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National Seminar on



TOTAL QUALITY MANAGEMENT — IN — HIGHER EDUCATION

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**Editor
Dr. P. R. Shini**

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DEPARTMENT OF BUSINESS ADMINISTRATION
SRI MEENAKSHI GOVERNMENT ARTS COLLEGE FOR WOMEN(A)
MADURAI-2
(Reaccredited with "A" Grade by NAAC)
Affiliated to Madurai Kamaraj University, Madurai**

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Dr. P.R. Shini

Assistant Professor

Department of Business Administration

Sri Meenakshi Govt. Arts College for Women(A)

Madurai -2.



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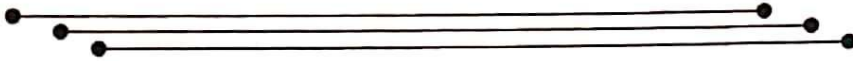
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ROLE OF FACULTY TOWARDS TQM AND QUALITY ENHANCEMENT



L.Meena

Assistant Professor, MBA Department, Fatima College (A), Madurai.

Abstract

Total quality management can be summarized as a management system for a customer-focused organization that involves all employees in continual improvement. It uses strategy, data, and effective communications to integrate the quality discipline into the culture and activities of the organization. The main goal of TQM is to create within the organization a climate in which all the resources are used creatively and efficiently and which gives the staff confidence in management. The quality of higher education is everybody's concern today. Various studies and commission reports at official level has recognized the same and given recommendations for its improvement. Government and other constitutional agencies are taking necessary measures. But these alone, will not serve the purpose unless institutions and faculty take proactive initiatives and measures. Most of the principles of TQM can be implemented in the area of education and training. This paper highlights how total quality management can be implemented in higher education. As a part of mounting pillars, the paper focuses on the various strategies to be followed by faculty of higher education to bring out the best efforts of students and their overall development.

Keywords: *Total quality management, faculty and strategies.*

Introduction

The quality of higher education is everybody's concern today. Various studies and commission reports at official level has recognized the same and given recommendations for its improvement. Government and other constitutional agencies are taking necessary measures. But these alone, will not serve the purpose unless institutions and faculty take proactive initiatives and measures. Most of the principles of TQM can be implemented in the area of education and training. Higher education discovered total quality management in the 1980s and quickly became enamored of it. Deming has suggested the linkage between quality management principles and education, claiming that "...improvement of education, and the management of education, requires application of the same principles that must be used for the improvement of any process, manufacturing or service" (Deming, 1994).

Some academic programs and many individual faculty members have tried applying quality principles in their work. Our concern in this paper is specifically with teaching, as opposed to academic or research program structure and administration. We first consider how an instructor can improve the quality of instruction in an individual course, and then the more difficult question of how an academic organization (a university, college, or academic department) can improve the quality of its instructional program. In both cases, we examine the potential contribution of quality management principles to teaching improvement programs in light of the cultural differences between industry and the university.