

Abstract

Name of the Research Scholar: *Gaurav Singh Bafila*

Name of the Supervisor: *Prof. Fauzia Khan*

Department: *Institute of Advanced Studies in Education (IASE)*

Title of the Thesis: *Total Quality Management in Teacher Education: An Assessment of the Pre-service Elementary Teacher Education Institutes of Delhi*

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Youth is the prime resource of a country. The development of a country is dependent on the quality of its youth. The future of the youth, and hence the future of the country, is shaped in the classrooms. Thus, the quality of the youth is directly dependant on the quality of education.

The school education and teacher education are the two inseparable elements of any educational system. 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.

A rapid increase in the number of the Teacher Education Institutions in the last decade has led to an increasing concern for the quality of Teacher Education Institutions. The term quality in education is no longer limited to students' performance only; it covers all aspects of the functioning of the institute. Therefore, quality improvement, today, is not only limited to improvement in the results of examination but also an improvement in all aspect of the functioning of the institute. It is widely accepted that no education system can rise above the quality of its teachers; therefore, it is imperative for the teacher education to not only have good quality but to make an endeavour to continuously improve quality. Quality assessment is the beginning of quality improvement of an institution.

Following were the objectives of this study-

- 1) To study the principals'/heads'/teachers-in-charges' perception of the quality of their institutes.
- 2) To study the teacher-educators' perception of the quality of their institutes.
- 3) To study the student-teachers' perception of the quality of their institutes.
- 4) To study the trends of the last three years of the allocation of the physical, financial and human resources.
- 5) To study the trends of the curricular and the co-curricular activities carried out in the past three years.
- 6) To identify the strengths and weaknesses of and opportunities and threats for (SWOT) the institutes.

The sample of the study comprised three (3) Colleges affiliated to Delhi University that offer Pre-service Elementary Teacher Education course (B.El.Ed) to their students, three (3) DIETs of the state of Delhi and IASE, Jamia Millia Islamia.

The tools were administered on the principal/head/teacher-in-charge, four (4) teacher-educators and twenty (20) student-teachers from each of the selected institutes.

The data were collected with the help of Mukhopadhyay's Institutional Assessment System (MIAS), which was adapted, by the investigator, for application to the institutes of pre-service teacher education. The scores obtained on all the four the opinionnaires, viz., Principals' Opinionnaires, Teacher-educators' Opinionnaires, and Student-teachers' Opinionnaires were systematically tabulated and analysed using frequency distribution, means and percentages, as was suggested in the MIAS. Data collected through the Information Blank were also tabulated. Data were also collected through the SWOT forms and by conducting the interviews, this data were analysed qualitatively.

The results of this study provides the baseline data on the various aspects of the institution, on which, the developmental schemes can be built upon. The findings of the study are expected to help the administrator to utilise and mobilise the physical, the human and the financial resources in the best possible way so as to realise the goal of qualitative improvement. As the result of this study, suggestions have been provided for the improvement of the quality of the Pre-service Elementary Teacher Education Institutes of Delhi.