



Reviews of Literature

TOTAL QUALITY MANAGEMENT AND BEST PRACTICES IN HIGHER EDUCATION WITH REFERENCE TO EDUCATIONAL POLICY

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ABSTRACT

HIGHER EDUCATION: AN OVERVIEW

India is a highly populated country, which has huge manpower to take the advantages of present market competition, we have to raise our standard of education and to produce excellent qualified persons in the present scenario of global market competition.

The present scenario is not much favourable for higher education internationally due to a number of difficulties. What is needed is excellence in higher education with TQM. The

sweeping administrative, infrastructural and qualitative reforms alone can convert the challenges into opportunities.

KEYWORDS:

*Total Quality Management (TQM),
TQM In Higher Education.*

INTRODUCTION:

From ancient Bharat to Modern India, India's 'Brain Power' has been globally acknowledged. In ancient times, "Nalanda, Takshashila and Vikramshila" were renowned and reputed places of higher studies. Higher education has always occupied a significant place in Indian History.

After Independence in 1947 the British pattern of management and financing of education was continued. The system of higher education in India had made



significant progress. Today India has one of the world and the second largest particularly in higher education.

The National Policy on Education 1986 and Programme of action 1992, states that institutional excellence is a function of 'self-evaluation and self-improvement'. Self-evaluation is an integral part of assessment and accreditation exercise. Self-improvement, on the other hand, should lead to developing quality management system by the institution in pursuit of total quality system in higher education.

TQM IN HIGHER EDUCATION

Quality:

Quality is contextual. However, the quest for quality has been the major concern of the entire human civilization.

Quality Concerns:

The quality concerns of higher education is an integral part of educational system which is directly linked with society.

Agencies of quality Assurance: The agencies involved.

NCTE – National Council for Teachers Education

NAAC – National Assessment and Accreditation Council (I.S.O. 9000 series)

Total Quality Management (TQM):

The concept of TQM was firstly introduced in the 1920 by America, in 1950 by Japan. It received further impetus in the 1980s with increasing awareness worldwide on the importance of quality. The University Grants Commission has taken up a number of initiatives for ensuring quality in higher education.

TQM is an expression of the need for continuous improvement and excellence with reference to an educational institution in 1. Institutional Productivity 2. Inter Personal Relations 3. Personal and Professional Developments

The quality of an educational system can be defined in terms of five dimensions –

i. Reliability ii. Responsibility iii. Tangibles iv. Assurance v. Empathy

To translate TQM in the field of education it is essential to work out the education system on the basis of above dimensions. But in transferring TQM from industry to education it must be kept in mind that

- Education is human resource development and not an assembly line for the supermarket.
- The principles of TQM remain unchanged but the specifics of the application involve new elements.
- Some of the ideas are not new, just long ignored.

The inputs of an education system, which are transformed (process) into a finished product concerns in higher education are –

i. Input – Input factors involve all the physical infrastructure

ii. Process – A process is a particular course of action intended to achieve the desired results

iii. Outcomes – the result of input and process in given course of instructions and action is outcome, which determines whether objectives being achieved or not.

The above system views of education operate in an external environment which is comprised of society, industry, govt. policies as well as an internal environment which is comprised of availability of funds, management policies, interactions and student development activities.

The influence of these environments makes the system more dynamic and complex of proper co-ordination, so that each element of the system works in harmony with the total system activities.

SUGGESTIONS:

Few suggestions in this record are made –

1. Institutions providing higher education should be recognized by UGC to maintain TQM in India.
2. The degree course of higher education should be designed in such a way that, needs of country and

world will fulfil.

3. The establishment of recognized forums and agencies like NAAC, NCTE, ISO 9000, should be made from time to time for a continuous dialogue between Govt. and others.

4. The admissions to higher education should be made on merit instead of money. The Govt. also finalise a fee structure that students from different socio-economic background.

5. The Govt. grant are not related with the performance of institutions. Both efficient and less efficient institutions are treated the same by the Govt. while issuing grant.

6. Job securities of employees is based on length of their service rather than merit in their performance.

7. To ensure the quality of higher education from private universities, we should have one central body to oversee the functioning of these private universities. The central body appointed for the monitoring these universities must have power to grant permission for the establishing of private universities and must have authority to de-recognized the private universities if they fail to function as per the prescribed parameters or could not maintain the quality of higher education.

Conclusion:

However, to secure the benefits of TQM higher education, taking into account the Indian scenario, national policies and priorities. It is necessary to commit ourselves on certain conditions to face the issue and problems propping up during the whole process.

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