INTRODUCTION

Education plays a dominant role as an effective instrument for large scale achievement and revolution in all spheres. Purposeful education enables the individual to understand and study the real life situation and to develop an opportunity for creating confidence in the minds of younger generation, and provide a strong base for rational and value oriented and nation building progress.

Education should consist of a series of enhancements each raising the individual to a higher level of awareness, understanding and kinship with all living things.

Education is one of the most important factors for the economic development and growth of the country. Being one of the most important factors for the development, the country should pay more attention towards how it can remove the hindrances or problems.

If we remain wedded to the way education is currently provided we cannot imagine other ways.... We need some imagination, some fantasy, some new ways of thinking in other words some magic in fact, as upon the education of the people the fate of the country depends.

India is a country with a population of around 1,210,193,422 and with such a huge population like ours we need to come up with quality in education that is child centered rather than anything else. Total quality management is a solution to all this problems.

The concept of total quality, introduced by Professor W. Edwards Deming in the 1950s, can be applied to almost every organization up to a certain level. The term stands for the process of shifting the focus of the organization towards a superior quality of products and services.

Total quality management gained importance in the educational field due to the various need for continuous improvement, integration of various systems and to sustain the progress in the world market.

TQM approach in education involves not only achieving high quality but also
influencing all segments of the educational process: organization, management, interpersonal relations, material and human resources, etc. Applying the approach described above quality becomes total (integral).

The introduction of total quality management requires a number of changes in educational institutions. The first changes have to occur in the attitudes and activities of the management, in the organization and monitoring of the educational process, in the evaluation of its results, in the culture of communication, in the school atmosphere, and especially in the area of interpersonal relations.

The total quality management model includes the following: process planning, process management, continual improvement, total involvement and focus on the user. Total quality management is an efficient management technique that requires the full involvement of all employees on all organizational levels, thus representing the organizational culture. TQM stands for a way of life of the organization, which introduces constant improvement of business on all levels and activities, creating the appropriate environment through collaborative work, trust and respect. It approaches the processes in a systematic, consistent and organized way and applies total quality management techniques.

TQM is all about quality management of the users, leadership and management loyalty, continuous improvement, prompt response, actions based on facts, the participation of employees in the TQM culture. If an organization is constantly willing to direct its efforts towards business improvement, the principles presented above can lead to excellence in quality. The success of total quality management depends on its eight components: ethics, integrity, trust, education, teamwork, leadership, recognizability and communication. Jon Choppin states that TQM provides a direction and a framework for morality in business in his article.

Changes in global educational landscape have forced the institutions of higher learning to revolutionize its operations. The imperatives of the conversion are the stringent requirement of the work force environment and increase in the supply of the quality work force across continent and countries. On top of that, the competitive business environment drove the stakeholders of the educational sector to demand for more reliable, creative, and multi-skilled &knowledge work
force. These have stipulated the higher education institutions to be more concerned about quality educational system.

In today's competitive globalization age, the importance of teaching and learning becomes even more significant, given the daunting challenges and shortcomings in other aspects of higher learning education such as limited material and human resources, demands from the beneficiaries, globalization, issues of governance and management, etc. The constraints of resources and other impediments are likely to continue for some time to come. Issues of higher education at a national level are intimately linked with overall global conditions. This is not only because of the migration and movement of students and faculty but also because of the impact of economic globalization. These factors have created new challenges.

TQM is a philosophy and system for continuously improving the services and/or products offered to customers. Now that the technologies of transportation and communication have replaced national economic systems with a global economy, nations and businesses that do not practice TQM can become globally non-competitive rather rapidly. This march towards non-competitiveness can be avoided if citizens are helped to become TQM practitioners. Therefore, the potential benefits of TQM in a school, district or college are very clear:

1. TQM can help a school or college provide better service to its primary customers--students and employers.

2. The continuous improvement focus of TQM is a fundamental way of fulfilling the accountability requirements common to educational reform.

3. Operating a no-fear TQM system with a focus on continuous growth and improvement offers more excitement and challenge to students and teachers than a "good-enough" learning environment can provide.

In a TQM school or college, improvement teams and individuals are constantly working on improving service to customers. The concept of a service being "good enough" is considered inadequate.
1. Awareness and Commitment for Everyone.

The talents of a student will not be developed to their fullest potential unless EVERY member of a teaching-learning partnership promotes the highest possible quality at each step in the development process.


Managing continuous movement towards progressively higher quality standards depends on defining those standards. If a TQM steering committee is formed in a school, it should determine the answer to this question -- Does the school have a clear, customer-focused mission statement and a functioning process for divisions and/or departments translating this statement into exit outcomes for graduates?


Traditional education has become excessively compartmentalized. Teacher X provides an English course; science teacher Y might focus heavily on a student's knowledge of scientific principles without paying much attention to developing that student's ability to use English principles in writing a technical report. Subconsciously, the student begins to view English as a "course" instead of as skills to be USED. If higher levels of student competence are to be developed, there must be higher levels of system-wide and cross-department PLANNING for instructional improvement in schools and colleges.

4. Teaming Replacing Hierarchy.

The hierarchical structured organizations of yesterday are still dominant in too many businesses and schools. Such organizations tend to promote individual effort "good enough" to satisfy a supervisor who sometimes knows less about how to achieve quality than those he/she supervises. Cross-department teams can and do promote stronger improvement if they are:

a. Given a clear mission and strong authority

b. Supported rather than hampered by supervisors.
Support is a major element in the success or failure of TQM. If administrators, supervisors, and department chairpersons support task improvement teams, those teams can generate more motivation and improvement than can otherwise be achieved.

5. Enabling AND Empowerment Replacing Fear.

If volunteer members of empowered improvement teams are given opportunities to become experts and/or to use experts, that enables generation of excitement and dedication. Teams function best if team members are given the background and authority to make informed decisions.

6. Focus on Mastery Learning.

In traditional classrooms, teachers often follow the sequence of:

1 Plan--------> 2 Teach-------------> 3 Test.

The normal curve that usually results stands as testimony to the fact that many students fail to learn at the highest possible level in this system.

The TQM alternative is:

1 Plan--> 2 Teach (DO) --> 3 Check--> 4 Revised Teaching (ACT) --> 5 Test.

In the "check" step, formative (not-for-grade) testing is used to determine which learning some students have missed. Then non-mastered material is retaught in some different way or style. If advisable, the checking and revised teaching can be repeated more than once. Meanwhile students who have mastered the material move to enrichment learning or assist with instruction of those who have not achieved mastery. This system of mastery learning can result in much more complete learning for most students, in effect, a positive movement of the "normal" curve. This improvement in learning is a basic purpose of TQM in the classroom.
7. **Management by Measurement.**

ShewhartCycle, is a basic part of a TQM process. This management by data rather than by opinion allows objective pursuit of the two basic purposes of TQM in education:

a. Improved learning.

b. Improved cost effectiveness.

8. **Development of Student TQM Skills.**

In addition to using TQM to improve learning in general, every school should specifically equip its students to understand and use TQM. This is a basic part of schools contributing to readiness for work in the global economy. Whether a school staff should integrate learning TQM into existing courses or to provide it as a separate course need to be decided, as it is important that students DO and not just study about TQM. An excellent way to have students live TQM is to establish a system in which student assessment portfolios are dynamic records of constant improvement in which the students can take great pride.

9. **A Humanistic and a Brain Compatible Focus.**

In the Learning Environment Dr. William Glasser has provided one of the best translations of TQM principles into suggestions for a very productive learning environment. Working with people is much more complex than manufacturing widgets. An excellent blueprint for TQM in classrooms in the context of deep sensitivity to human relationships can be developed. The most productive areas in which a school improvement team can work is in helping all staff members to use the model which has more brain-friendly techniques of teaching.

10. **A Transformation Plan.**

Schools should form a TQM steering committee that--

(1) Develops a plan for supporting the staff in TQM implementation and

(2) Builds a positive connection between that committee and the traditional supervisors.
Philosophy of total quality management

No two businesses use TQM in exactly the same way, still its theory rests on two basic principles. The first and most important is that customers are vital for the operation of the organization. Without customers, there is no business, and without business, there is no organization. Consequently, it should be the primary aim of any group to keep customers satisfied by providing them with quality products (Deming 1986).

These ideas are not foreign to most of the organizations; what makes TQM unique is its call for a restructuring of management methods to create that quality. TQM proponents urge organizations to turn nearsighted, top-down management “on its head” by involving both customers and employees in decisions. The second principle being that the management needs to listen to nontraditional sources of information in order to institute quality. It is based on the belief that people want to do quality work and that they would do it if managers would listen to them and create a workplace based on their ideas.

Managers, in the TQM view, need to become leaders who “not only work in the system but also on the system”. A company will see continuous improvement in products only when managers realize all systems consist of interdependent parts and work to aim all those parts toward a vision of quality. This type of leadership is needed to ensure that product quality improves “constantly and forever” and truly satisfies the customers.

Importance of quality in education

Defining quality in education is a massive challenge since it deals with the most sensitive creation on earth – the human being. Industrial products are finished goods- take them or leave them. Nothing can be done once they are finished. Service is here and now. You can look for better quality only next time. Education has no such finished product, nor even the graduates. They are on the way “to be”. Education only charges the human propensities to evolve and unfold it till the last breath, a process that covers the human journey from ‘womb to tomb’. Human beings continue to learn, and evolve, ‘to be’ (Mukhopadhyay 2006). Education is goal-oriented. Accordingly, quality of education has been seen with reference to excellence in education, value addition in education (Feigenbaum 1983), fitness of educational outcome and
experience for use (Juran and Gryna 1988), conformance of educational output to planned goals, specifications and requirements (Crosby 1979), defect avoidance in education process (Crosby 1979) and meeting or exceeding customer’s expectation of education (Parasuraman 1985).

Commitment to quality makes student proud to learn and work hard for improvement. Quality improvement is a never ending process. Education quality leads to a prospective future. Hence, insight on quality indices and virtual implementation need to be given top priority and due attention should be paid to the category in the wide range of educational strata e.g. school, university, educational management, and the staff.