CHAPTER- V
SUMMARY OF THE FINDINGS, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

Quality teachers and teaching alone can be the strong agents of social re-engineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may admit that the ultimate test of a nation's greatness is the quality of their citizens which depends mostly upon the quality of their teachers.

For the teachers to be more effective and qualitative professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalize teacher education.

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest of all professions. A teacher's role is central and essential in shaping knowledge and personality of children. To achieve excellence in education it is important that the necessary skills and a thorough knowledge of the content are to be imparted to the teachers.

These skills can only be developed through systematic training. Through teacher education the required knowledge, skills, attitudes, of teaching are imparted to the pre-service teachers. They, in turn, involve themselves in the process of preparing the future citizens. No wonder to say that the seed for nation building is sown in the teacher education institutions.
Darling-Hammond (2001) advocates that “teacher preparation makes a difference in both teachers’ effectiveness and their likelihood of remaining in the profession” and that growing evidence suggests, “Teacher quality is one of the most powerful influences on student achievement”. So, to enhance the quality of education, it is necessary that proper candidates be selected for the teaching profession. While selecting the candidates for the teacher education programmes they should not only be selected based on their university marks or grades but should be regulated through a test in the content and also in the attitudes towards the subject and their attitude for teaching the subject.

According to National Council of Teachers of Mathematics (1991), (NCTM) the student teachers’ understanding of different teaching strategies is one of the basic standards that teachers have to master. Consequently, it enables them to communicate inside the learning community, arouse students’ curiosity to ask questions and discuss new ideas and work in groups. Hence it is absolutely necessary to assess the teaching performance of the student teachers and identify the factors that could improve their teaching performance. This will help in revising and refocusing the teacher education programmes so as to produce highly performing teachers.

There is a relationship between knowledge of the content and knowledge of the methods of the teacher trainees. Knowledge of the content and knowledge of the methods are found to be the significant predictors of teaching performance.

Effective teachers need to have a solid understanding of the subject matter they teach. An expert teacher must demonstrate knowledge of the subject being taught and knowledge of methods used for the teaching (pedagogy). They need to confront the fundamental questions of what they should teach, why they should teach it, how it should be taught and for what purpose (Shulman 1987).
One of the most important tasks for our teacher educators is to prepare teachers “who can utilize technology as an essential tool to developing a deep understanding” (Drier 2001). The infusion of technology into each part of teacher training should not be viewed as discrete components, rather, pedagogy, field experience and technology training needs to be considered as an integrated whole. The application of Information and Communication Technology (ICT) competency standards allow the teachers and students to integrate the learning materials from a wide range of sources. ICT is an instructional tool. Using it in an integrative fashion is an instructional strategy. It is a tool for delivering the subject matter effectively in the curriculum already in place. When content, pedagogy and technology are blended, it will enable the students to make real world and everyday connections to what is being learnt.

The UNESCO (2002) document “Information and Communication Technologies in Teacher Education, A Planning Guide” states the importance of ICT in teacher education as “With the emerging new technologies, the teaching profession is evolving from an emphasis on teacher-centered, lecture based instruction to student-centered, inter-active learning environments. Designing and implementing successful ICT enabled teacher education programmes is the key to fundamental, wide ranging educational reforms. For education to reap the full benefits of ICT in learning, it is essential that pre service teachers have the basic ICT skills and competencies”.

So, the pre-service teacher education institutions have to collaborate with private or public ICT training agencies to equip trainee teachers with the basic ICT skills. These agencies are the specialists in ICT training and may be more competent and effective in the training. The teacher education institutions can work closely with these agencies to develop the curriculum of the workshops and leave the training to the latter. The governance of teacher education in the context
of systemic reform must adopt a policy posture congruent with current constructivist learning forms. Governance must stimulate teacher education to become fully professional, committed to knowledge and inquiry, constantly attuned to its own competence, and caring of its many clients. Establishing a national system of teacher education accreditation is essential.

Governance in higher education refers to the way in which the institutions are to be organized and operate internally and their relationships with external entities with a view to securing the objectives of higher education as a realm of enquiry and critique.

Good governance in education systems promotes effective delivery of educational services. Critical are appropriate standards, incentives, information, and accountability.

Educational Governance is a system through which all educational functions are accountable for continually improving the quality of education, and for achieving high and sustainable standards of education.

Governance is an important determinant of the effectiveness of an educational system in meeting its goals. There is evidence that suggests governance can play a role, but it is a necessary not a sufficient condition for meeting these goals. In other words, governance is best thought of as an ‘enabler’ that can support other critical elements like effective resource utilization, parental engagement and so on.

Gideonse (1993) implies that governance is centered on the units responsible for the actual delivery of pre-service teacher education programs. He notes that "the obvious reality is that the institution mounting a teacher education program not only is the place where the preparation needs and conflicts have to be
resolved, but also is where the specifics of aim, design, resources, logistics, schedule, and so on were all supposed to come together". Gideonse notes that the strength of this approach is that "it is closest to where the teacher education action is". But he also recognizes that the approach has to deal with the problems associated with large differences between the institutional types and capacities, and their potential for being susceptible to the vicissitudes of highly localized - to say nothing of tunnel - vision.

The present study made an attempt to establish the relationship between the Total Quality Management and the Institutional Governance of the teacher education institutions.

This chapter deals with the summary of the findings, discussion, recommendations for policy decisions and suggestions for further research and conclusion.

5.2. Findings of the Study

The following are the findings that were obtained by testing the hypotheses quantitatively:

- The Total Quality Management of the Minority colleges of education was found better than that of the non-minority colleges of education in Puducherry with reference to the perception of the student-teachers, faculty-members and parents.
- The Institutional Governance of the minority colleges of education was found better than that of the non-minority colleges of education in Puducherry with reference to the perception of the principals.
- It was found in the percentage analysis that the minority colleges of education was better than that of the non-minority colleges of education in the following dimensions of Total Quality Management with reference to the perception of student-teachers:
- Administration
- Infrastructural Facilities
- Instructional Facilities
- Evaluation
- Recreational Facilities
- Research and Development
- Guidance and Counseling
- Community Services
- Discipline
- Placement Cell
- Scholarships
- Alumni Association.

- It was found in the percentage analysis that the minority colleges of education was better than that of the non-minority colleges of education in the following dimensions of Total Quality Management with reference to the perception of faculty-members:
  - Administration
  - Infrastructural Facilities
  - Organizing Micro-Teaching and Practice-Teaching
  - Innovative Educational Practices
  - Decision-Making
  - Instructional Facilities
  - Research and Development
  - Research and Development
  - Staff Welfare Schemes

- It was found in the percentage analysis that the minority colleges of education was better than that of the non-minority colleges of education in the following dimensions of Institutional Governance with reference to the perception of principals:
- Administration
- Governing Body
- Infrastructural Facilities
- Instructional Facilities
- Innovative Educational Practices
- Decision-Making
- Research and Development
- Community Services
- Budget
- Finance Committee
- Communion with Local Bodies

➢ The male principals and the female principals have almost the similar perception about Institutional Governance.

➢ The principals having the administrative experience below 10 years and that of above 10 years have almost the similar perception about Institutional Governance.

➢ The Institutional Governance for the principals belonging to the Christian religion was found better than that of their counterparts.

➢ The Administrative style of the Christian principals was found better than that of their counterparts with reference to the perception of the principals.

➢ The functions of the Governing Body of the Christian institutions were found out performing than that of their counterparts with reference to the perception of the principals.

➢ The Christian institutions had better infrastructural facilities than that of their counterparts with reference to the perception of the principals.

➢ The Christian institutions had better Instructional Facilities than that of their counterparts with reference to the perception of the principals.
The Christian institutions had better *Innovative Educational Practices* than that of their counterparts with reference to the perception of the principals.

The *Decision-Making* was exercised effectively in the Christian institutions than that of their counterparts with reference to the perception of the principals.

The Christian institutions offered the *Research and Development* facilities better than that of their counterparts with reference to the perception of the principals.

The Christian institutions rendered *Community Services* better than that of their counterparts with reference to the perception of the principals.

The Christian institutions prepared and implemented the *Budget* better than that of their counterparts with reference to the perception of the principals.

The Christian institutions constituted the *Finance Committee* better than that of their counterparts with reference to the perception of the principals.

The Christian institutions maintained the *Communion with local bodies* than that of their counterparts with reference to the perception of the principals.

The perception of student-teachers on Total Quality Management was found significantly contributing to Institutional Governance and Total Quality Management perceived by the faculty and parents were found significantly not contributing to Institutional Governance.

The perceptions of student-teachers, faculty-members and parents on Total Quality Management were found significantly not contributing to Institutional Governance.

The perceptions of faculty-members and student-teachers on Total Quality Management were found significantly contributing to
Institutional Governance and Total Quality Management perceived by the parents was found significantly not contributing to Institutional Governance.

- Gender and Religion does not influence TQM as perceived by the student-teachers of the minority colleges of education. Age and Educational Qualification influences TQM.
- Gender, Age, Educational Qualification and Religions does not influence TQM as perceived by the student-teachers of the non-minority colleges of education.
- Educational Qualification does not influence TQM as perceived by the parents of the minority colleges of education and Occupation influences TQM as perceived by the parents of the minority colleges of education.
- Educational Qualification does not influence TQM as perceived by the parents of the non-minority colleges of education and Occupation influences TQM as perceived by the parents of the non-minority colleges of education.
- Gender, Educational Qualification, Teaching Experience and Religion does not influence TQM as perceived by the faculty-members of the minority colleges of education.
- Gender, Educational Qualification, Teaching Experience and Religion does not influence TQM as perceived by the faculty-members of the non-minority colleges of education.
- Gender influences Institutional Governance as perceived by the principals of the minority colleges of education. Educational Qualification. Administrative experience and religion does not influence Institutional Governance as perceived by the principals of the minority colleges of education.
- Gender influences Institutional Governance as perceived by the principals of the non-minority colleges of education. Educational
Qualification. Administrative experience and religions does not influence Institutional Governance as perceived by the principals of the non-minority colleges of education.

- It was found that there was insignificant correlation between the variables of the minority colleges of education in the Total Quality Management as perceived by the minority student-teachers and the Institutional Governance as perceived by the minority principals.

- It was found that there was insignificant correlation between the variables of the minority colleges of education in the Institutional Governance as perceived by the minority principals and the Total Quality Management as perceived by the minority parents.

- It was found that there was insignificant correlation between the variables of the minority colleges of education in the Institutional Governance as perceived by the minority principals and the Total Quality Management as perceived by the minority faculty-members.

- It was found that there was insignificant correlation between the variables of the non-minority colleges of education in the Institutional Governance as perceived by the non-minority student-teachers and the Total Quality Management as perceived by the non-minority principals.

- It was found that there was insignificant correlation between the variables of the non-minority colleges of education in the Institutional Governance as perceived by the non-minority principals and the Total Quality Management as perceived by the non-minority parents.

- It was found that there was insignificant correlation between the variables of the non-minority colleges of education in the Institutional Governance as perceived by the non-minority principals and the Total Quality Management as perceived by the non-minority faculty-members.

- It was found that there was significant positive moderate correlation between the Total Quality Management as perceived by the minority
student-teachers and the Total Quality Management as perceived by the non-minority student-teachers.

- It was found that there was insignificant correlation between the Total Quality Management as perceived by the minority parents and the Total Quality Management as perceived by the non-minority parents.
- It was found that there was insignificant correlation between the Total Quality Management as perceived by the minority faculty-members and the Total Quality Management as perceived by the non-minority faculty-members.
- It was found that there was significant positive correlation between the Institutional Governance as perceived by the minority principals and the Institutional Governance as perceived by the non-minority principals.

5.3 Discussion

The Total Quality Management has become an essential component of higher education to seek quality in education. It promotes the human resource to improve all the processes within an institution and exceeds the learner needs now and in future. Quality is one of the most important issues in education today. Problem with today’s education system is a well recognized fact that students leaving or graduating from high schools and colleges were unprepared to meet the demands of society (GOP 2004), therefore, the output is unable to compete with the global era of excellence. That’s why now the nations are measured by the disposition of their education and their venture to fight for quality, which has to be found in the minds of the learners. Quality emphasized on the satisfaction of the learners revolves around some elements highlighted by Greenwood and Gaunt (1994) as availability, delivery, reliability, cost effectiveness and performance.

Hayes (1987) mentioned that employment opportunities were relatively scarce. The institutions of teacher training have to play crucial role in providing
their learners and Heads with a leadership, characterized by intellectual discipline, high academic accomplishment and bold and imaginative attitude towards social and economic problems this country is facing. It demands paradigm shift from quantity to quality that Siddique (1991) has mentioned that the teachers’ education programs should be compatible with changing needs.

The accomplishment of educational institutions depends primarily on the attributes of the teachers. So it is essential to study some of the indicators, which may evaluate the performance and quality of education in educational institutions. In order to evaluate the quality, management, infrastructure, teachers and their teaching, examination system and objectives were taken as indicators.

The quality of the teachers and their teaching are found satisfactory despite the fact that majority of the teachers and students do not have an exposure to the international standards of teaching and learning. Arshad (2003) mentioned that teachers’ attitude towards teaching profession was not fairly positive and they were serving as servant without clarity of mission. Even in India, Narula (2000) said teachers were serving according to a mission. But due to dissatisfaction with the pay package and heavy work load, the quality of teaching is lower in comparison with the international standards.

Governance is an important function of the management. Therefore, governance of educational institution is critical for growth, development and performance of students. Good governance is often the sheet anchor for achieving high standards in educational outputs (Carver 2006).

Many educational institutions struggle for survival because of their poor or weak governance (Anand 2009).
Management and discipline played a key role in the success of institutions (Hilman 2010). The minority colleges of education concentrate on the strict dress code and discipline.

A governing board should focus on the “Ends” or “Goals” of the organization rather than on “Means” (processes) (Mueller 1993). Governing body is very important to the minority and the non-minority institutions. All the important decisions are taken only in the governing body. In the present study, it was found that the governing body was functioning in all the minority colleges of education and in some of the non-minority colleges of education.

Quality of teacher education depends on the quality of teaching practice (Surinder Kaur 2009). In the present study, it was found that the minority colleges of education gave more importance to micro-teaching and teaching practice than that of their counterparts.

Eagle & Brennan (2007) emphasized of training programmes for the faculty-members. In the present study, it was found that the minority colleges of education insist the participation of faculty-members in the in-service training and orientation programmes.

Student evaluation in the total quality management is very important and should be done continuously throughout the academic year (Weaver 1992). One of the findings of the present study reveals that the student-teachers evaluation was regularly done in the minority colleges of education through periodical tests and continuous internal examinations.

Kezar & Eckel (2004) insisted on decentralized decision-making process. In this context, it was found that the decision-making process was well organized in the minority colleges of education.
Sankarsan Dash (2006) emphasized that the teacher-educators be encouraged towards research, innovation and development. One of the findings of the present study reveals that the research and innovations were supported by the minority colleges of education.

Teacher-educators are responsible for producing quality teachers (Harvey 1993). In the present study, it was found that the quality teaching was ensured by the minority and the non-minority colleges of education to their student-teachers.

Ramesh. H. Naik (2007) suggested that providing the staff welfare facilities can achieve the institution’s goal. One of the findings of the present study reveals that the minority colleges of education provided staff welfare facilities such as medical leave, casual leave, earned leave, maternity leave, provident fund, group insurance, transport facility and housing facility to their faculty-members.

Whitty (1992) emphasized that quality teacher education requires a genuine partnership between the practice teaching schools. One of the findings of the present study reveals that the non-minority and the minority colleges of education maintain cordial relationship with the practice teaching schools.

Infrastructural facilities are very much needed to the teacher educational institutions (Muller 2009). One of the findings of the present study reveals that minority colleges of education had adequate infrastructural facilities for their student-teachers and the teacher-educators.

Hence in the present study the perception and expertise of student-teachers, teacher-educators, parents and principals were taken into account to ascertain the total quality management and institutional governance of colleges of education.
5.4 Recommendations and Educational Implications on the basis of the findings

The major findings of the present study revealed that the TQM of the minority colleges of education was found better than the non-minority colleges of education in Puducherry. The minority colleges of education mostly implement the total quality management and the institutional governance compared to the non-minority colleges of education in Puducherry.

1. One of the findings of the present study reveals that the infrastructural facilities of the minority colleges of education were found better than that of the non-minority colleges of education. Hence the non-minority colleges of education in Puducherry may build up adequately their infrastructural facilities to attain their goals and objectives.

2. It was found that certain non-minority colleges of education in Puducherry have not constituted governing body. Hence it is recommended that the governing body may be constituted by them.

3. It was found that the instructional facilities were found better in the minority colleges of education than that of the non-minority colleges of education. So it is recommended that the non-minority colleges of education may give importance to the above said facilities.

4. One of the findings of the present study reveals that the minority colleges of education conduct periodical tests, model tests and weekly tests and send the progress of the student-teachers immediately to their parents. Hence it is recommended that the non-minority colleges of education in Puducherry may follow the above steps.

5. It was found that certain non-minority colleges of education in Puducherry do not provide recreational facilities to their student-teachers. Hence it is recommended that the recreational facilities may be arranged to their student-teachers.
6. One of the findings of the present study reveals that the minority colleges of education in Puducherry implemented the research and development facilities to their student-teachers. Hence it is recommended that the non-minority colleges of education may implement the research and development facilities to their student-teachers.

7. In the present study, it was found that the guidance and counseling was offered by the minority colleges of education in Puducherry better than that of the non-minority colleges of education. Hence it is recommended that the non-minority colleges of education may offer guidance and counseling to their student-teachers.

8. One of the findings of the present study reveals that the discipline was maintained in the minority-colleges of education in Puducherry than that of the non-minority colleges of education. Hence it is recommended that the non-minority colleges of education may maintain discipline in their institution.

9. In the present study, it was found that the placement cell was organized in the minority colleges of education in Puducherry. It is recommended that the non-minority colleges of education may be motivated to have the placement cell in their institution.

10. In the present study, it was found that the scholarship facilities were arranged in the minority colleges of education to their student-teachers. Hence it is recommended that the non-minority colleges of education may also arrange the scholarship facilities to their student-teachers.

11. One of the findings of the present study reveals that the alumni association was functioning in the minority colleges of education in Puducherry. It is recommended that the non-minority colleges of education may organize the alumni association in their institution.

12. One of the findings of the present study reveals that the micro-teaching was effectively organized in the minority colleges of education. Hence it is
recommended that the non-minority colleges of education may also organize the micro-teaching effectively.

13. One of the findings of the present study reveals that the staff welfare facilities were implemented in the minority colleges of education. Hence it is recommended that the non-minority colleges of education may implement the staff welfare facilities.

14. The present study found that the parent-teacher association was organized in the minority colleges of education in Puducherry. So it is recommended that the non-minority colleges of education may also organize the parent-teacher association in their institution.

15. One of the findings of the present study reveals that the principals of the non-minority colleges of education were more powerful than that of the minority colleges of education. So it is recommended that the principals of the minority colleges of education may also get more powers.

16. The present study found that the teaching practice was organized in a systematic way by the minority colleges of education in Puducherry. So, it is recommended that the non-minority colleges of education may also organize the teaching practice in a systematic way.

17. One of the findings of the present study reveals that the dress code was implemented in the minority colleges of education in Puducherry. So, it is recommended that the non-minority colleges of education may also implement the dress code as they offer teacher education programme.

18. One of the findings of the present study reveals that the administrative experience of the principals below ten years was found better than that of their counterparts. Hence it is recommended that the administrative experience of the principals above ten years may improve their administrative experience.

19. It was found that certain non-minority colleges of education in Puducherry do not conduct the morning assembly. Hence it is recommended that the
non-minority colleges of education also to conduct the morning assembly in their respective institution.

20. In the present study, it was found that certain minority and non-minority colleges of education do not offer casual and medical leave facilities to their teacher-educators. Hence it is recommended that the minority and non-minority colleges of education may offer the above said facilities to their teacher-educators.

21. One of the findings of the present study reveals that the minority and the non-minority colleges of education do not permit their teacher-educators to do their higher studies. So, it is recommended that the minority and the non-minority colleges of education may permit their teacher-educators to do their higher studies.

22. In the present study, it was found that certain minority and non-minority colleges of education do not conduct sports day, college day and other festivals in their institutions. Hence, it is recommended that the minority and non-minority colleges of education may conduct sports day, college day and other festivals in their institution.

5.5. Recommendations for Future Policy Decisions

Research in general and educational research in particular must be committed to contribute to recommendations for future policy decisions on the basis of the findings of this research. In that way, the present study is committed for the following recommendations for further policy decisions.

1. It is observed that professional qualification as well as experience of the teachers has a significant effect on the students’ achievement. Teaching profession demands to learn methods and techniques for imparting knowledge to the students. Hence it is recommended that the teachers in the minority and non-minority colleges of education be given opportunities to
pursue their higher qualifications and be encouraged to participate themselves in the publications and participation in the seminars, symposiums, conferences and workshops.

2. Quality can be orchestrated with the right setting of the educational processes, on the basis of the established criteria of score bracket. In the present study, it was found that the management and educational administration were not up to the standard in the non-minority colleges of education. Hence, it is recommended that the non-minority colleges of education in Puducherry may improve in the area of management and educational administration.

3. Teachers are the backbone of entire educational system and they play a pivotal role at all levels. Quality of teaching is also a need to recognize the quality of the programs. In the present study, quality of teaching was found good in the minority colleges of education. Hence it is recommended that the non-minority colleges of education in Puducherry may improve their quality of teaching.

4. It seems reasonable to assume that the quality of education caters to the existence of an adequate physical infrastructure that matches the needs. It also presumes, however, that such infrastructure is maintained and managed in the best possible way in the institution’s interests. In the present study, it was found that the above said facilities were not properly implemented in the non-minority colleges of educations in Puducherry. Hence it is recommended that the non-minority colleges of education in Puducherry may improve their infrastructural facilities.

5. All other elements are useless without the presence of dedicated good teachers. Teaching is a low paid job in the minority and non-minority colleges of education in Puducherry. There is a dire need to improve benefits in the teaching profession to attract best minds towards teaching
profession. Therefore the minority and the non-minority colleges of educations may provide the U.G.C scale of pay to their faculty-members.

6. Quality of education cannot be improved without proper provision of infrastructure. The study manifests that the laboratories and libraries were not at par with NCTE norms in the minority and non-minority colleges of education in Puducherry. There were lack of research journals, latest books and periodicals in the libraries whereas laboratories were not fully equipped. Hence, the libraries of both the minority and the non-minority colleges of education need to be updated with latest publications, books, periodicals and research journals to quench the students’ thirst.

7. The micro-teaching is a hub of teacher education. Hence it be meticulously planned in such a way that each student-teacher has to made to master all the teaching skills through the proper conduct of micro-teaching session by the colleges of education.

8. The link practice is instrumental for practice teaching. Proper training on link practice under the controlled climate with feedback has to be organized by the colleges of education before student-teachers are sent to different schools for practice teaching.

9. The colleges of education need to be fully equipped with audio-visual laboratory besides science, psychology and computer laboratories. One of the findings of the present study reveals that in the non-minority colleges of education, the above said facilities were not at the disposal of student-teachers. Hence it is recommended that, the non-minority colleges of education may provide the above facilities to their student-teachers.

10. It was found in the present study that the staff welfare schemes were not implemented in the non-minority colleges of education in Puducherry. Hence it is recommended that the non-minority colleges of education may provide the above facilities to their staff-members.
11. Dress code and uniform are to be mandate in the colleges of education. One of the findings of the present study reveals that the non-minority colleges of education do not give importance to dress code and uniform. Hence it is recommended that the non-minority colleges of education may implement the dress code and uniform to their student-teachers.

12. Rules and regulations are corner stone of the colleges of education. The governing body is the supreme authority to frame the rules and regulations of the colleges of education. In most of the non-minority colleges of education they do not constitute the governing body. Hence it is recommended that the non-minority colleges of education may constitute the governing body for the effective governance of their institutions.

5.6 Suggestions for Further Research

Any good research even after answering its research questions must be inclined to update and innovate new ideas for further contributions to the needy people. Hence the following suggestions are made for further investigations:

1. As the present study ascertained the Total Quality Management and the Institutional Governance of the minority and non-minority colleges of education a further study may be attempted to compare the Total Quality Management and the Institutional Governance with their grade or score or feedback obtained from the National Assessment and Accreditation Council.

2. It is found in the present study that the minority colleges of education excelled in the different dimensions of the Total Quality Management and the Institutional Governance compared to the non-minority colleges of education. A further study may be attempted to find out the causes or interventions of other variables of difference at different dimensions of the Total Quality Management and the Institutional Governance.
3. As the present study has not attempted to obtain the views from the inspection committee members from the respective Universities, National Council for Teacher Education, National Assessment and Accreditation Council peer team. Hence, a further study may be attempted to ascertain the Total Quality Management and the Institutional Governance.

4. e-Administration and e-Governance were not deeply taken for cognizance in the present study to ascertain the Institutional Governance. Further study may attempt it.

5. The present study has not taken into account of the non-teaching staff. Further studies may be undertaken in to taken account of the non-teaching staff to ascertain the Total Quality Management and the Institutional Governance.

5.7 Conclusion

Education is a process through which a nation develops its self-consciousness by developing the self-consciousness of the individuals who compose it. It is not a mere public instruction, it is a social institution, which provides mental, physical, ideological and more training to the individuals of the nation so as to enable them to have full consciousness of their mission, of their purpose in life and then to achieve that purpose (AIOU 2002).

Quality is one of the most important issues in education. It is recognized that there are problems with today’s education system. Students leaving or graduating from high schools and colleges are unprepared to meet the demands of society. These students are the product of an education system that does not focus on quality and so it is a cause of increase in social welfare cost. Quality management is a vehicle of which the professionals can use to cope up with the “forces of change” (Arcaro 1997).
Quality in higher education is a multidimensional concept, which includes all related functions and activities that form the part of academic life in an institution. Therefore, any framework for assessment of quality should take into account the quality of teachers, infrastructure provided to students, student support services, curricula assessment and resources (Isani & Virk, 2005).

Total Quality Management (TQM) is an important management philosophy, which is providing new ways of education. Practicing the principles of TQM can standardize an education system. The potential benefits of practicing Total Quality Management in the colleges of education are very clear as:

- TQM can help a college of education to provide better services to its primary customers-student-teachers and teachers-educators.
- Focus on TQM is a fundamental way of fulfilling the accountability requirements and educational reforms for continuous improvement.
- TQM is not a fear operating system, which focuses on continuous growth and challenges to the student-teachers and teachers-educators for good learning environment.
- TQM can help to replace the existing curricula according to the new challenges, global and social requirements.
- TQM is a continuous quality improvement in the examination system.
- TQM involves the teacher-educators and student-teachers in the problem solving activities and provides such strategic management information, which helps to boost their commitments and eventually changes the culture.

The Total Quality Management and Institutional Governance can bring quality in teacher education programme and the quality management in the colleges of education. The teacher education institution which adopts Total Quality Management and Institutional Governance and it has a systematic order in
all the procedures. The Institutional Governance can help in the following ways to the teacher education institutions:

- Timely framing of rules and regulations.
- Providing academic infrastructure.
- Fixing responsibilities to the teacher-educators, student-teachers, non-teaching staff and parents.
- Providing job security to the teaching and non-teaching staff.
- Examination and post-examination service.
- Disbursing of staff salary and financial management.
- Providing technological support like e-governance and
- Providing physical facilities to the teacher-educators, student-teachers, non-teaching staff and parents.

Thus the Institutional Governance helps the teacher education institutions.

It is hoped that this piece of research would have created awareness among the teacher education institutions on the Total Quality Management and Institutional Governance. Moreover, the minority and the non-minority colleges of education would have been made to understand the Total Quality Management and the Institutional Governance as the need of the hour to ensure quality. This research is meaningful in such a way that it has brought certain indicators or parameters of Total Quality Management and Institutional Governance into the limelight.
REFERENCES


• Ackoff, R.L. (1992), Beyond Total Quality Management. Lecture presented at Middleton Hall, University of Hull, 18th September.


• Adesina. (1989), *Teaching Practice*: A guide for Student and Teachers lagos: Board Publlcation.Ltd.
