centre) Dibrugarh
7. HTTC, (Hindi Teacher Training Centre) North Guwahati
8. HTC, (Hindi Training Centre) Diphu

Total Quality Management (TQM)

Total Quality Management (TQM) is an approach to organizational management that focuses on continuous improvement processes to enhance the quality of products or services offered by an organization. In the context of teacher education institutions, TQM can be applied to improve the quality of teacher training programs and overall institutional performance. This paper will explore the application of TQM in teacher education institutions in India and the benefits it can offer.

Customer Requirements in Teacher Education Institutions The customers of teacher education institutions are the students who enroll in the teacher training programs. The first step in implementing TQM in these institutions is to identify the requirements of the customers. These requirements include the quality of education and training, the infrastructure of the institution, and other facilities. Institutions must prioritize the needs of the students to provide them with the best learning experience.

Designing the Teacher Training Program Based on the customer requirements, teacher education institutions must design a training program that meets the needs of the students. The program should be designed to cover all the essential components of teaching, including subject knowledge, teaching methodology, classroom management, and communication skills. The curriculum should be regularly reviewed and updated to keep up with the latest developments in education.

Monitoring and Evaluation Continuous monitoring and evaluation are crucial in implementing TQM in teacher education institutions. Regular feedback from students, faculty members, and other stakeholders can help identify areas of improvement. Institutions should have a mechanism in place to gather feedback and evaluate the performance of the teacher training program. This can include surveys, focus group discussions, and other forms of data collection.

Continuous Improvement Based on the feedback and evaluation, institutions must continuously improve the quality of the teacher training program. This can involve making changes to the curriculum, upgrading infrastructure, providing professional development opportunities for faculty members, and other initiatives.

Institutions must have a culture of continuous improvement to ensure that they are always providing the best possible learning experience for their students.

Benefits of TQM in Teacher Education Institutions Implementing TQM in teacher education institutions can have several benefits. It can help institutions produce better-trained teachers who are equipped with the skills and knowledge required to meet the needs of the education system. It can also improve the overall institutional performance and reputation, attracting more students and faculty members. TQM can lead to increased student satisfaction and better learning outcomes, which can have a positive impact on the education system as a whole.

Total Quality Management can be an effective approach to improve the quality of teacher education programs and overall institutional performance. Teacher education institutions must prioritize the needs of the students and continuously monitor and evaluate the performance of the training program to identify areas of improvement. Continuous improvement processes can help institutions produce better-trained teachers who can contribute to the education system in the country. Quality is designed into the process to attempt to ensure that the output is produced to a pre-set criteria or norms. In other words, it is the systematic review of the educational programme to ensure that acceptable standards of education are achieved. The quality standards in education are associated with its input, process and output variables. It includes proper infrastructural facilities, properly qualified and professionally updated faculty, appropriate administrative support and facilitative and efficient management. These aspects include quantitative as well as qualitative aspects. Total quality management is about creating a quality culture. It is about providing the customers with what they want, when they want it and how they want'. In the education context, students are the quality product instead of the school, or college or professional institution. In education, the quality and relevance of the courses are important.

The school education and teacher education are the two inseparable elements of any educational system. According to "The Education Commission (1964-66) had also observed, "all the factors that influence the quality of education, competence and character of teachers are undoubtedly the most significant"; these in turn depend substantially on the quality of training and other support provided to them. Thus, the quality of teacher education has a very profound effect on the quality of school education. The quality of teacher education in turn is dependent on the management of quality of the institutes of teacher education. Teacher Education refers to all the activities and experiences which are designed to equip the teachers with the knowledge, attitudes, behaviours and skills that they require to perform their tasks effectively in the school and the classroom. Since the independence of the nation, Teacher Education has undergone noticeable quantitative and qualitative reform. While the quantitative growth of Teacher Education has been remarkable, qualitative changes have evolved very slowly. It is widely accepted that no education system can rise above the quality of its teachers; therefore the quality aspect of teacher education attains vital importance. Different education commission and committees were formed since independent of the nation to recommendation and suggestion for improvisation of the teachers' education.

Location: Study area will be the Teachers Education Institutions (TEIs) in Assam, India and special reference to the Bodoland Territorial Region (BTR).

Background of the study

Teacher Education Institutions (TEIs) play a crucial role in preparing competent and qualified teachers who can effectively contribute to the education system. Total Quality Management (TQM) is an approach that focuses on continuous improvement, customer satisfaction, and the involvement of all stakeholders to enhance organizational performance. Applying TQM principles in TEIs can lead to the improvement of teacher preparation programs, which in turn can positively impact student outcomes and the overall education system.

The state of Assam, located in northeastern India, has a significant number of TEIs. However, there is limited research and evaluation specifically focused on the implementation and effectiveness of TQM in TEIs in Assam. Therefore, conducting an evaluative study on Total Quality Management in TEIs in Assam is important for several reasons:

Identification of Strengths and Weaknesses: The study can provide an in-depth analysis of the current state of TQM implementation in TEIs in Assam. By evaluating the strengths and weaknesses, it can identify areas that require improvement and areas where TEIs are excelling.

Improvement of Teacher Preparation Programs: Assessing the effectiveness of TQM implementation can help identify specific areas within teacher education programs that need enhancement. It can contribute to the overall improvement of the quality of teacher education in Assam, resulting in better-prepared teachers.

Enhanced Student Outcomes: A study on TQM in TEIs can examine the impact of TQM practices on student outcomes such as academic achievement, skills development, and overall learning experiences. It can identify the relationship between TQM implementation and student success.

Policy Implications: Findings from the study can inform policymakers and educational administrators in Assam about the strengths and weaknesses of TQM implementation in TEIs. This can lead to evidence-based decision-making, policy changes, and allocation of resources to improve the quality of teacher education.

Research Gap: Given the limited existing research on TQM in TEIs in Assam, this evaluative study can contribute to filling the research gap and add to the existing knowledge base. It can serve as a foundation for future studies, comparisons, and improvements in TQM implementation in TEIs not only in Assam but also in similar contexts.

Overall, conducting an evaluative study on Total Quality Management in TEIs in Assam will provide valuable insights into the current state of TQM implementation, its impact on teacher education programs and student outcomes, and potential areas for improvement. The findings can inform policy decisions and contribute to enhancing the quality of teacher education in Assam, ultimately benefiting the education system as a whole.

Teacher education has been identified as the single most important factor in bring improvement in quality of education and same is true for elementary education but the alarming state, it would be safe to say that although the number of teacher education institutes has phenomenally increased in the past few years, the same cannot be said of the quality of these institutes. of late, the quality of these institutes themselves is being questioned, with many experts stressing the need for immediate quality improvement of these institutes. However, the prerequisite to quality improvement and management is quality assessment. The quality of education is often assessed in terms of examination results. This method is not a true measure of quality as the examination system in India is limited in scope and coverage. One of the useful approach is to assess the total quality of the institutes of teacher education, covering various facets of quality in teacher education, not only in terms of outcomes but also in terms of inputs and the processes, giving due importance to the views of the major stakeholders.

Statement of the problem

Total Quality Management (TQM) is a management approach that emphasizes continuous improvement, customer satisfaction, and the involvement of all members of an organization. Applying TQM principles to teacher education can lead to enhanced teacher preparation programs, improved student outcomes, and a more effective education system. However, there are several challenges and issues that need to be addressed in implementing TQM in teacher education. The statement of the problem can be formulated as follows:

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Research questions

Research questions on Total Quality Management (TQM) in Teacher Education Institutions (TEIs) could focus on various aspects of implementing TQM principles in the context of teacher education. Here are some research questions that can guide further investigation:

- i. What is the current level of awareness and understanding of Total Quality Management principles among teacher educators in TEIs?
- ii. What are the major challenges and barriers faced by TEIs in implementing Total Quality Management in teacher education?
- iii. How can resistance to change within TEIs be effectively addressed to promote the successful adoption of TQM principles?
- iv. What strategies can be employed to enhance the involvement and engagement of all stakeholders, including teacher educators, administrators, and students, in the implementation of TQM in TEIs?

- v. What are the key resources and support required for TEIs to effectively implement TQM in teacher education?
- vi. What are the best practices and successful case studies of TEIs that have successfully implemented TQM principles in teacher education?
- vii. How can the impact and effectiveness of TQM implementation in TEIs be measured and evaluated?
- viii. What are the appropriate metrics and assessment tools?
- ix. What are the potential benefits and outcomes of implementing TQM principles in teacher education, both for teacher educators and student outcomes?
- x. How does the integration of technology and digital tools contribute to the successful implementation of TQM in TEIs?
- xi. What are the necessary professional development and training programs needed for teacher educators to acquire the knowledge and skills related to TQM principles?

These research questions can help explore the current status, challenges, strategies, and outcomes of implementing TQM in teacher education institutions, providing valuable insights for improving the quality of teacher preparation programs and enhancing overall educational effectiveness.

Objectives:

- i. To find out the extent of total quality management practices available in teacher education institutions (TEIs) in Assam.
- ii. To find out the relationship between teacher educators and student-teachers' in total quality management practices and quality performance in TEIs in Assam.
- iii. To study the student-teachers' perception of the quality of TEIs under Assam.
- iv. To find out the trends of the last five years of the allocation of the physical, financial and human resources and management.
- v. To study the trends of the curricular and the co-curricular activities carried out in the last five years.

Delimitations of the study

When conducting a study on Total Quality Management (TQM) in Teacher Education Institutions (TEIs) in Assam, it is important to establish delimitations to define the scope and boundaries of the research. Delimitations help narrow down the focus of the study and provide clarity on what aspects will be included or excluded. Here are some potential delimitation for this study:

Geographical Delimitation: The study will focus specifically on TEIs in the state of Assam, India. It will not include TEIs from other regions or states.

Institutional Delimitation: The study will focus on selected TEIs in Assam, determined based on specific criteria, such as government-run TEIs or a specific number of TEIs representing different categories (e.g., primary, secondary, higher education). Other TEIs outside of this selection will not be included.

Time Delimitation: The study will be conducted within a specific timeframe, such as a particular academic year or a set number of years. It may focus on the present state of TQM implementation or include a historical perspective within a defined period.

Participant Delimitation: The study may involve a specific group of participants, such as teacher educators, administrators, or students, within the selected TEIs. The sample size and selection criteria for participants may be further delimited.

TQM Components Delimitation: The study may focus on specific components or aspects of TQM in TEIs, such as leadership and management, curriculum development, assessment and evaluation, faculty development, or stakeholder engagement. Other TQM components may not be extensively explored.

Data Collection Methods Delimitation: The study may utilize specific data collection methods, such as surveys, interviews, or document analysis, while excluding other methods. The delimitation can be based on feasibility, time constraints, or availability of resources.

It is essential to clearly communicate these delimitations to ensure transparency and to manage expectations regarding the scope and limitations of the study on TQM in TEIs in Assam.

Benefits of TQM in Teacher Education Institutions in Assam:

There are several benefits of implementing TQM principles in teacher education institutions in Assam. Firstly, TQM can help to improve the quality of education provided by these institutions by ensuring that the curriculum is relevant, up-to-date, and aligned with the needs of students and society. TQM can also help to improve the quality of teaching by providing professional development opportunities for faculty and staff, and by promoting a culture of continuous learning and improvement.

In addition to improving the quality of education, TQM can also help teacher education institutions in Assam to become more efficient and effective. By implementing TQM principles, institutions can identify areas of waste and inefficiency and take steps to eliminate them. TQM can also help to improve communication and collaboration between different departments and stakeholders, which can lead to better decision-making and a more cohesive institutional culture.

Challenges of TQM in Teacher Education Institutions in Assam:

Despite the potential benefits of implementing TQM principles in teacher education institutions in Assam, there are also several challenges that must be addressed. One of the biggest challenges is resistance to change, as some stakeholders may be hesitant to embrace new methods and processes. Another challenge is the need for institutional leadership to be fully committed to the implementation of TQM, as this requires a significant investment of time and resources.

Conclusion:

In conclusion, the application of TQM principles in teacher education institutions in Assam can help to improve the quality of education provided by these institutions and make them more efficient and effective. However, this requires a commitment from institutional leadership and a willingness from all stakeholders to embrace change and work towards continuous improvement. Further research is needed to explore the application of TQM principles in different contexts and to identify best practices for implementing TQM in teacher education institutions in Assam.

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