



## Total Quality Management in Education

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**ABSTRACT**

With changing patterns of education delivery from face to face to online course content, nature of learner and organizational structures, the concept of quality has become an inherent component of the educational process for its success. Globally various bodies have been established to develop guidelines for quality products and services and their maintenance. The globalization of education, migration of students from one community to other, provides adequate causes for concerns to the educationists and administrators. Total Quality Management in education is a timely tool which must be clearly understood adopted and implemented as soon as possible. This paper highlights various concepts, issues, processes, implications, approaches, models for Total Quality Management in educational settings. cx

### KEYWORDS

Quality is an enigmatic concept. It is perplexing to define and often difficult to measure. The idea of quality of one person often conflicts to that of another person. Similarly the perception of quality ideally differs among the countries based on outlook to life, nature and destination of human being. Indians believe that a human being lives in a configuration consisting of physical, mental, intellectual and spiritual. They also consider evolution of mind and consciousness with body as the host of reality. Swami Vivekananda considered the goal of education as - "the manifestation of perfection already in the man". Gandhiji considered the goal of education to be drawing out the best out of oneself.

In ancient India, quality in education has been depicted in terms of its impact. "Sa VidyaYaVimuktaye" i.e. that which liberates human beings from narrow bondages is Quality Education. Again it says "VidyaVinayenShobhate" i.e. Quality Education makes a scholar modest. One more aspect of quality education was the distinction between Para Vidya and Aparavidya. Para Vidya is eternal knowledge leading to self-realization whereas Aparavidya is the knowledge which is temporal and related to matters. Indians believed in value centric education, rather than knowledge configuration. Quality education lies in the identification of propensities of each individual and nurturing such propensities for their holistic development. The quality attribute of product of education is considered as educatedness. The degree of educatedness starts from the lowest informed, proceeds to cultured, emancipation and lastly to self-actualization. It transcends functionalism and reaches the meta-physical level, i.e. what a person can be.

We can notice traces of adoption of total quality management in Indian education since the Gurukala system of education (1200 BC). As Mukhopadhyaya (2001) observes, Gurukul system of education was probably the best example of quality management in education. In the Gurukul (Gurukul means Preceptor's family) system, students lived with Guru in his family till the time they completed their study. There are several implications of this internship in Gurukul. Guru chose the student on the basis of one's learning potential. The test for admission was not necessary based in intellectual quality.

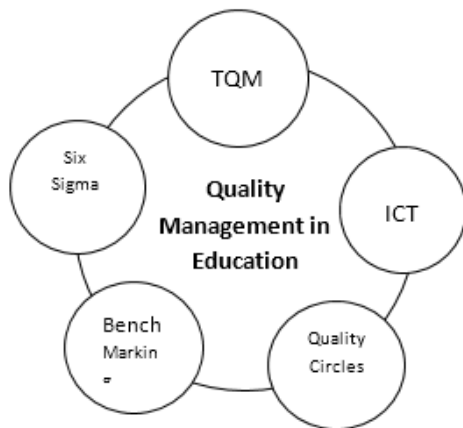
Total quality management as an approach offers a significant opportunity for its adaptation to improve educational quality in holistic manner. Quality control is the oldest quality concept, referring to the detection and elimination of final products that are not up to the standard, whereas Quality assurance means producing defect and fault free products. With stress on strategies for individualization and differentiation. The

result of the evaluation process should be discussed with the student and necessary corrective actions should be taken to meet their expectations.

Total Quality Management is a management approach that originated in 1950's and has steadily become more popular since the early 1980's. It is a method by which management and employees become involved in the continuous improvement of the production of goods and services. It is a combination of Quality and management tools aimed at increasing business and reducing losses due to wasteful practices. Quality is at the top of the most agendas and improving quality is probably the most important task facing any institution.

Various educational implications are there for quality management are Institutions improve on a continuous basis because of knowledge and adopting changing styles in learning. Adopting new quality control techniques for the all-round development of students. Replace the internal inspection by a continuous internal mechanism of Quality assurance (IQAC – Internal Quality Assurance Cell). Opt for the best available teachers and instructional resources at visible costs. Constantly improve instruction, student assessment and management to improve quality and maintain cost effectiveness. Initiate institution-based On the job training for teaching and non-teaching staff. Enforce decentralized responsibility and authority and mentor leadership qualities in the staff. Encourage teachers to innovate. Assure them security and the 'right to fail' while they have enough freedom to learn from mistakes. Encourage and recognize novelty and uniqueness of the job so as to remove barriers that rob people of their rights to pride over their workmanship. Introduce a vigorous program of education and self-improvement. Involve everyone in all stages of planning, organizing and managing. The team concentrates on the Six Sigma methodology, DMA-IC, i.e. Define, Measure, Analyze, Improve and Control, to accomplish the assignment. Six Sigma is a program, aimed at near elimination of defects. In education, Six Sigma pertains to improve the quality of the matter taught, the methods adopted and the character that is thereby gained by the pupil. Other methods of Quality Management and Quality Circles, ICT and Bench Marking. Quality circles consist of specialist project teams specifically formed for quality improvement. Information and communication technology (ICT) in education in one of the way to effect changes in infrastructure in terms of hardware and software to enhance the possibility of improving the features or productivity to a great extent, making it a learner centered education system. Edward Sallis defined, " Benchmarking as bridging the gap between what we are and what we want to be."

## Different Concepts of Quality Management



A comprehensive model, called Mukhopadhyay's Institutional Assessment System, which deals with both qualitative and quantitative methods of assessment. There are different tools for assessment to know the strengths and weaknesses of an institution. There are several other tools which may be used like one developed by Department of Education, Government of Maharashtra (India); Johnston Country Schools Total quality in Education; and Mukhopadhyay's Institutional Profile Questionnaire (MIPQ). The MIPQ has largely been used to seek teachers view of their institution; it has also been used for the principals and non-academic staff. This questionnaire has identified eleven areas as indicators of quality, linkage and interface, students, co-curricular activities, teaching, office management, relationship, material resources, examination and job satisfaction; it has 110 items with 10 items on each of these areas. Juran has proposed 10 steps for TQM, whereas Crosby has 14 steps. The overall aims of TQM include focusing on the needs of the market, top quality performance in all the areas, simple procedures for quality performance, elimination of waste, understanding competition and developing competitive strategy for seeking never ending improvement for every product, process and transaction.

With changing patterns of education delivery from face-to-face to online, course content and organizational structures and the concept of quality has become an inherent component of the educational process for its success. Globally various bodies have been established to develop guidelines for quality products and services and their maintenance. The globalization of education, migration of students from one community to other, one country to another, provides adequate causes for concern to the educationists and administrators.

Total quality Management (TQM) in education is a timely tool, which must be clearly understood, adopted and implemented as soon as possible. TQM in education is the basic issues of quality as such and various concerns of quality management related to its concept among the people and the techniques of quality management. The issues of absolute vs. relative quality, quality control to total quality management have been analyzed. The quality of education is judged by the kind of humans it produces, and takes quality as a holistic concept. The two hidden dimensions of TQM are "Total Quality" and quality management'. Systems approach in education occupies an important place. Different components of a system and educational institution as a system have been examined. There may be two kinds of clients when applying TQM in education, internal and external. Parents, employers, community, the state government, and the society at large constitute the external clients whereas teacher, non-academic staff, principal, manager and managing committee form the internal clients. Students in this concept occupy a unique position of belonging to both internal and external clients.

## CONCLUSION

Total Quality management is about, creating Quality Culture where the aim of every member of the staff is to delight the customers. The TQM with relevance to education needs to address the quality of the learner's experience. Unless it does so, it will not make a substantial contribution to quality in education. Hence institution should focus on learning adapting new quality control techniques for the all-round development of students. Replace and internal inspection by a continuous internal mechanism of Quality Assurance (IQAC). Replace slogans for Quality with practical measures such as hands containing for Quality improvement. Introduce a vigorous program of education and self-improvement involve everyone in all stages of planning, organizing and managing. TQM though was developed by Deming. Many educators believe that Deming's concept of TQM is applicable to academics which provides guiding principles for needed educational reforms but there are some other contributors like Juran 1988-89, Crosby 1979, 1984 and Ishikawa 1983. Govt. of India has established National Accreditation Board for Certification Bodies (NABCB) for the accreditation of Quality maintenance in different fields of education.

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