

AN EXAMINATION OF OVERALL QUALITY MANAGEMENT IN THE EDUCATIONAL SYSTEM

Mehar Nawab(SSSED1607W)

Research Scholar PhD Education SSSUTMS- Sehore, MP, India

Guide: Dr. Gargi Singh

HOD (Education)
SSSUTMS- Sehore, MP, India

Dr. Dhiraj Shinde

Associate Professor
SSSUTMS- Sehore, MP, India

Abstract

The provision of a good education is a pressing issue for many communities all around the world. The success of academic institutions is directly proportional to the level of education provided within this industry, which is notoriously cutthroat. Sincere interest in total quality management (TQM) is being shown by educationalists, policy makers, academics, and researchers. This is due to the fact that total quality management (TQM) is recognised as an effective management philosophy for continuous improvement, customer satisfaction, and organisational excellence. As a result of the fact that this ideology was first designed for the manufacturing industry, there is a great degree of scepticism over whether or not it can be applied to the field of education. With this in mind, the primary purpose of this research is to evaluate whether or not TQM is compatible with educational practises. At the same time, the purpose of this research is to determine the most significant obstacles that stand in the way of introducing TQM into educational settings.

Keywords: TQM, Education

INTRODUCTION

The term "quality" refers to a certain level of perfection. It refers to a distinctive or important quality that sets something apart from others of its sort and makes it the finest of its kind. It refers to a quality or trait that something possesses and that may be identified as an element of it via observation. It refers to how beneficial and advantageous something is. It is a practical and beneficial function that contributes to the product as a whole. Transcendence originates from quality as its source of motivation. Generally speaking, it is defined as the act of conforming to requirements. Additionally, the requirement that there be conformity to the standard. Many people believe that quality does not have to be defined as compliance to standards; rather, it should be a guarantee of being the finest example of that kind everywhere in the world. In addition to that, it should also maintain its consistency in terms of its goal. Other scholars have taken this idea and used it to develop frameworks for Continuous Quality Improvement (CQI), Strategic Quality Management (SQM), and now the most recent Total Quality Management (TQM). TQM is thought to be more general in its ability to capture the essence of quality improvements than the other approaches, despite the possibility that there are some differences between them. When we talk about whole quality, we're not only talking about the product itself; we're also talking about how the product is presented to the customer. It is a plan for continuous improvement, and the goal is to bring out the best in everything. It is a notion that has been considered to be a process that is centred on the customer and that has a requirement for continual improvement in order to fulfil the views of consumers. In order to provide a clear understanding of the idea, Witcher (1990) provides a definition of the term by separating it into its three component parts. According to this definition, "total" means that everyone is involved in the process (including customers and suppliers), "quality" means that customer requirements are

met exactly, and "management" means that senior executives are committed. Traditionally, Total Quality Management (TQM) has been understood to be a customer-focused approach that aims for ongoing improvement. It is more of an idea than a straightforward programme or procedure; it encompasses a wide range of facets, such as strategic planning and clear communication, among others, through which each facet may be enhanced and made more efficient. TQM, or Total Quality Management, is a management concept that establishes a customer-driven learning company with the goal of achieving complete customer satisfaction via the organization's and its processes' commitment to continual improvement in terms of their effectiveness and efficiency. The client determines what is necessary, and Total Quality Management delivers on that expectation. It is done when everyone in the organisation has a passion for quality, is committed to achieving results, and makes choices based on performance data. TQM stresses the need of ensuring that all components are compatible with one another in order to transform raw resources into products and deliverables that please customers. TQM is primarily concerned with achieving the result of increased customer satisfaction. The fundamental principles of TQM are as follows: "long-term perspective, customer focus, and top management commitment, system's thinking, training and tools in quality, increased employee participation, development of a measurement and reporting system, and continuous improvement." It is clear that TQM explains two primary ideas, which are as follows:1.

Ongoing advancement, and 2. The tools, techniques, and approaches that are now being utilised. In general, Total Quality Management incorporates a wide variety of management and commercial principles, and the primary focus of TQM varies depending on the context in which it is employed. The Total Quality Management (TQM) concept prioritises the needs of the consumer in all settings, including business and academic institutions. It is an integrated organisational approach in the process of delighting both internal and external customers by meeting their expectations on a continuous basis. This is accomplished by getting everyone involved with the organisational working on continuous improvement of all products, services, and procedures along with the appropriate methodology for problem solving. It is a strategy that aims to enhance the efficiency and adaptability of the company as a whole by encouraging entire employee engagement in a holistic sense in any and all processes, activities, and areas of the business. TQM teaches us to face reality, such as the fact that it is us, not someone else, who are accountable for producing work of a high quality and that we are the ones who will verify it when it has been completed. TQM is not an old-fashioned method; rather, it is a cutting-edge one. TQM, or total quality management, is a management concept that focuses on preventing low quality in products and services rather than only identifying and correcting flaws once they are found. One of the fundamental tenets of TQM is the notion that quality is a quantifiable commodity, and in order to make improvements, it is necessary to first determine where we now stand. Do we have any kind of idea? Or do you want to know where we are going? Not only does Total Quality Management refer to a particular approach or collection of methodologies, but it also refers to a paradigm for the transformation of organisations. Over the course of several decades, various interpretations of the term "quality" have emerged. This shift has occurred from meeting the specifications of the learners to satisfying the learners to meeting and exceeding the expectations of the future.

When the phrases "Total Quality Management" and "quality" are used together, the common intention is to acknowledge that genuine quality can only be achieved when all aspects of an organisation collaborate towards a common goal.

The TQM philosophy may be applied to the world of academia. A significant number of educators are of the opinion that it offers a set of guiding principles for the necessary educational change. Students have to pay

tuition and other fees in order to participate in classes, eat meals, sleep in resident halls, purchase books, and use a variety of other facilities. The student is a perfect example of the word "client," in every sense of the term. When a person possesses the necessary level of dedication and comprehension, as well as the willingness to put in the necessary amount of effort, quality may be attained, measured, and turned into a lucrative unit. Stella and Gynam (2004) state that quality improvement cannot be accomplished by an administrative approach. It is a participatory process that involves many units of the institution at all levels, and it has the potential to bring about new strains in addition to possibilities that have never been seen before. In the future decades, life at educational institutions of all levels is expected to bring about new tensions alongside the possibility of never-before-seen opportunities. In order for the people to be able to profit from the new environment, new models of human resource development are going to be required. Many of the approaches that are used to raise the level of quality in educational settings are borrowed from the business world. There are several obstacles standing in the way of educational institutions successfully adopting and putting management ideas into practise. To be able to extract the best from industry experiences and mix them in a comprehensive framework with approaches that are better suited to the educational environment, one must first overcome the hurdles that stand in the way of this goal. At educational institutions, there should be discussion of TQM-related issues, particularly those that are related to production and funding.

Many people that are using TQM in education have different points of view on the methodology. Some people think of TQM as a management system, with the pleasure of customers or students as the most important component. Some consider TQM to be a philosophical approach that encourages transformation inside a company or educational establishment. In the process of implementing TQM in higher education settings, academic institutions have utilised both of these techniques. The quality of education takes into consideration the external environment in which educational institutions function, including the internal environment in which teaching and learning takes place, as well as the home environments of the individuals receiving the education. The systems approach to education considers the environment in addition to its inputs, processes, and outputs. These components are all contained inside a boundary that is arbitrary. Inputs come from the environment and pass through the boundary into the system, where they are processed as part of the transformation and production process, and then outputs are produced by the system and sent back out into the environment. The flow of energy, information, and other things can be indicated by the direction in which it travels from the inputs to the outputs of the transformation or production process. Human, physical, and financial resources are all examples of inputs (students, faculty, administrators and organisational culture) A process may be defined as a sequence of events or processes that ultimately leads to a conclusion. In the context of a value-adding activity, the transformation of quantifiable inputs into measurable outputs occurs during the course of a process. The term "educational process" refers to a sequence of activities or procedures that culminate in learning, training, educational, or intellectual pursuits. The dissemination of information, the conducting of research, and the provision of community service are all components of an educational institution's transformation process. Teaching, learning, research, administrative operations, and the transformation of knowledge are all components of the process that make up the education system. Outputs may be broken down into three categories: tangible outcomes, value addition (measured by things like test scores, employment, wages, and overall happiness), and intangible outcomes (educated people, research findings and service to community). Then there is feedback, which refers to the outputs of information about the system. When this information is fed back into the system as inputs, it effectively modifies the system while the process is still taking place. As a result, the system becomes more responsive to the requirements of the components in its environment, which ultimately results in the system being flexible. The output that is

then delivered should be satisfactory to the components in the environment, which come in the form of consumers and stakeholders; otherwise, the inputs will stop, and future transformation and production would stop as well. While every TQM effort is different, many of them have certain characteristics. On a grander scale, TQM offers a path to follow and a structure for fostering morality in educational settings. It takes into consideration and rewards the labour of those directly involved, whether they are employees or members of the organization's wider community. Integrity, honesty, dedication, involvement, and ownership are frequently important tenets of TQM models that have shown to be effective.

The current educational system may be made more effective and the objective of providing students with a quality education can be accomplished via the implementation of the different TQM concepts. There have been a lot of studies carried out in the field of education that demonstrate the good reaction that TQM has had in education in terms of attaining excellent education. To ensure that students receive an education of sufficient calibre, the school must place the utmost importance on quality in its entirety. Everything should have a strong emphasis on quality. The top emphasis that should be provided in educational institutions should be the provision of a quality education in order to generate learners who are qualified. The meaning of quality needs to be made very clear. The fulfilment of the requirements and expectations of the learners is an essential component of any definition of quality. To achieve complete excellence, an organization's primary focus should be on meeting the requirements of its students over the long term. An organisation that strives for overall quality will be transparent and unambiguous when communicating its quality values, mission, and policy. For the sake of improved performance, communication will go without hitch at all levels. In order for Total Quality Management to be successful, its participants need to maintain the utmost levels of integrity, honesty, trust, and transparency. Within an organisation focused on complete quality, concerns about health, safety, and the environment will be given a high priority for both teaching and non-teaching employees as well as students. Grievance reduction cells, which will operate around the clock to assist students in resolving their complaints and help them feel more heard. The formation of quality circles is something that has to take place. These circles will be made up of small groups of individuals who will get together on a regular basis to talk about issues, look for answers, and work together with management to put those solutions into action. The engagement of workers in decision making and the resolution of issues is central to the operation of quality circles, which are predicated on the idea that such participation leads to an increase in the output quality of the job. The concept of quality in education refers to the process of monitoring and determining the factors that influence the levels of instruction. Total Quality Management involves making continuous, measurable improvements at all levels of a school, from overall school performance to the performance of individual employees, with the goal of ensuring that ongoing process improvement is always and indefinitely an essential component of achievement.

EARLIER EFFORTS OF IMPLIMENTATION OF TQM IN EDUCATION

The Whole Quality Management approach to education was first used in 1988 at Mt. Edgcombe High School in Sitka, Alaska. When David Langford, who was the technology instructor and coordinator at the school, put whole quality ideas into practise in his courses. Since 1990, there has been a flood of books and journal papers written on TQM, which is proof of the methodology's growing popularity in the educational sector. Also, TQM has made its way into the mainstream of educational institutions. For instance, the Association for Supervision and Curriculum Development devoted the whole November 1992 edition of their journal "Educational Leadership" to the quality movement in education. "Educational Leadership" was published in 1992. Crawford and Shutler (1999) used the Crosby model to provide a realistic method for applying TQM concepts in

education. This was done in support of the TQM efforts that were being implemented in the educational system. Instead than focusing on the students or the outcomes of the examinations, their method centred on the quality of the teaching system that was implemented. They believe that examinations should be used as a diagnostic tool in order to ensure that the educational system is of sufficient quality. Continuous improvement efforts need to be aimed at the curriculum as well as the services that are used to deliver it in order to meet the educational demands of students. When viewed from this angle, a number of the fundamental reasons behind the quality system's failure in education have been isolated. They include sloppy inputs, sloppy delivery services, a disregard for performance standards and metrics, uninspired employees, and a disregard for the skills of students. Ali and Zairi (2005).

REASONS TO APPLY TQM IN EDUCATION

According to Thakkar et al., there is a lot of research that is now accessible that speaks to an increasing interest in adopting TQM in education for a broad variety of reasons (2006). Some of the reasons include pressures from industry for continuously upgrading of academic standards with changing technology; government schemes with allocation of funds, which encourage research and teaching in the field of quality; increasing competition between various private and government academic institutions; and reduction in the pool of funds for research and teaching, implying that only reputable institutions will have a likely chance of giving access to various funding opportunities. According to Crosby (1984), the aim of total quality management (TQM) cannot be accomplished unless the strategy focuses on the quality of the educational system and its continual development. TQM in education is impossible to achieve unless all members of the company, from the CEO on down, are dedicated to achieving outcomes, have a passion for quality, and make choices based on performance data. Kaufman, (1992). (1992). According to Corrigam (1995), a business cannot achieve success with total quality management (TQM) unless it establishes a customer-driven, learning organisation that is devoted to total customer satisfaction. "A set of fundamental core values forming building blocks of proposed Total Quality Management framework are leadership and quality cultures continuous improvement and innovation in educational process employee participation and development fast response and management of information customer-driven quality and partnership development; both internally and externally," Gryna and Juran both (1980).

FOR SUCCESSFUL IMPLIMENTATION IN EDUCATION

The formation of quality circles is required in order to have a successful application of TQM in the educational system. A quality circle is made up of smaller groups of people that get together on a regular basis to talk about issues, look for solutions, and work together with management to put those answers into action. Quality circles encourage employee engagement in decision making and issue solving, and operate on the concept that this will increase the overall quality of the work. These circles use organised ways to problem resolution, and they function on this principle. The concept of quality in education refers to the process of monitoring and determining the factors that influence the levels of instruction. The work done on educational leadership over the past few decades is regarded as pioneering work. According to Bensimon and Neuman (1993), the leadership component deals with examining senior management personnel of leadership and involvement in creating and maintaining a customer focus, clear goals, high expectations, and a leadership system that would perform exceptionally well. Moreover, it investigates the internal leadership structure and policies that might have an effect on the faculty and students, as well as the outward public obligations of developing relationships with the business sector, parents, and the general population. A participatory management style that

incorporates inputs from a full 360-degree feedback system from various internal and external stakeholders might be used to produce improvements in the efficacy of leadership. The strategic planning for this component would investigate how the organisation chooses its strategic orientations and how it chooses the major needs for the plan, with the happiness of the students serving as the primary focal point. This component analyses the most important facets of process management, such as the design of educational experiences with a learner-centric emphasis, educational delivery services, and business operations. It investigates how fundamental procedures might be enhanced in a creative and ongoing manner. The performance findings of this component would look at the overall performance of the students and how much they had improved using several important measurements and indicators. This component investigates the extent to which the goals of the institution are reflected in the development and training of the employees.

TQM would also look at the efforts that are being made to develop and sustain an atmosphere that is favourable to achieving performance excellence, full involvement, and organisational growth. Manpower development, including staff recruiting, training, and career development, employee performance and recognition, and the creation of a quality work environment are some of the strategic thrusts that this component would include. The information management component has to investigate the management of and efficiency with regard to the utilisation of data and information in order to support the overall purpose that is associated with performance excellence. It should guarantee that the relevant vital information is reliable and easily accessible at all times, as that is required for day-to-day operational management. In addition to this, it would place an emphasis on the analysis of facts and information, as well as the prompt and efficient handling of various circumstances. This component analyses the process through which the institute assesses the requirements and expectations of the many stakeholders, including the students. It would involve identifying several performance metrics as well as the means by which the goals may be attained. It's possible that some of the performance measurements will be based on things like student feedback, surveys, and assessments of how well teaching and learning are working. In order to successfully manage dynamic interactions with internal and external stakeholders, having effective leadership, solid education management, efficient human resource management, and adaptable information management are unquestionably going to be really helpful. TQM would comprise multiple aspects of quality, according to Lagros et al. (2004). These dimensions include corporate cooperation information responsiveness, teaching and non teaching facilities, teaching and assessment processes, and the types of courses that are provided. As a result, it is essential to place a strong emphasis on TQM in the educational sector, as this will demonstrate how continuous improvement helps provide the required foundation and contributes to enhancing and expanding the field in tandem with other fields or companies. Tasie (2010) Total quality management (TQM) seeks to improve organisational functioning by carefully examining the interface between an organization's mission, values, vision, policies and procedures, and the consumer that the organisation serves. TQM was developed by Deming, who coined the term "quality management." Research and analysis are conducted on the wants and wishes of customers, and product design, as well as sales and service, are updated in order to achieve better levels of satisfaction among customers.

IT IS PHILOSOPHY NOT METHOD

TQM is a philosophy that advocates for the improvement, enhancement, betterment, and change of all of the services offered to students in the field of education. Additionally, TQM advocates for the improvement, betterment, enhancement, and change of every facet of an organisation or field. It is necessary for there to be increased efficacy in every aspect, whether it be teaching and learning, the curriculum, or the infrastructure. Every single facet, beginning with management and continuing with infrastructure and ending with instruction

in the classroom, requires improvement and expansion. Weinstein (2009) recommends that administrators of educational institutions look at the potential benefits of introducing an all-encompassing overall quality management programme. One strategy that has been shown to be effective in quality management and the enhancement of processes is called Total Quality Management (TQM). This approach is comprised of fundamental principles, methods, and tools. The article discusses the fundamentals of Total Quality Management (TQM) as well as the efforts of a group of educators and stakeholders in a music department at a public university with a moderately sized music programme to implement this strategy in order to address the challenging issue of student recruitment. Kristensen (2010) contends that there has to be a better balance struck between internal and external quality assurance and quality improvement. He says this is something that needs to be worked on. As a result, she finds it extremely motivating that the European Standards and Guidelines highlight the fact that the full effectiveness of external evaluations is largely dependent on there being an explicit internal quality assurance strategy with specific objectives and on the utilisation, within institutions, of mechanisms and methods that are aimed at achieving those objectives. Toremén et al. (2009) also indicate the necessity for an effective shift in management, training personnel, and making use of human resources to achieve a system-wide quality improvement, which is necessary to execute the concepts of Total Quality Management (TQM). Originality/value: The process of continuously improving quality should be something that is prioritised at every level of management, including the operational one. The results of primary schools, which are considered to be the foundation of the entire educational system, have an impact on higher levels of education. Thus, putting out efforts in TQM in elementary schools is of the utmost significance in order to realise a high quality education system. This piece of writing sheds light on how to improve quality at such a fundamental level.

Manoharan et al. (2010) recommends that priorities should be established for the purpose of improving employee performance. This calls for some kind of training programme that emphasises ongoing progress. Interpretive structural modelling is used in this article to investigate the interrelationships between the factors that go into performance appraisal in order to design and plan a training programme for workers. Toremén et al. (2009) found that in order to put the concepts of TQM into practise, there has to be an effective change management, education of personnel, and use of human resources to achieve a system-wide quality improvement. The process of continuously improving quality should be something that is prioritised at every level of management, including the operational one. The results of primary schools, which are considered to be the foundation of the entire educational system, have an impact on higher levels of education. Thus, putting out efforts in TQM in elementary schools is of the utmost significance in order to realise a high quality education system. Measurement, assessing, and auditing are all tasks that are commonly associated with Total Quality Management (TQM). This is because TQM will require regular achievement of high standards in all aspects of the school. The objective of total quality management (TQM) is to make more efficient use of available resources in order to accomplish one's goals, whether they monetary or otherwise. TQM is successful when it results in enhanced employee participation, improved communication, and higher enrolment of learners; improvements in quality; and improvements in the organization's advantage over its competitors. It should be the responsibility of upper management to raise knowledge about the ideas of TQM and the individual participation in the process of attaining TQM in education. The TQM management philosophy places a strong emphasis on quality commitment. A commitment to quality requires an understanding of quality and the importance of learner and appreciation of the contribution of employees to promote a holistic approach so that it will become everyone's responsibility. This requires an understanding of quality and an appreciation of the contribution of employees.

COMPONENTS OF TQM

The management should foster a culture of collaboration among the staff. The morale of the workforce will improve thanks to the whole engagement of the workforce. The staff will feel more authoritative and responsible as a result of it. The contribution and aids of the employees need to be given significant attention, and they should be put into action whenever there is a proposal that is both sound and appropriate. Schmidt (1998) explains how the four tenets of Total Quality Management (TQM), namely customer satisfaction, continuous improvement, empowerment, and teamwork, may assist both instructors and students in being more productive and successful in the classroom. An additional theorist of education advocates for the inclusion of all individuals in the system. According to Farooq et al. (2007), the fundamental concept of total quality management (TQM) is a participative method to addressing the issue(s) of quality in the realm of education as well as in the commercial sector. He insisted that every single person who works for a company should be a part of the organization's continuous improvement plan in order to make total quality a reality. One of the most essential measures of whole quality management is the infrastructure. If we do not have a sophisticated infrastructure and the most up-to-date technology that can be implemented in the field of education, we will not be able to successfully apply TQM in the educational system. Well-appointed classrooms, a health centre, a water facility, a guidance and counselling cell, and an ombudsman cell are the elements of the school's physical environment that contribute to the quality of the education provided. In order for an institution to meet the quality criteria, it should have the necessary infrastructure, which includes well-stocked libraries, laboratories, and playgrounds, as well as classrooms that are well-ventilated, well-furnished, and well-facilitated; reading rooms; access to the internet; availability of scientific equipment; and drinking water facilities, among other things. Furthermore in his research, AzziLessing (2009) highlights the important responsibilities that infrastructure plays in developing and enforcing standards, supporting quality, and assuring quality and accountability. Assessing the progress that has been made in building the processes and systems to support and assure quality in a number of states, as well as analysing the risks associated with expanding early childhood programmes in the absence of such systems, is the focus of this article. In order to successfully support the growth of universal pre-kindergarten as well as other early care and education programmes, several strategies for building capacity and enhancing the various roles of infrastructure are also highlighted.

The need of being able to demonstrate that these programmes actually provide tangible benefits to the children who take part in them is emphasised in the aforementioned article. Leadership, collaboration, and accountability are the aspects of TQM that are necessary for it to have any influence on the company; without them, TQM would fail. Because of this, these parts of TQM need to be applied, enhanced, and made more efficient so that the overall functioning, performance, and quality may be improved. Grumdhal (2010) identifies the influence on accomplishment that occurs when schools apply a continuous improvement model employing Total Quality Management (TQM) concepts connected to strategic planning and the culture of the school. This results in students being more motivated to learn. It is possible to successfully implement TQM concepts in each and every school by placing an emphasis on using a systems-based approach to raise the level of student learning. Principals play an essential part in maintaining and communicating the school's vision, putting in place mechanisms for shared leadership, ensuring teachers get ongoing professional development, and basing instructional choices on student data. According to Hertzler (1996), the implementation of Total Quality Management (TQM) in an organisation necessitates a significant shift in the manner that the business carries out its daily operations. Every effort to improve quality will require significant organisational shifts to

be implemented. The formation of a long-range leadership team working towards a common vision, institutional commitment, and the requirement that people who will be affected by the changes have a part in its design are all critical factors for effective TQM implementation. The authorities are in agreement that there is a significant potential for TQM in higher education provided it is correctly implemented and given adequate time. In order for a company to thrive in today's cutthroat business climate, it is imperative that they work to strengthen their quality culture, their emphasis on the needs of their customers, and the quality of their working relationships. According to Riccardi (2009), the presidents of the various colleges indicated that they perceived relationships to exist at their institutions between product/service quality and customer focus, financial effectiveness and the other variables, operational efficiency and continuous improvement, public responsibility and the other variables, customer satisfaction and employee fulfilment, cooperation, customer focus, and public responsibility, and between employee satisfaction and the other variables.

This study contributes to the body of knowledge in the field of research by enabling CQI practitioners to concentrate on those TQM factors that reinforce one another. Implications for future research include the evaluation of leadership during a CQI process, the degree to which individuals are accepting or resistant to change, and an investigation of how integral TQM may be within institutions, regardless of whether or not they are identified or labelled as such. All of these topics are interrelated. Cooperative learning is a tool that can be used to enhance classroom learning, as reported by Mehra and Munsung (2004). They also proposed using specific TQM principles to enhance the learning process by adopting team work and empowerment. Both of these ideas were presented in their paper, "To Enhance Educational Learning Through Some TQM Principles." Ehlers (2009) argues that the groundwork for a complete knowledge and investigation of quality culture in businesses, with a particular emphasis on higher education, must be laid. Despite the fact that this knowledge of quality as an integral aspect of organisational culture appears to be gaining increasing significance, there is still a dearth of basic study and a lack of conceptual comprehension of the phenomena in and of itself. The development of quality in higher education is frequently restricted to administrative paperwork, to the exclusion of the development of quality as the whole culture of an institution. Nonetheless, there is a pressing need to place primary emphasis on the promotion of a quality culture that makes it possible for individual actors to continually enhance their educational practise.

IMPORTANCE OF TQM IN THE EDUCATION SYSTEM OF INDIA

The fact that India is a democratic nation guarantees that everyone has an equal opportunity to obtain an education. There is a plethora of educational institutes, but the instruction that they offer is primarily theoretical. The practical aspects of schooling are not emphasised in any way. The curriculum that is used to instruct students in schools dates back several decades; nevertheless, there have been no modifications made to reflect the requirements of the students, the requirements of the times, or the requirements of the society. There is no instruction offered in schools that has the potential to develop professionalism, a scientific temperament, or practical hands. Learners are graduating from the current system with certifications, employability, grades, but lacking in originality, and degrees, but lacking in knowledge. When it comes time to put their newfound knowledge to use, students are forced to confront the challenges that lie ahead. In addition, businesses have to invest valuable resources, including time, money, and energy, in order to undo, change, and retrain their employees based on what is taught at educational institutions. Thus, there is an urgent requirement for the schools to apply Total Quality Management, which has the potential to resolve issues of this nature on all levels. To ensure that other sectors are able to be empowered, advanced, and get any form of help from the education system, the education system itself ought to place a primary emphasis on quality. It

should come as no surprise that primary education serves as the cornerstone or structural component of secondary education as well as the whole nation's educational system. If we do not prioritise high-quality instruction in the elementary and secondary levels of education, we will fall short in our efforts to promote literacy and achieve success in higher education. The transformation of our straightforward or conventional society into a knowledge society is impossible unless we first implement overall quality management.

It will be impossible for India to move ahead shoulder to shoulder with other countries if the education system is not improved and made more efficient. Hence, a dedication to quality, as well as an emphasis on comprehensive quality management, would be beneficial to the growth of practical education within the educational institutions of the nation. The level of quality can and will continue to rise. A good standard of education is the path to a promising future. Hence, gaining insight into quality indices and virtually implementing them should be given the highest importance, and appropriate attention should be made to the category across a wide range of educational strata, such as schools, universities, educational administration, and employees. When it comes to ensuring high standards of learning at the elementary and secondary school levels, overall quality management is essential. It is imperative that quality be brought to the system in every facet, beginning with the infrastructure and moving on through classroom instruction, professional development, and the cultivation of a scientific mindset. It is important for educational institutions, and schools in particular, to emphasise quality education in order to be competitive in a global environment. It is now generally acknowledged in India that higher education has been critical to India's rise as a significant player in the global knowledge economy. Nonetheless, there is a widespread belief that problems are afflicting both the Indian education system as a whole and higher education in particular. The National Knowledge Commission (NKC) referred to the quality deficiency as a "silent crises." The business world is always pointing to a massive lack of skills and is of the opinion that growth momentum and development may not be able to be maintained until the problem of talent deficit is addressed. Throughout the past sixty-sixty years, India has made significant progress towards expanding its institutional capacity in elementary, secondary, and higher education. This expansion has occurred across the country. In 1950, India only had 25 universities; today there are over 704 universities and over 36,000 colleges. In 1950, there were 700 colleges; today there are over 36,000 colleges, 7000 institutions for teacher training, 1244 polytechnics, 1552 engineering colleges, and 170 medical colleges. We generate 10% employable arts grads, 25% employable engineering graduates, 30% employable medicine graduates. In 2010, we were awarded 5170 patents, whereas our neighbour was awarded 172113 patents. Our educational system is currently in the state described above. Simply put, this is the best possible argument for incorporating TQM into our educational system. This ideology was utilised by Japan in order to revitalise and restructure the country's industrial system, as well as to manufacture the highest quality goods, which in turn opened up room for marketing in every region of the world. To raise awareness among educators at all levels—primary, secondary, and tertiary—it is necessary to have seminars, debates, and symposiums at the state and national levels. This will allow the educational system to become more dynamic and lively. To ensure the success of the TQM implementation, every educational institution should have access to advanced infrastructure, well-qualified teaching personnel, and well-qualified management. It should not only be required of educational institutions that receive government funding but also of those that are privately operated that they adhere to the TQM concept. In order to guarantee that Total Quality Management is put into practise, there should be independent bodies for each level of education (primary, secondary, and university) that are able to conduct inspections of educational institutions once every one to two years. The idea need to be applied in its whole and in its entirety alone to the process of altering the education system so that it is in accordance with changing times. TQM ought to be used in further businesses so that performance may be improved.

Conclusion

This study does not offer any framework or guidelines that will make implementing TQM successfully in an organisation. Instead, it is involved in explaining what could motivate an academic institute to embrace TQM into its process; examining to the extent to which TQM is relevant and matching with education; and determining what may hinder the successful application of TQM in education. Yet, it is possible to say, in general, that in order to make TQM effective, it is vital to build a quality culture, i.e. a change is required from a traditional management culture to a whole quality culture. This is because a quality culture is essential to the success of TQM. According to Deming, Total Quality Management (TQM) is a management concept that calls for a significant cultural shift away from traditional management and towards a management style that emphasises continual improvement in a company. A similar idea is repeated by Sallis, who says that total quality management (TQM) involves a change in culture; it also requires a change in attitudes and working practises, as well as a change in the administration of the institution; and last, it requires a change in the way the institution is run. One definition of quality culture describes it as "a system of shared values, attitudes, and standards that focuses on satisfying customers and continually enhancing the quality of products and services." The Whole Quality Management concepts, such as continuous improvement, open communication, fact-based problem resolution and decision making, etc., may be fostered through a quality culture. In addition, academic institutions have to shift their relationship with their students towards one that is more centred on customer service. Traditional relationships between educators and pupils no longer contribute anything of value to either party. It is essential to disseminate management methods that adhere to professional standards throughout educational institutions. The Whole Quality Management approach makes use of a wide variety of tools and methods. There will not be any substantial value provided by the arbitrary selection of TQM tools, techniques, and ideas.

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