

# QUALITY MANAGEMENT IN TEACHER EDUCATION INSTITUTIONS WITH SPECIAL REFERENCE TO BIHAR

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## ABSTRACT

*Quality Management (QM) in Teacher Education Teachers Education institutes have a vital role in improving the standards of the system of education by preparing competent and effective teachers. It has generally been agreed that the quality of nation is judged by the quality of its citizens. The latter is mostly determined by their educational system of the nation, which in turn is decided by the quality of teachers it has. Thus, the real dynamic forced of education is the teacher. After independence, strenuous efforts have been seriously and continuously 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, both mediocre poor". Preparation of qualified and able teachings personnel is one of the most significant functions of all teacher education institutions. Realizing this fact, the National Policy on Education (1986) places completes trust in the teaching community and has suggested a variety of steps to improve the status of teacher with effective accountability. 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, lest the future of our nation is at stake. 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.*

## INTRODUCTION

### Quality Management

The quality management is done under a quality framework which is built using a set of core values. The implementation, as well as changes in the framework, is done by a core quality team in joint collaboration with the management team. Quality education is a great concern in many societies across the world. In a highly competitive education sector, the success of academic institutions depends on the quality of education. Educationalists, policy makers,

scholars, and researchers are showing their sincere interest towards the Quality Management (QM) as it is recognized as an effective management philosophy for continuous improvement, customer satisfaction, and organizational excellence. Since this concept was initially developed in the manufacturing sector, therefore, there is a great deal of suspicion whether this philosophy is applicable in education. In this connection, this article to discuss applying total quality management in teacher education, key challenges in implementing QM in education as well as to create an awareness regarding those challenges which may create obstacles in implementing QM in teacher education institutions in Bihar.

## **QUALITY MANAGEMENT IN TEACHER EDUCATION INSTITUTIONS IN BIHAR:**

The concept of quality management was in teacher education institutions in Bihar as well as in India was started when the Parliament was introduced the National Council for Teacher Education Act. 1993 to monitor the teacher education course in India. The teacher education programme was running in our country as very unorganised manner at university level. Curriculum of those university was not up-to mark to fight against the challenge of modern education system.

Bihar is a most populated state in this country where Patna University was running the course for teacher education while Bihar University and Lalit Narayan Mithila University were running the course in very unorganised manner in which the quality of teacher education was not good.

According to Kozlowski, in this age of intense competition, quality education is a major concern. The pressure and demand for quality education are increasing. All concerned parties of the education are actively considering implementing TQM in education because it is believed that quality education is one of the fundamental building blocks of economic development. Regarding the applicability of QM in education, there is a serious debate since this concept was initially developed for manufacturing organizations. It is essential to resolve this problem. While conducting an initial investigation it was also revealed that there are critical challenges in implementing QM in education. It is also imperative to explore the nature of those challenges so that academic institutions can take proper measure proactively while pursuing QM in education

## **NEED FOR QUALITY MANAGEMENT IN TEACHER EDUCATION:**

To fulfil and achieve the objectives formulated for teacher education, there is a need for the quality improvement in teacher education institutions. The need for 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 QM approach should be there in teacher education institutions to improve the effectiveness and quality of these institutions

### **Steps for implementing QM 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.

### **OBJECTIVES OF QUALITY MANAGEMENT IN TEACHER EDUCATION INSTITUTIONS-**

The TQM will aim to study the objectives of implementing the strategies of quality in the best way possible during the training of the teachers. Due to the growing needs of the students, the teachers must be one step ahead always of the students they teach. Thus, it becomes very important to maintain the quality of training teachers. This is beneficial to both the teachers and the students. The management of the teacher's training institutions must also be aware of the various frameworks which go in while imparting quality education to the teachers.

## QUALITY MANAGEMENT (QM) IN TEACHER EDUCATION INSTITUTIONS IN INDIA

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” after mushroom growing of teacher educations. To improve the quality of teacher education institutions the Govt. of India has form a committee under the chairmanship of Dr. Jagdish Sharan Verma a retired judge of Supreme court to reform the present situations.

In their opinion, “quality of training institutes remains, with a few exceptions, both 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. In present scenario more two hundred teacher education institutions are running the different teacher education programme like Bachelor of Education (B.Ed.), Diploma in Elementary Education (D.El.Ed.), Master in Education (M.Ed.), Bachelor in Physical Education (B.P.Ed.) etc. The Govt. of Bihar has assigned to the universities or Affiliating Body to conduct the entrance test exam for admission in these courses to regularise the academic sessions.

## CONCLUSION:

In order to achieve the above as opportunities to the academic scenario, in addition to patience, participatory management among well-trained and educated partners is crucial to the success of QM in education; everyone involved must understand and believe in principles. Some personnel who are committed to the principles can facilitate success with QM. Their vision and skills in leadership, management, interpersonal communication, problem solving, and creative cooperation are important qualities for successful implementation of QM. Teacher Education Teachers Education institutes have a vital role in improving the standards of the system of education by preparing competent and effective teachers. It has generally been agreed that the quality of nation is judged by the quality of its citizens. The latter is mostly determined by their educational system of the nation, which in turn is decided by the quality of teachers it has. Thus, the real dynamic force of education is the teacher. After independence, strenuous efforts have been seriously and continuously 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.

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