Total Quality Management of School Education: A Study of the United States and United Kingdom and Lessons for India

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Abstract
This presentation examines the concept and strategies of Total Quality Management (TQM), in order to develop a model of TQM-based school education for implementation in India. It begins with a description of the challenges of Indian education. After defining the concept of TQM, a philosophy developed for industry by W.E. Deming and adapted to education, it examines its application in the U.S.A. and U.K. A study of the differences between the two nations leads to the analysis that TQM succeeds best as a local non-bureaucratic initiative. Still, as much as the U.K. would benefit from decentralization, the more widespread application in the U.S.A. would be enabled from governmental interest. The paper posits a model for TQM in schools, along with enabling conditions and possible pitfalls. Its conclusion is that TQM is adaptable as a generic model suitable to the diversity in Indian education and a few, (by no means comprehensive) ideas for school reform in India are suggested. Strong local initiative, minimal bureaucratic presence and a mindset change which welcomes quality and change are prescriptions for success.