
Total Quality Management in the Educational Institution in India

Dr. Varsha Thakre

Associate Professor

Annasaheb Gundewar College,
Gundewar Marg, Chhaoni Katol Road,
Nagpur

Abstract :

TQM is a management model, with its emphasis on leadership, strategy, teamwork, rigorous analysis and self-assessment, has a universal message. TQM in education is an idea that every student has worth and demands the best possible chance in life. Total Quality Management (TQM) means the total - made up of the whole, quality - degree of excellence a product or service provides, management - act, art or manner of planning, controlling, directing. Therefore, TQM is the art of managing the whole to achieve excellence in education. This paper focuses on the importance of TQM in the educational institution in India.

Keywords : TQM, education, excellence

6. What does TQM mean? Total Quality Management means that the organization's culture is defined by and supports the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. This involves the continuous improvement of organizational processes, resulting in high quality products and services.

Introduction :

The Indian higher education system is recognised as one of the better systems for producing a talented workforce. The mammoth Indian higher education structure, in spite of all its weaknesses, is still a well-knit and sound system. In India, higher education is both a social and an economic infrastructure. In order to fuel the socio-economic development of the country, higher education is playing a more active role in our country and this requires a paradigm shift

in terms of governance and service delivery. Higher education institutions must become more innovative leading to quality institutions of knowledge production and dissemination.

The Indian higher education system is now globally accepted as a quality education services. While the United Nations is worried about the presence of a large number of illiterates, various other countries are amazed by the quality of some of the human resources that the Indian education system has produced.

Management education is in great demand especially after the change towards liberalization, privatization and globalization. There are several challenges of management education which require change in the character and structure of management education, integration of management education with corporate sector, up gradation of curriculum and course content, designing of different programs for executives, maintenance of an efficient and effective regulatory system of check mushrooming, and emphasis on research. . Nearly one lakh management graduates pass out every year in India, providing a tremendous potential to contribute to the creation of a '**knowledge society**'.

End of the twentieth century changed not only the pace, but also the manner in which competition is conducted within industries. Now that the battlefield had broadened, professional warriors were required to win the war. Since MBA graduates were recognized to understand the battlefields, industry did not hesitate to seek them out.

Business schools assumed that teaching and learning was the same thing. Most often it happens that what the professor is teaching is not necessarily what the student is learning.

Importance of TQM

Application of TQM concepts is one of the measures, which will go a long way in revolutionizing the higher education system. The importance of education for the development of excellence, expertise and knowledge leading to overall development in economy cannot be

undermined. This has necessitated a sound strategy for the development of management education in almost all countries of the world.

The World Bank's recent study of 190 countries reveals that it is higher education that helps in enriching the quality of manpower. Thus higher education is a basic investment necessary to improve the overall quality of life.

The functions of the management education can be elaborated as under;

- ✓ To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries
- ✓ To provide the right kind of leadership in all walks of life by helping the individuals develop their potential
- ✓ To provide society with competent men and women trained professionally who, as cultivated individuals, are inclined with a sense of social purpose
- ✓ To foster in the teachers and students, and through them in the society generally, the attitudes and values needed for developing the 'good life' in individuals and society
- ✓ Extension of knowledge and its applications for problem solving

The new economic growth theories have emphasized the role of human capital as the key of economic growth and development. Establishing leadership in the world is possible only when we have a developed system of higher education in which efficiency remains the sole criterion to evaluate performance.

The system of management education is found efficacious in making available to the society a dedicated, committed, devoted and professionally sound team of human resources to decide the future of any nation. This is possible only when the principles of quality management are inculcated in the system of higher education. Total Quality Management (TQM) is inevitably common factor that will shape the strategies of management education institutes in their attempt to satisfy various stakeholders including students, parents, industry and society as a whole.

TQM in Management Education

Most of work of quality and TQM can be traced to the work of gurus W. Edwards Deming and Joseph Juran's teachings and statistics in Japan during the 1950's and the revolution that followed in the USA in the 1980s to meet or preferably exceed customer expectations. TQM can be defined as "the process of integration of all activities, functions and processes within an organization in order to achieve continuous improvement in cost, quality, function and delivery of goods and services for customer satisfaction". It refers to the application of quality principles to overall process and all the management functions in order to ensure total customer satisfaction.

According to Witcher (1990) TQM is composed of three terms:

- **Total:** Meaning that every person is involved including customer and suppliers
- **Quality:** Implying that customer requirements are met exactly and
- **Management:** Indicating that senior executives are committed

The word quality is derived from Latin word qualis, which means "what kind of". It connotes a variety of meanings and implies different things to different people. According to Juran "Quality is fitness for use or purpose". Crosby considers it as "conformance to standards". Deming defines quality as "a predictable degree of uniformity and dependability at low cost and suited to market". In general quality is one, which satisfies customer needs and continuously keeps on performing its functions as desired by customers as per specified standards.

Quality in education has the following dimensions:

- ✓ **Consistency**

Here the educational processes involve specifications through zero defect approach and a quality culture. But the limitations are in achieving consistent standards and conformity to those standards.

✓ **Fitness to purpose**

Fitting the customer specifications, minimum-based fitness for purpose and customer satisfaction.

✓ **Value for money**

It can be achieved through efficiency and effectiveness.

✓ **Transformative**

Education is an ongoing process of transformation that includes empowerment and enhancement of the customer.

Generally the students are considered as end customers. Harvard University defines its customer as “as one to whom we provide information or service”. Students who use the institute’s service are regarded as customers. Therefore the customers are students.

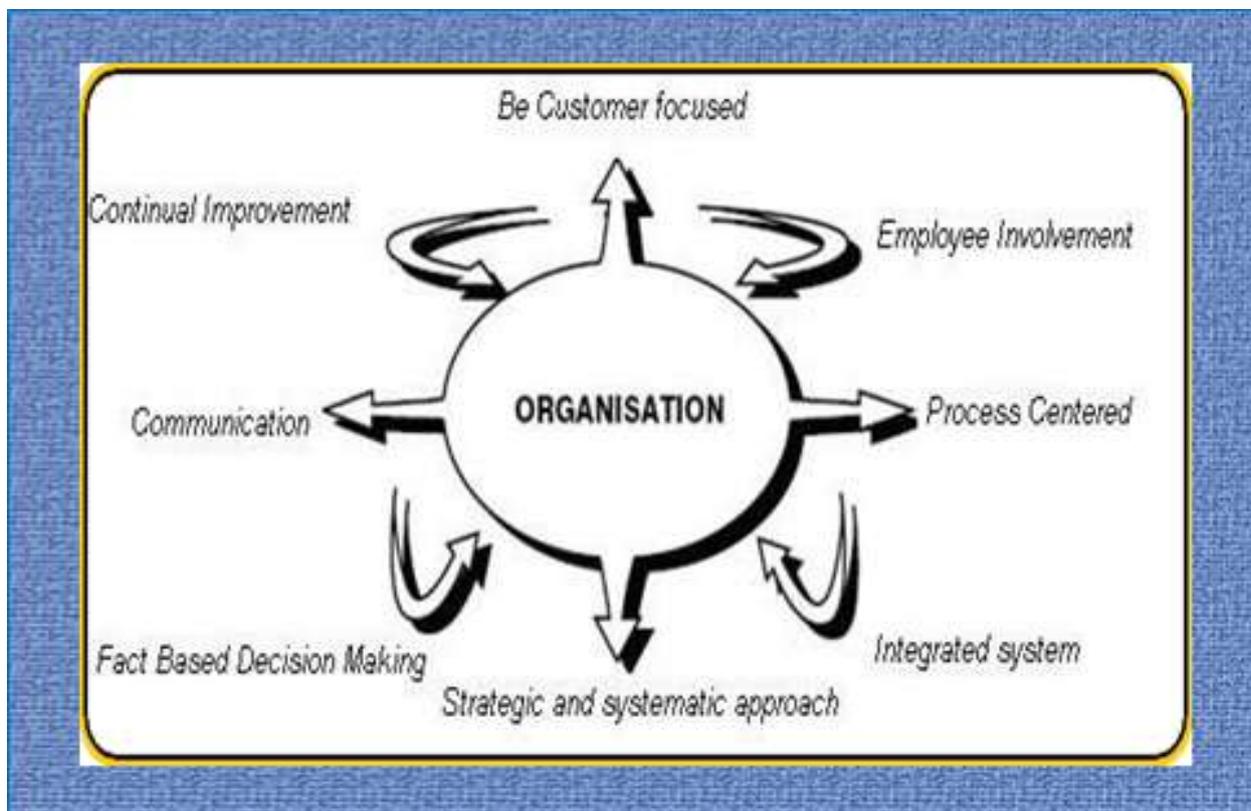
TQM implies the application of quality principles right from identification of customer needs to post purchase services. TQM has been adopted as a management paradigm by many organizations worldwide. Quality movement in across the world starts with quality improvements project at manufacturing companies. But later it spread to other service institutions including banking; insurance, nonprofit organizations, healthcare, government and educational institutions.

TQM models, based on the teachings of quality gurus, generally involve a number of “principles” or “essential elements” such as teamwork, top management leadership, customer focus, employee involvement, continuous improvement tool, training etc.

Principles of TQM from Management education point of view:

1- Be Customer focused: Whatever institute do for quality improvement, remember that ONLY customers (i.e. students) determine the level of quality.

2-Ensure Total Student Involvement: Institute must remove fear from the students and provide them the better learning environment.



3- Process Centred: Fundamental part of TQM is to focus on process/practical thinking.

4- Integrated system: All students must know the mission and vision for doing MBA.

5- Strategic and systematic approach: Strategic plan must integrate quality as core component.

6- Continual Improvement: Using analytical and creative thinking to become more efficient and effective.

7- Fact Based Decision Making: Decision making must be ONLY on data, not personal or situational thinking i.e. more emphasis should be given on practical approaches.

8- Communication: Communication strategy, method and timeliness must be well defined.

There are three generic approaches to TQM in higher education:

- Firstly there is a customer focus where the idea of service to students is fostered through staff training and development, which promotes student's choice and autonomy.
- The second approach has a staff focus and is concerned to value and enhance the contribution of all members of staff to the effectiveness of an institution's operation, to the setting of policies and priorities. This entails a flatter management structure and the acceptance of responsibility for action by defined working groups.
- The third approach focuses on service agreements stance and seeks to ensure conformity to specification at certain key measurable points of the educational processes. Evaluation of assignments by faculty within a specified timeframe is an example.

In a classroom, teacher-student teams are the equivalent of industry's front-line workers. The product of their successful work together is the development of the student's capabilities, interests, and character. In one sense, the student is the teacher's customer, as the recipient of educational services provided for the student's growth and improvement. Viewed in this way,

the teacher and the management institutes are suppliers of effective learning tools, environments, and systems to the student, who is the institute's primary customer.

The institute is responsible for providing for the long-term educational welfare of students by teaching them how to learn and communicate in high-quality ways, how to access quality in their own work and in that of others, and how to invest in their own lifelong and life-wide learning processes by maximizing opportunities for growth in every aspect of daily life. In another sense, the student is also a worker, whose product is essentially his or her own continuous improvement and personal growth.

TQM emphasizes self-evaluation as part of a continuous improvement process. In addition, this principle also laminates to the focusing on students' strengths, individual learning styles, and different types of intelligences.

Conclusion:

Higher education especially in management faculty in India stands at a crossroads. Without change, the traditional university structure of educating and training tomorrow's business leaders is likely to be surpassed and discarded in the increasingly diverse and technological global economy. To provide our students with the talents necessary to compete in this marketplace, we must recognize and accept the challenges before us today.

Internationalization of the business school curriculum is no longer a luxury. The complexities of worldwide markets must be integrated into the post graduate management educational framework. In addition, information technology must be embraced as an opportunity to enhance educational efficiency, as well also respected as a potentially important competitor in the provision of educational services.

Hence, it can be concluded that the existence of an institution shall depend upon the quality of education and training offered. The existing education in management is mainly large industry oriented to meet the domestic needs of industrial & corporate sectors. Now it is the need to

make it as per the demand for managers for international Business Information Technology, medium and small scale industries and for service sector, because in future fittest will survive for which quality product service will be the key aspect.

An effort has been made to examine the current management education in Nagpur and to find out ways for quality improvements in the present management education system so that our business schools respond to current paradigms.

Henceforth, the endeavour of each management institutes in India must be to develop global manager of proper knowledge, attitude, skill, insight and foresight to meet the challenges of 21st century.

References :

Ali, N. A. and Zairi, M. (2009). Service Quality in Higher Education. Bradford: Bradford University School of Management.

Corrigan, J. (1995). The Art of TQM. Quality Progress, 28, 61-64

Iftikhaar Ahmad Wani, Hakim Khalid Mehraj, Total Quality Management in Education: An Analysis, International Journal of Humanities and Social Science Invention, ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714, www.ijhssi.org Volume 3 Issue 6|| June. 2014|| PP.71-78

Sohel-Uz-Zaman, Abu & Anjalin, Umana. (2016). Implementing Total Quality Management in Education: Compatibility and Challenges. Open Journal of Social Sciences. 04. 207-217. 10.4236/jss.2016.411017.

Talwar, M. S., Kumar T., Pradeep (2010). Total Quality Management in Higher Education. University News, 48(1), 12-14.

Witcher, B. J. (1990). Total Marketing: Total Quality and Marketing Concept. The Quarterly Review of Marketing Winter, 12(5), 55-61.

<https://www.slideshare.net/SamLuke2014/total-quality-management-in-education-46886735>