LITERATURE REVIEW
During the survey, the researcher will refer various books, reports etc in different libraries and also read research works done in the same subject. A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant investigation.

Bettina A.Lankard (1992) explained that relies on the experiences, expertise, and commitment of all members of an organization to improve the processes by which customers are served.

H.C.S. Rathore (1993) has provided an efficient and less expensive method of educational instruction a higher education level in the context of national development in India. He also said that uncontrolled population growth and our failure to provide employment to school leavers on the one hand and growing awareness of, and aspirations for education of our people on the other, the demand for higher education had been increasing much faster than that our stagnating economy could afford to accommodate.

J.S.Neves and B.Nakhai (1993) described the basic tenets of total quality management which are as follows, a long-term perspective, customer focus, and top management commitment, systems thinking, training and tools in quality, increased employee participation, development of a measurement and reporting system, improved communication between management and labour, and continuous improvement. Therefore TQM describes two main notions, Continuous improvement and the tools and techniques/methods used. In general, TQM encompasses many management and business philosophies and its focus gets shifted, based on the scenario where TQM is applied. Whether it is in industry or higher education, TQM philosophy revolves around the customer.

Murgatroyd and Morgan (1993) offered a practical model of implementing TQM principles at schools, which seem to be practical in universities as well. This model is based on three factors: trust, commitment of leadership and empowering. Trust is a foundation, which depends on many aspects of the organization culture. Leadership commitment to TQM must
be evident. Empowerment is attainable through devolution of responsibilities and education. In their model, three factors of culture, communication and commitment are effective in the formation of TQM thinking, which the outcome is goal setting, strategies, tools and team working. In this model, the interaction between strategies and goals, tools and teams and their dependency to culture is characterized and a condition that affects the organization is created through communication and commitment.

Juried and Ritz (1994) expressed that in order to move forward and attain a higher level of quality in engineering education, the concept of total quality management must be applied.

Ralph G.Lewis & D.H.Smith (1994) explains the principles of implementing total quality management in college or university environment. It also expressed the history and principles of quality management and an assessment of factors in the college and university environment that are leading to serious question concerning higher education. It is appropriate to apply total quality management to higher education because total quality emphasizes principles that are firmly enshrined in the halls of academia.

Jack P. Pekar (1995) told that there is no single path to achieving total quality within an organization. There are no hard and fast rules to follow to become a world class company. The only constant are basic guidelines, that, when followed, lead to success. This is because all organizations have their own cultures, people, and technologies. What may work well for one company will not necessarily work for another.

L.Harvey (1995) explained that the failure to include the customer focus had resulted in companies struggling hard to survive. In the context of higher education, due to the intangible nature of its processes, there is a considerable discussion on the notions of educational quality.

J.Corrigan (1995) gives a definition with an emphasis on customer satisfaction that TQM is a management philosophy that builds a customer-driven, learning organization dedicated to total customer satisfaction through continuous improvement in the effectiveness and efficiency of the organization and its processes.

J.R.Hackman and R.Wageman (1995) advocated that, total quality management, if properly implemented, can enable organizations to dynamically provide cope with their ever changing environments in a sustainable manner.
J.Prashantkumar & Digumarti Bhaskara Rao (1998) said that providing proper Higher Education is of paramount importance to a developing country moving into the twenty-first century. These ideas acted as influential factors in expansion of higher education in the country both through conventional system and Distance Education System. The open learning system has been initiated to augment opportunities for higher education, as an instrument of democratizing education and to make it a life long process.

Robert C.Winn and Robert S.Green (1998) explained that Total Quality Management is recognized as an important management philosophy and is widely used in US industry. It has been used very successfully in the development and acquisition of systems such as satellites and aircraft to preparing officer performance reports. Over the last few years, TQM has been applied in the education industry. Most of the applications have been in the administrative side of the institutions, but some schools have applied TQM to curriculum development. The Air Force Academy has been a leader in this application of TQM. In this study author also explained, the principles of TQM are described with an emphasis on the importance of identifying the customer and analyzing the processes.

D.Jaffee (1998) said that organizational theories inform the use of technology to meet the demands of institutional change; one would expect organizations of higher education to be able to adapt and meet the demands of this changing environment. Because of their rich history and uniquely recognized intellectual leadership, society looks to institutions of higher education to set the pace for educational innovations.

J.V.Koch and J.L.Fisher (1998) expressed that the education sector has many patrons who enthusiastically conveyed the contribution of TQM philosophies to the improvement of higher education, in various core areas such as curriculum reform, pedagogy, quality of education.

M.L.Skolnik (1998) One of the themes of higher education in the 21st century is consumer-centrism, that is, the learner as consumer. Students are increasingly placing demands on institutions of higher education, a relationship no different than that of a vendor-consumer in which the consumer drives the demand for a particular product. The consumer determines what product he desires and when and how he will use it. The vendor must determine what satisfies the consumer and develop a product to meet the demand.
G.Hammersley and A.Pinnington (1999) suggested total quality management to be a systematic and rationalized philosophy for quality management as well as change management in higher education.

Omer Faruk (2001) TQM as a way of achieving and maintaining excellence is used in establishments of higher education. Many higher educational institutions have adopted Total Quality Management. Reviewed examples show that through TQM methods, institutions have gained improved communication, raised employee morale, increased productivity, improved process efficiency, and reduced waste and costs. The effects of using TQM in higher education are positive. Therefore it is advisable for all universities to adopt TQM to derive similar benefits. The study also suggested a nine step TQM model for higher educational institutions with some recommendations, but every higher educational institution can design its own model according to its own circumstances. It is not necessary to introduce TQM across the whole institution. It can be applied to individual institution units.

Sallis Edward (2002) In the millennium there is less need to make this call to arms. Quality us nowadays, quite rightly, a high priority and has become almost the very stuff of the education. Total Quality Management as a management model, with its emphasis on leadership, strategy, teamwork, rigorous analysis and self assessment, has a universal massage. And it has always been a philosophy for the long haul rather than a short term fix. It is now required more than ever in our world of continuous change.

N. A. Ali & M. Zairi (2005) said that to satisfy the educational needs of students, continuous improvement efforts need to be directed to curriculum and delivery services. From such a perspective, various root causes of quality system failure in education have been identified. These include poor inputs, poor delivery services, lack of attention paid to performance standards and measurements, unmotivated staff and neglect of students’ skills. One of the weaknesses of such a perspective is in its concentration on the student as a customer whereas TQM in education should concern the customer beyond students.

T.D.Kelley and N.M.Sharif (2005) observed that the competitiveness of a nation is determined by its quality of higher education that it is able to provide to its students. And Indian educational institutions, while waking up to this new reality, are gearing up to cater to the needs of not only its domestic segment, but also the international markets.
H. J. De Jager & F. J. Nieuwenhuis (2005) described the linkages between TQM and OBE indicate that there exist common principles related to each. It can be said that in an OBE institution teachers/learners are seen as its most important resources and these people want to achieve and challenge their abilities. The focus is on individual development of the learner, including the upgrading of knowledge, skills and performance. The challenge is to successfully align TQM principles with OBE principles so that quality in higher education provisioning can be assured.

NVR Naidu, KM Babu & G. Rajendra (2007) explained that total quality management program creates continuous improvement. This leads to reduction in errors and waste, which in turn leads to customer satisfaction. The benefit of this to the organisation is in the form of reduced costs and increased sales, which basically means increased profits.

Anil R Sahu, R.L. Srivastava, R.R. Shrivastava (2008) enumerated the key actors which affect the effectiveness of the technical education from Indian point of view also suggested the seven important key factors affecting the effectiveness of the technical education from Indian perspective.

Saba Rana (2009) explained the quality assurance activities adopted by education institutions. Survival in education industry requires healthy changes in the institution. The expectations of the stakeholder attached to the institution have to be fulfilled. Terms such as standards and quality of educations are becoming handy these days. Thus besides offering new degrees or putting up fancy ads, the term quality assurance is of great importance to the institution. It plays a major role on the configuration of the status of the institution in the education industry. Even getting certifications and affiliations from recognized institutions are referring to the quality education of the institution.

Begum Sayeda, Chandrasekharan Rajendran and Prakash Sai Lokachari (2010) attempted to develop and explore the critical constructs of TQM in EEIs from the management’s (service provider) perspective. The constructs are validated by a series of statistical tests and analysis. The relationship between the constructs of TQM and the measures of institutional performance has been assessed. They seen that the TQM dimensions significantly influence all the measures of performance of the institution, which have a significant bearing on institutional effectiveness. The individual dimensions which result in each of the particular measure of institutional performance is highlighted for the purpose of
reflection for the service provider to concentrate more on each of the performance areas for improvement. Some important observations and concerns from the management’s perspective are also highlighted and they pertain to developing vision, commitment of resources for launching quality management initiatives and process lacunae experienced by keystakeholders.

Md. Ariff (2011) highlighted the experience of the committee members on the issues and challenges during QA exercise. Eight concerns & challenges and how the faculty responded to the challenges were discussed. All these concerns and challenges require immediate attention and need to be addressed accordingly to ensure the effectiveness of the QA exercise. Such efforts will certainly help the Faculty, as well as other faculties in public universities, to achieve total quality in higher education.

Chika Frank (2011), Many of the universities in the developed countries that have implemented Total Quality Management find that is not only improved the quality of their graduates, but that is also saved the universities money in the proves. Applying Total Quality Management to the graduate school admission process is necessary.

Hussien Ahmad Al-Tarawneh and Mania Moayyad Mubaslat (2011) studies that TQM is a general management philosophy and set of tools which allow an institution to pursue a definition of quality and a means of attaining quality, with quality being a continuous improvement ascertained by customers’ contentment with the services they receive. TQM can be applied to higher education, but it must be modified to fully recognize some unique aspects of education viz education is a service industry with no visible, tangible “product”. Benefits of TQM include heightened employee morale, better teamwork among departments, bridging faculty-staff functions, increased quality from customer viewpoint and continuous development of everyone who is part of higher education institution.

Irfan A. Gulbarga, Soma V. Chetty, J.P. Ganjigatti and Suniel Prakash (2012) described that quality is very important aspect in all institutions especially technical education, since it bears a direct impact on the improvement of the education process. TQM relies more on processes than on products and is based on strong assumption that a product which comes out of a good process is always good. According to the study majority of the respondents are of the opinion that the TQM practices in technical education institutions in India are at average level or just above average level. All the stake holders who participated in the survey pointed
out that the external focus of the technical institutes is lacking and expressed their concerns that more industry institution interaction needs to be developed, the study also reveals that the Outcomes and Achievements needs to be improved since these institutions have relied more on developing infrastructure, landscaping, advertisements rather than concentrating on outcomes and achievements. Especially private technical institutions in India have become money making centers than service provider and they spend their maximum time and money on how to attract the students and parents and also they do not have a practical approach or mechanism to measure and control the outcomes and achievements. Study also pointed out that the effectiveness of the process in technical education needs to be addressed. One of the other concerns as pointed out in the study is the involvement and commitment of top management and thus the above study seems to be adequate for predicting the significances about the perceptions of total quality management practices in technical education.

Zeinab Seyed Saleki, Hani Samimi Sabet, Benoush Roumi and Amin Dezfoulian (2012) studied that quality is a crucial factor in the move toward globalization. In the development of industry and trade, global economic integration and growth of market saturation, quality played the main role and it is one of the most important factors in competition of organizations and success of the national, regional and world markets. Globalization, markets and the need to be able to compete has led to arising of new patterns of quality management. TQM is a philosophy, a theory and a new methodology in quality management and systems that stem from it. This qualitative research tries to review several articles in term of TQM, and finally proposed a new framework in educational industry.