Research Paper

Total Quality Management in Teacher Education Institutions (TEIS) In Bodoland Territorial Region (BTR)

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ABSTRACT

This study evaluates the implementation and impact of Total Quality Management (TQM) in Teacher Education Institutions (TEIs) in Assam, India. It explores the awareness of TQM principles among educators, the challenges faced by institutions in adopting TQM practices, and the resulting outcomes on teacher preparation programs. The research highlights the benefits of TQM in enhancing the quality of education and recommends strategies for overcoming implementation barriers.

Total Quality Management (TQM)
The importance of teacher education lies in its ability to shape effective educators who contribute to the overall educational development. In Assam, Teacher Education Institutions (TEIs) play a critical role in preparing teachers, but concerns about the quality of these programs persist. Total Quality Management (TQM) offers a systematic approach to continuous improvement, with an emphasis on customer satisfaction and stakeholder involvement. This research investigates the current state of TQM implementation in TEIs, the challenges faced, and the impact on teacher education programs.

Teacher Education in the light of NEP, 2020
The National Education Policy (NEP) 2020 in India has brought significant changes and reforms to the field of teacher education. The NEP 2020 emphasizes the crucial role of teachers in transforming the education system and outlines several key provisions related to teacher education. Here are some highlights of teacher education in the light of NEP 2020: Four-Year Integrated Teacher Education Program (ITEP): The NEP 2020 proposes a four-year integrated ITEP, which aims to integrate the study of subject knowledge, pedagogy, and practical teaching experiences. This program will be offered after the completion of Class 12 and will lead to the award of a Bachelor's degree with a teaching qualification.

- *Multidisciplinary Approach:* The NEP 2020 emphasizes a multidisciplinary approach in teacher education, promoting the integration of various disciplines,

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including humanities, social sciences, sciences, and arts. This approach intends to provide teachers with a broader understanding of knowledge and enable them to connect different subjects and perspectives in their teaching practices.

- *Continuous Professional Development (CPD):* The NEP 2020 recognizes the importance of continuous professional development for teachers. It encourages the establishment of robust mechanisms for CPD, including regular training programs, workshops, online courses, and participation in professional networks. CPD aims to enhance teachers' knowledge, pedagogical skills, and understanding of emerging trends and technologies in education.

- *Emphasis on Technology:* The NEP 2020 acknowledges the transformative role of technology in education. It highlights the need to integrate technology in teacher education to develop teachers who are proficient in using digital tools, online resources, and educational platforms. The policy encourages the incorporation of technology-enabled learning and teaching methodologies in teacher education programs.

- *Inclusive Education and Special Education:* The NEP 2020 emphasizes the importance of inclusive education and the need to address the diverse needs of all learners. It underscores the inclusion of modules on inclusive education and special education in teacher education programs. Teachers will receive training on creating inclusive classrooms, catering to diverse learning styles and abilities, and supporting students with disabilities.

- *Strengthening Teacher Education Institutions:* The NEP 2020 highlights the need to strengthen teacher education institutions by providing them with adequate resources, infrastructure, and faculty. It emphasizes the development of high-quality faculty and the promotion of research and innovation in teacher education. The policy encourages collaborations between teacher education institutions and universities to foster a culture of academic excellence.

- *Flexibility and Choice:* The NEP 2020 emphasizes flexibility and choice in teacher education. It encourages multiple pathways for teacher preparation, including different entry points, such as after Class 12 or after graduation, and the availability of various program durations and models. This flexibility aims to attract a diverse pool of talented individuals into the teaching profession.

The NEP 2020 envisions teacher education as a critical component in building a robust and inclusive education system. By focusing on integrated programs, multidisciplinary approaches, continuous professional development, technology integration, and inclusive education, the policy aims to develop highly skilled and competent teachers who can meet the evolving needs of learners in the 21st century.

Pre-Service and in-Service are two Distinct Phases of Teacher Education
Pre-Service Teacher Education:
Pre-service teacher education refers to the training and education that individuals receive before they enter the teaching profession. It is the initial phase of teacher preparation and typically takes place in colleges, universities, or specialized teacher education institutions.

Here are some key features of pre-service teacher education:
- **Academic Preparation:** Pre-service teacher education programs focus on providing aspiring teachers with a strong foundation in subject knowledge, pedagogy,

educational theories, and teaching methodologies. They equip individuals with the necessary knowledge and skills to become effective teachers.

- **Practical Training:** Pre-service teacher education programs often include practical training components, such as classroom observations, micro-teaching experiences, and supervised teaching practice. These experiences allow pre-service teachers to apply the knowledge and skills they have learned in real classroom settings under the guidance of experienced educators.
- **Certification and Licensure:** Successful completion of pre-service teacher education programs may lead to the award of a teaching degree or diploma, along with the necessary certification or licensure to teach in specific educational levels or subjects. The requirements for certification or licensure vary by country or state.
- **Pedagogical Development:** Pre-service teacher education focuses on developing pedagogical knowledge and skills. It includes courses on instructional strategies, curriculum design, assessment methods, classroom management, educational psychology, and special education. Pre-service teachers also learn about teaching strategies that promote inclusive and equitable learning environments.

In-Service Teacher Education:

In-service teacher education refers to professional development opportunities and training that teachers participate in during their teaching careers. It is a continuous process that helps teachers enhance their knowledge, skills, and teaching practices.

Here are some key features of in-service teacher education:
- **Professional Development:** In-service teacher education offers various professional development opportunities to support teachers' ongoing growth and learning. These can include workshops, seminars, conferences, online courses, peer collaboration, and mentoring programs. The aim is to help teachers stay updated with research-based practices, new pedagogical approaches, and emerging technologies in education.
- **Specialization and Skill Enhancement:** In-service teacher education provides opportunities for teachers to specialize in specific areas or acquire additional skills. Teachers can engage in specialized training related to inclusive education, technology integration, assessment strategies, language acquisition, special education, or any other area that aligns with their professional goals and the needs of their students.
- **Reflective Practice:** In-service teacher education encourages teachers to engage in reflective practice, which involves critically analyzing their teaching practices, reflecting on student learning outcomes, and making adjustments to improve instructional effectiveness. This reflection can happen through self-assessment, feedback from peers or mentors, and action research.
- **Keeping Abreast of Educational Reforms:** In-service teacher education helps teachers understand and implement educational reforms and policy changes. It familiarizes teachers with new curriculum frameworks, assessment systems, teaching methodologies, and instructional resources, ensuring they are equipped to adapt to evolving educational contexts.
- **Leadership Development:** In-service teacher education may also provide opportunities for teachers to develop leadership skills and take on leadership roles within their schools or educational organizations. This can involve training in

instructional leadership, curriculum development, mentoring new teachers, or leading professional learning communities.

LITERATURE REVIEW

A comprehensive review of previous studies highlights the growing concern over the quality of teacher education in India. Research by institutions such as NCERT and NCTE emphasizes the need for continuous professional development and quality control mechanisms like TQM. Studies from other parts of India show that TQM practices in educational institutions improve management processes and student outcomes, but little research has been conducted on TEIs in Assam.

Research Questions
- What is the current level of awareness and understanding of TQM principles among teacher educators in Assam's TEIs?
- What are the challenges faced by TEIs in implementing TQM practices?
- How does TQM impact the professional readiness of student-teachers and the overall quality of teacher education?
- What are the best practices for effective TQM implementation in TEIs?

Objectives
- To study perceptions of TEI heads, teacher educators, and student-teachers regarding the quality of TEIs.
- To assess trends in the allocation of physical, financial, and human resources in the last five years.
- To analyze the curricular and co-curricular activities conducted in TEIs over the same period.

METHODOLOGY

The study employs a mixed-method approach, combining qualitative and quantitative data from interviews with TEI administrators, surveys of teacher educators and student-teachers, and an analysis of institutional documents. Data is collected from a representative sample of TEIs in Assam, with special reference to the Bodoland Territorial Region (BTR).

Sample from different the Teacher Education Institutions (TEIs)

Sl. No.	Name of the Teacher Education Institutions (TEIs)	Teaching Faculties	Students/ Trainees			
			M.Ed.	B.Ed.	D.El.Ed.	Total
1	Govt. College Teacher Education, Kokrajhar	7	20	40	-	**60**
2	Gossaigaon B.Ed. College	8	-	40	20	**60**
3	Ramesh Chandra Saharia Teachers Training College	6	-	40	-	**40**
4	Reimalie Academy College (B.Ed.)	8	-	40	-	**40**
5	District Institute for Education and Training (DIET), Kokrajhar	6	-	-	40	**40**
6	Basic Training Centre (BTC), Kokrajhar	6	-	-	40	**40**
Total	**Six (6)**	**41**	**20**	**160**	**100**	**280**

RESULTS

The major findings of the present study on Total quality Management in Teachers Education Institutions (TEIs) in Assam- An Evaluative Study are as follows:

Awareness and Understanding:
The study revealed that there is a need to enhance the awareness and understanding of TQM principles among students-teachers' and teacher educators' in Assam. Many teacher educators have limited knowledge of TQM and its potential benefits for teacher education.

Challenges and Barriers:
The study identified common challenges and barriers to TQM implementation in TEIs in Assam. These include resistance to change, limited resources, inadequate training and professional development opportunities, and the need for stakeholder engagement.

Stakeholder Engagement:
Stakeholder engagement was found to be crucial for successful TQM implementation. Involving teacher educators, administrators, students, and external partners in the implementation process promotes collaboration, shared ownership, and a sense of responsibility towards quality improvement.

Impact on Teacher Preparation Programs: TQM implementation in TEIs has the potential to improve the quality of teacher preparation programs. It can lead to enhanced curriculum design, pedagogical approaches, assessment and evaluation strategies, and faculty development opportunities.

Student Outcomes:
The study found that TQM implementation in TEIs can positively impact student outcomes. Students reported higher satisfaction with their learning experiences and perceived improvements in their teaching competencies.

Leadership and Support:
Effective leadership and support are vital for successful TQM implementation. Strong leadership promotes a culture of quality, facilitates change management, and ensures the allocation of necessary resources for TQM initiatives.

Evaluation and Measurement:
The study highlighted the importance of evaluating and measuring the impact of TQM implementation in TEIs. Robust assessment methods, such as surveys, interviews, and performance indicators, are needed to track progress and identify areas for improvement.

Overall, the study underscores the need for increased awareness, stakeholder engagement, and leadership support in implementing TQM in TEIs in Assam. It emphasizes the potential benefits of TQM for teacher preparation programs and student outcomes. The findings provide valuable insights for policymakers and educational institutions in Assam to address the challenges and effectively implement TQM in TEIs, ultimately improving the quality of teacher education in the region.

DISCUSSION

The integration of TQM in TEIs has the potential to address quality concerns by fostering a culture of continuous improvement. The research indicates that successful TQM

implementation depends on strong leadership, faculty involvement, and continuous assessment. However, without addressing systemic challenges, such as inadequate resources and training, TEIs will struggle to realize the full benefits of TQM.

SUMMARY AND CONCLUSION

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.

This study highlights the critical role of TQM in enhancing the quality of teacher education in Assam's TEIs. While challenges remain, the research provides a framework for addressing these issues and improving the overall effectiveness of teacher education programs. Future research should focus on longitudinal studies to track the long-term impact of TQM on educational quality and student outcomes.

Suggestions For Further Research
The following suggestions are proposed,
- Quality improvement and quality management mechanisms must be introduced in the institutes of teacher education in Assam.
- The higher management must not be isolated from the major stakeholders and must consider the views and suggestions of all major stakeholders while formulating policies for the institute.
- Authority must be delegated to the Principal/Heads/Teachers-in-charge so that they might solve problems of the institutes more effectively.
- Linkages of the institutes with the community, with the universities, with the other teacher-education institutes and with the schools must be given due attention.
- There should be an exchange of faculty between the various institutes of teacher education institutes of Assam.
- Continuous professional development of the teacher-educators must be given utmost priority as these teacher-educators not only educate the future teachers of the state but also are responsible for the development of the in-service teachers.
- Ad hoc/ contractual teacher-educators must also be involved in the decision-making process of the institute/department as they form a sizable part of the faculty.
- Internal Quality assessment must be carried out regularly, especially with the help of the final year student-teachers who are about to pass out.
- Some steps must be immediately take to address the problem of lack of space in the institutes.
- Labs are a must for the student-teachers at the primary level as there is a need of concretization of concepts for the students at the primary level. Therefore, labs must

be established, maintained and regularly used by the teacher-educators and the student-teachers during the teaching practice.

- Infrastructure must be as per the requirements of the course and should be maintained from time to time.

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