IMPLEMENTING TOTAL QUALITY MANAGEMENT : THE ANNITE WAY- A CASE STUDY

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ABSTRACT

Teacher Education is a dynamic field which never is static. Innovative thoughts and concepts always enter in this field. Team Teaching, Programmed learning or technology based learning, ICT based teaching, using Web 2.0 tools, social media, Wikipedia, blogs and vlogs are always used to bring innovation in teaching. Having this in mind, to bring in these elements, Can we dilute the essence of teaching be diluted?. It is at this front that the role of TQM in SACE (St. Ann's College Of Education) Autonomous. The strategic approaches used in achieving TQM are through the vision, mission and objectives of the Institution which paves the way for "The Annite Culture". The inputs that are obtained or received from stakeholders, are critically analyzed by the IQAC thereby performance of the students and teachers are continually monitored to transform these received inputs into outputs that are quality anchored. SACE believes that TQM is best implemented when there is a strong foundation of quality assurance that provides pre-existing processes for quality performance of teachers and students. Using the re-designated 6 C's of TQM, the Institution provides scope for its successful implementation.

Keywords : Annite Culture, re-designated 6 C's.

INTRODUCTION

Total Quality Management is a concept that has permeated the thinking of many higher education managers very quickly within the past years. Although a product of the market which has ideologies of the 1980s and the managerialism are accompanied by them, Total Quality Management is holistic in approach which consists of three essential components:
(1) customer focus,
(2) employee's involvement,
(3) continuous involvement.
Total quality management is not merely the quality of the final products but also generating, developing and implementing a process of zero order defect management that ensures quality products as per the customer's expectations. Nevertheless, despite the special features of higher education as a set of activities based on the creation and dissemination of knowledge and understanding, that the main themes of TQM are continuous quality improvement, consistency of quality, staff and student participation, meeting student needs, coordination, and management procedures which detect poor quality and stimulate good. All have a significant contribution to make to the development of efficient and effective teacher education systems and Institutions, whether or not they are explicitly market oriented. TQM in teacher education means improving quality of courses, input, instructional processes, resources, management processes and structures as well as student support services, output and linkages with world of work and other organizations.
A school, college or university, may not have a good building, furniture, playgrounds, and even well-equipped laboratories and libraries, but if the teachers are enthusiastic, highly motivated and committed to their task, the students are likely to have the best education. That is why Perry (1994) in "What is Quality in Higher Education?" appropriately writes: "Teachers who feel enthusiasm for their job and who are well qualified and experts in what they teach are the only essential ingredients in teachings quality".

OBJECTIVES OF THE STUDY
- To outline the re-designated 6C's of SACE quality management
- To analyse and understand the pathways to implement SACEQM

CONCEPT OF TEACHER EDUCATION-
Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times.
Education plays a very significant role in achievement of success. Being a key factor in one's life, not everyone had a right to education and more so to quality education. Quality education was imparted through the Gurukulas which was one of its kind in the Indian education system. With changing times, quality of education has also changed.
Professionally powerful teaching is very important and increasing in our contemporary society as a result of the stream of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment.
It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. According to NCTE(National Council of Teacher Education), A programme of education, research and training of persons to teach from pre-primary to higher education level is known as teacher education. It 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 therein.

As W.H. Kilpatrick put it, "Training is given to animals while education is to human beings." Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills and the equation is

Teacher Education= Teaching skills + Pedagogical theory + professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical Theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristics of that stage.

Professional Skills include the techniques, strategies and approaches that would help the teachers to grow in the profession and also works towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

REVIEW OF THE RELATED LITERATURE

Crosby states that quality management is a methodical way of ensuring that organized activities happen the way they are planned . Short & Rahim define TQM as proactive approach, to confirm quality into the product, service and design of the process and then to continually improve it .

According to these definitions, TQM is a plan, a systematic approach to ensure quality and continuous improvement. Deming describes TQM is a never-ending cycle of progress in the system of production should change into gaining better performance and quality standards for the product .

Yang perceives TQM as a set of practices that focuses on the systematic improvement, satisfying the customers' needs, and decreasing rework .

TQM is a system and set of practices which are aimed at relentless quality improvement and better business performance.TQM views an organization as a collection of interrelated processes. It (TQM) is a method by which management and employees are involved in continuous improvement of the production of goods and services

Scope

With modernization, digitalization and commercialization, quality is at stake. Under the tutelage of Catholic Nuns, St. Ann's College of Education was founded to provide quality education to the Women of Telangana in erstwhile Andhra Pradesh.

The vision of the college being

- Imbibe right attitudes, values, ideals and ideologies.
- Achieve academic excellence through hardwork, critical thinking and effective decision   making.
- Facilitate learning among their pupils through appropriate skills and methodologies.
- Exercise responsible leadership in the total formation of their pupils.
- Render selfless service to the community.

Our mission is to strive to provide

- Intellectually Competent and Emotionally enhanced.
- Socially sensitive.
- Morally upright.
- Spiritually oriented.
- Loyal teacher-citizens.

Objectives of rendering training to the student teachers are

- To prepare professional and empowered women teachers for local, national and global standards.
- To prepare professionally competent and humane teachers who uphold professional integrity.
- To prepare teachers with a scientific bent of mind.
- To train teachers with for the development of holistic personality.
- To be dynamic leaders for preservation, transmission and enrichment of ideas and ideals.
- To prepare techno-savvy teachers to be on par with technological and industrial demands.
- To prepare teachers to be committed towards her role in the community.

With the rising use of technology, students are connected to anything, anyone and anywhere to engage themselves in studying to learn. Students learn from many sources such as teachers, more knowledgeable others, movies, books, surfing the web etc.

A boom in the enrolment in higher education sector reflects sufficient condition for Quasi- quality. Although, Higher Education is one of the most effective instruments in promoting social occupational, economic mobility and equity in the society, the question arises Is quality education provided to its stakeholders........ the students? . The marginalized groups are under marked at the various entrance examinations, proving to be difficult to sustain quality in colleges.

Keeping in view of the above scenario the following recommendations are made at SACE for sustaining quality in colleges of Teacher Education.

Although, the National Policy on Education (1992) emphasized the need for a substantial improvement in quality of education to achieve essential levels of learning, its focus mainly was on to combine quality with **Equity**. Its results are clearly visible through student's achievement both is scholastic and co-scholastic areas, i.e., the students performances are visible in all the three domains.

If issues related to quality arise, then the infrastructure, support services opportunity time and participation, teacher qualification, experiences and exposure, Classroom processes, pupil participation, mentoring, monitoring evaluation should be taken into consideration. These parameters provide meaningful stay of the students in the college campus.

Competitions in today's educational sector are increasing. Imparting Quality education to the stakeholders is a mission, therefore, to implement the strategies a thorough plan of action , following the four stage model proposed by Endosomwan and Moore (1991) was understood to improve upon quality to arise at the 6 C's of TQM re-designated by SACE.

The Institution's learning environment is assessed based on the achievement tests conducted periodically. The results are analyzed. Feedback forms prepared by the faculty are administered   so as to improve upon the curriculum, teaching/learning process, curriculum and evaluation tools.

The primary reason for implementing Quality Management at SACE is because of increased competition in the field of teacher education. With 73 of Colleges of Education in the state of Telangana , it is imperative to provide Quality Education.

Secondly, the expectations of the society is challenging.The tag SACE is looked up for Quality, therefore a mandate to offer quality education.

Thirdly, with the Apex bodies at the center such as NAAC and UGC inspecting the Institution for Accreditation and Conferring the autonomy status every 5 years, it is a necessity that SACE march towards this benchmark.
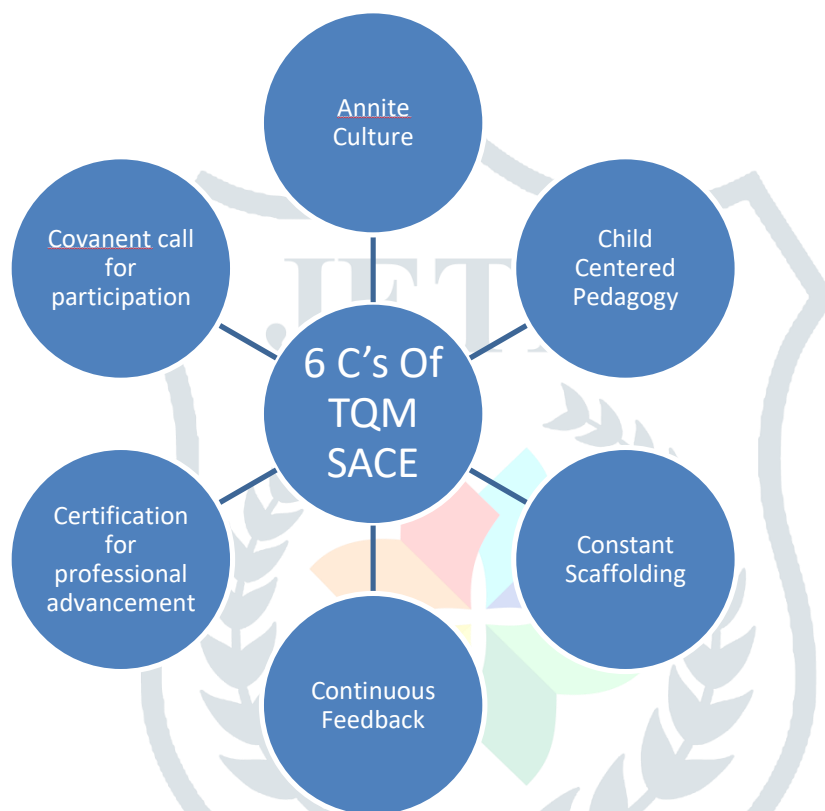
Main indicators for quality at St. Ann's College of Education

ANNITE CULTURE

True student-centered learning must also be determined by *success criteria*, or the concrete elements that should be included in their work at each step. The instructor needs to clearly articulate the criteria of success when giving an assignment to students. This ensures that students can identify, understand, and track the quality of their work with the support of their peers. This process of *formative assessment* allows the student to essentially 'grade' themselves and discover exactly what to do to improve their work. When students come to us, many of them know what it is that they want to learn. Their entire programme is presented to them in the Almanac .Students can and should track their own learning goals. When they can see that success is within reach, they become more self-motivated. Creating and tracking their own goals provides the students access to a stake in the outcomes of their education. Many of the students who come to us are experiencing this for the first time.

CHILD CENTERED PEDAGOGY

Student-centered learning is based on the constructivist theories of education where children cognitively *construct* knowledge and meaning through new experiences and interactions.

There are several different ways that an educator can attempt for more student-centered approaches. Two strategies are common with student-centered learning which enables for better comprehension and retention.

- Personalized learning is a student specialized approach where the student's interests and culture are taken into consideration and incorporated into their learning. While this may certainly engage the student in the learning process, it is just one component of a fully student-centered approach.

- Project based learning is yet another engaging strategy that is sometimes equated with student-centered learning. While this encourages students to develop an array of skills that can be applied *anytime/ anywhere*, this is not a completely student-centered approach. Though, any student-centered program will certainly incorporate the generalization of skills that project based learning promotes. Help learners work through difficulties by asking open-ended questions to help them arrive at conclusions or solutions that are satisfactory to them.

Learning becomes an active search for meaning by the learner who construct knowledge rather than passively receive the shape as well as being shaped by experiences. Such strategies manage time in flexible ways to match learner needs that includes learning activities that are personally relevant to learners increasing responsibility for their learning. It also provides questions and tasks that

stimulate learners' thinking beyond rote memorization refine their understanding by using critical thinking skills, support them in developing and using effective learning strategies for each task which also includes peer learning and peer teaching as part of the instructional method.

CONSTANT SCAFFOLDING

Scaffolding is the process by which teachers use particular conceptual, material and linguistic tools and technologies to support student learning. Scaffolding can be used at any point of interaction between teachers and students – at the point of providing inputs and explanations, through to modeling, interacting and assessing.

Scaffolding might include:

• explaining a new concept through a concept map

• making deliberate comparisons with the Curriculum between the State and the Central Syllabus

• focusing on particular Peer teaching skills.

• providing and explicating fruitful examples; asking students to notice particular aspects/features

• highlighting on the innovative methods of teaching

• elaborating on an initial explanation

• using questions to probe students' conceptions and prompt them to describe their interpretations and challenge their opinions

• using various ways of representing ideas and concepts (eg visuals, diagrams, organizers, highlighting, various media and technologies)

• feedback that relates to improvement.

Through interactive talk, ongoing dialogue, rich, formative questioning, and careful listening and reading, teachers constantly judge what kinds of scaffolds are appropriate and how much scaffolding is appropriate for individual learners. Teachers monitor student responses and find ways to ensure that students make personal meaning of their experiences and develop a fuller understanding. This dialogue and questioning not only involves teacher-to-students and students-to-teacher interaction, but also peer discussion. The teacher's role is to encourage students to try to answer questions, ask more of their own and listen carefully to and build upon the responses of peers.

CONTINUOUS FEEDBACK

Feedback is most useful for students when it is direct, individually focussed and provided immediately. This component is designed to support this feedback process so that it most impacts student learning. Feedback that is provided before, during, and after teaching helps the student teachers in collaboration, and communication skills that are necessary to ensure the feel of autonomy, competent, and a sense of relatedness so that the students work to achieve their learning goals.

Feedback before learning. Feedback given before learning sets the course for instruction as it ensures students see the "why" of the pedagogical skills. It also sets the stage for success, helps learners identify learning goals, ensures shared expectations, and can foster a sense of choice. Asking quick questions before learning not only helps learners prepare for their work but can also serve to differentiate the depth and breadth of their work. It is the student-driven feedback before learning that truly fosters a sense of choice and autonomy.

Regardless of a student's age, feedback before learning should revolve around preparation and setting expectations while encouraging autonomy, whether it's in the perspective from which the student is writing, the theory that is being discussed, or the way in which a concept is applied in practice. All students can help co-construct expectations and have choices in how they enact their learning goals. In classrooms, students can co-create checklists or rubrics to detail the most important aspects of the work ahead.

Feedback during learning. While students are progressing towards a learning goal there are multiple opportunities to check for understanding from both the teacher, a classmate and on the student's own. When feedback is given during the learning process, students see it as informative rather than evaluative, since the work is still in progress. A simple "thumbs up" or "thumbs down" is a quick way to make sure students are ready to continue or to see if there is a need for clarification.

Self and peer-review feedback of ongoing work can be used to foster a sense of community and collaboration in the classroom. By using co-constructed tools like checklists and rubrics, students have clear expectations of learning goals. Students can practice using these tools to help themselves and their peers find success in their work. Practicing evaluating peers' work with the same tool that they will be evaluated upon allows students to be reflective, and provides low-stakes feedback to students. Self and peer-review allow students to take ownership of their work, demonstrate expertise in their developing knowledge, and grows a sense of relatedness to their peers as they work together towards a shared goal.

Feedback after learning. Whether at the end of each teaching skill , students are most used to receiving feedback after learning. The feedback students receive can help students feel a sense of competence in their work and should help students understand how to use the feedback they've received. The feedback students receive after learning should be clear enough to provide a way forward. In a word, it should be useful. The most useful feedback after learning is feedback that is timely, actionable, and applicable to current and future work.

The process of sharing feedback throughout learning not only positively impacts learning outcomes but also highlights essential skills of self-regulation. The skills of planning, monitoring, and regulating learning that are necessary for applying feedback to ongoing learning can be readily applied in any domain. Here learning means providing students multiple opportunities to demonstrate their teaching skills so that the focus of learning moves from product to process and progress. The collaboration and community that develops when all students are invited to be part of the process of feedback also helps students develop the 21st-century skills that will be essential as they prepare to for the workplace of the future. When students understand the iterative nature of learning, participate in the collaborative nature of feedback to fuel growth, they will love learning.

Certification For Professional Advancement

Professional development for student teachers should be analogous for other professionals. Becoming an effective teacher is a continuous process that stretches from pre-service and in- service experiences. Teachers also must have opportunities to develop understanding of how students with diverse interests, abilities, and experiences make sense from their learning abilities. The purpose of professional development (PD) is to keep educators abreast of new research and learning techniques.

Covenant cell for participation

Very specific to the Annite culture is the covenant call for student participation. Theologically, a covenant is a guided spiritual agreement. The bonding between the teacher educator and the student teacher is a sacred relationship. Motivated intrinsically and extrinsically both do not disappoint one another, requiring obedience, discipline and in conformation to the mentor from the student teacher's side and preparation from the teacher's side. Covenant which is of two types are Conditional covenant and Unconditional covenant.

Conditional covenant : according to a dictionary it is an agreement between two or more parties that require certain terms to be met. If the terms are met, there will be a favorable result. But , if the terms are not met then results obtained are unfavorable which denotes unconditional covenant.

SUGGESTIONS

1. Create an IQAC with members of high research calibre.
2. Scaffold students till deadlines are met.
3. Prepare feedback tools/rubrics for students , teachers, Principals to meet the necessary curricular chargers according to Rubrics.
4. Project works/ seminars/ assignments
5. Analyze road blocks and work on them.
6. Interacting with Industry personnel for TQM
7. Constitute SQC's to act as Laison between management and students
8. Documentation of all rubrics and present them to statutory Bodies.
9. Encourage Human Resources and Professional productivity.
10. Identify potentialities for team teaching.
11. Process and performance benchmarking by management.
12. Implementing the founders' philosophical edifices of *Pedagogy of the Heart*.

CONCLUSION

The study indicates that the Institution adopts a multiple-stakeholder axiom for successful execution of TQM. The vision, mission and objectives of the Institution are framed keeping TQM in mind to retain good human resources, the Institution should have low stress level and high quality of work life.

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