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1.1 - Abstract

The present research work is study on the “Impact of Total Quality Management in Higher Education - A Management Perspective Study”. The study is primarily to understand the Education, Higher Education in India, Concept of Quality, Quality Dimensions and Education quality. The study also enabled to analyses the Indicators of quality in education, Quality cycle and different quality concept in Higher Education.

Today, human being is in the socialization history and educational period. They always have tried to establish a good contact to share or change their knowledge. In this regard an experiences with whom anyone established easily communicate. It is an obsolete need for physically, mentally and emotionally development of human beings. Education is not only the right of persons, students or people belonging to particular age group. But also it is a desire or necessity of every one living on the earth. Each individual and each individual personality play an important role in building of nation. It is a process of human empowerment and enlightenment for achievement for a higher and better quality of life. The purpose of education is not only to train people for particular role of employment but also to train them to cope their lives in the discipline and intelligence. A sound and effective education system results in the enfoldment of his knowledge and transformation of his attitude and value.

According to census 2011 India has 500 plus million population in the age seven years. Ladies illiteracy population is also high which is 65.46% and over all literacy rate has increased to 74 % from 65% in India very well. But India still struggled with problems like low rate of girl child education, high dropout rate, inadequate teacher to pupil ratio and weak infrastructure and financial resources. At the end, growth of any nation depends up on the population that is educated and able to read. India, today, is considered as a talent pool of the world, having qualified and educated human resources in great quantity. This has been one of the primary reasons for transformation of India into one of the highest growing economics in the globe since liberalization in the 1990s.
Globally, virtually all worldwide countries are facing the triple challenge of improving and ensuring quality especially in higher education and expanding access in it. At the bottom of this challenge is the growing, enormous and urgent requirement to train, retrain and continuously refresh the knowledge and skills of each nation workforce in an increasingly globalised knowledge economy. The challenges have led to increased awareness and appreciation for the potential of Total Quality Management in higher education.

The requirements from education industry have increased. Therefore higher educational institutions should be managed professionally. It is the need of the hour because the students are the customer. Educational institution should create brand name in the market for managing themselves and students. Thus the educational institute should locate the requirement of the student and try to fulfill those requirements for achieving quality sustenance and enhancement in higher education. TQM in education has as its message that every child has worth and demands the best possible in their life. Outstanding to this, the research work is an attempt to understand the challenges before managing quality in Higher Education and find out the awareness of society about TQM in Higher Education.

The geographical area to be covered in the research will be Latur and Osmanabad District. In the present research work information will be collected with the help of interview and index, questionnaire. This collection will be made available through various parts of college. The secondary sources: will deal with the annual report quality report, management report, reference books, newspapers, etc. Sample Size: 300 respondents.

Education process all over and in particular in our country undergoing rapid changes in this area. There are many more areas such as opening new avenues in education, setting up of quality standards, efforts and styles of functioning which acquiring TQM. There is an urgent need for redesigning and rebuilding education system in our nation and which may help in strengthening the academic environment of the nation. The world has been racing ahead with newer concepts in quality management. To allow the students gain beneficially, it becomes necessary for the faculties to equip themselves with the latest knowledge in the quality management.
students have to be trained to accept these standards of quality. Total Quality Management has become more necessary because the entry of the private sector in education arises. It must also be implemented for institutional image building. Total Quality Management will help achieve excellence, which only can guarantee the survival of institutions in a highly competitive world.

The researcher has tried to address and highlight general principles and Impact of TQM approach in higher education and different terms related to the concept of quality and most of them have been described in details were as required. The researchers hope that this document could provide a comprehensive understanding of the notion of TQM and quality in practice for colleges and other educational institutions. In addition, the researcher wishes that educational institution could use this document as a self-training document to educate responsible people & society with quality education.

Since there is tremendous and marvelous scope in this field, concerned authorities must come forward to appreciate and enhance the scope of the study so that the nation economy and society will be in a position to be a Developed Country. A good beginning has been made in the area of Higher Education with TQM and issues discussed in recommendation and suggestions have been taken up as a future road map in this regard.

1.2 - Education

Today, human being is in the socialization history and educational period. They always have tried to establish a good contact to share or change their knowledge. In this regard an experiences with whom anyone established easily communicate. It is an obsolete need for physically, mentally and emotionally development of human beings. Education is not only the right of persons, students or people belonging to particular age group. But also it is a desire or necessity of every one living on the earth. Each individual and each individual personality play an important role in building of nation.

The Vedas, the Puranas, the Ayurveda, the Arthasashtra and even many more has boasts the traditional Indian education system. Therefore the marvel of the Indian
intellect is education. The past ancient Indian system of education is called Gurukula. In which the students should stayed in the house of guru to over a stipulated time period for knowledge gain. The student was observed till a certain age and education was provided. But in the case of women and lower caste, they had no access to education in that middle time. The reform movement spread by the Sufi, Bhakti, Buddhist and Jain religions. It reduces the pain of the oppressed segments of the society. Finally the education reforms gained importance in the 19th century. Education is the mission of government of India after independence. In the 86th constitutional amendments the unhealthy practice of discriminations was removed and it is made compulsory for the age group of six to fourteen. The significant gap between the rate of urban and rural literacy is being bridged. For the development of Higher Education in the country UGC was set up in India in the year 1953. It focuses on to provide quality education for everyone. It has successfully established the biggest educational system in the world by India. The quality of many top educational institutions is recognized to be par with the best anywhere. It has more than 550 universities level institutions and deemed too be universities. Institution or college of national importance, 35000 college, million students and half million faculty teachers.

On the other hand, India still has a large population of illiterates. According to census 2011 India has 500 plus million population in the age seven years. Ledies illiteracy population is also high which is 65.46% and over all literacy rate has increased to 74 % from 65% in India very well. But India still struggled with problems like low rate of girl child education, high dropout rate, inadequate teacher to pupil ratio and weak infrastructure and financial resources. At the end, growth of any nation depends up on the population that is educated and able to read.

India, today, is considered as a talent pool of the world, having qualified and educated human resources in great quantity. This has been one of the primary reasons for transformation of India into one of the highest growing economics in the globe since liberalization in the 1990s.

But due to accessibility, hurdles in poverty and other factors the efforts of upgrading the standards of Indian Education are not meeting the success. Government of India is not able to achieve higher success in the implementing projects of quality
education due to widespread poverty. The 11th five year plan has improved the importance of development of education sector. It has started development in primary education as well as higher education which is given equal importance in that plan.

It going to belief that quality education is indeed available in India in the current development of education sector but it was also true that the recent past it was believed that primary education is not available in India. Research work done in the past has tinted ambiguities in the curriculum and methodologies. But while in the amendments preparing the criticisms had acted upon them. That is introduction of new courses, changes in the syllabus, dynamic methodologies and many others. So that, at present infrastructure and advanced faculties are facilitating with delivery of quality content.

This unbelievable growth in the education system also included low costs of tuition provided by educational institution as compared to other countries. There are primary, secondary, senior secondary and higher education has basic divisions of academics education. Elementary education is till standard eight in India and secondary, higher secondary education consists of two years each. But higher education consists of graduation which is between 3 to 5 years depending on the course. There is an further option for post graduation and research too.

1.3 - Higher Education in India

In the recent years, higher education system in India has grown extensively. The students enrolled for higher education has tremendously increased in India. So that it become one of the largest education system in the globe in the past recent years. Though, the education system has been struggling with various difficulties like ethics, equity, teaching learning process, re-orientation of program, funds crunch, value associated to education delivering, quality of research, students academic standards, assessment and accreditation of the institutions, creativity and innovativeness. Though, these issues directly or indirectly affect the academic performance of student in the higher education institution.

Since independence higher education system in the country has observered many fold increase in its institution capacity. In the year 1950-51 and 2010-11,
universities in number has increased from 30 to about 564, colleges from 700 to 33023 and the teachers from 24000 to nearly 8.17 lacs. As a result, the student enrolments has increased from a mere 3.97 lacs in 1950-51 to over 169.76 lacs in 2010-11 as shown in table 1.1.

<table>
<thead>
<tr>
<th>Institutional Capacity Indicator</th>
<th>1950-51</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of University</td>
<td>30</td>
<td>564</td>
</tr>
<tr>
<td>Number of Colleges</td>
<td>695</td>
<td>33023</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>24000</td>
<td>8.17 lacs</td>
</tr>
<tr>
<td>Number of Students Enrolled</td>
<td>3.97 lacs</td>
<td>169.76 lacs</td>
</tr>
</tbody>
</table>

Table 1.1: Institutional Capacity Expansion in Higher Education

The expansion in institutional capacity in terms of number of universities or colleges and teachers has provided greater access to the students to higher education. Growth of Universities and colleges after a specific period shown in table 1.2.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Universities</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>30</td>
<td>695</td>
</tr>
<tr>
<td>1960-61</td>
<td>55</td>
<td>1542</td>
</tr>
<tr>
<td>1970-71</td>
<td>103</td>
<td>3604</td>
</tr>
<tr>
<td>1980-81</td>
<td>133</td>
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<td>190</td>
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<tr>
<td>2000-01</td>
<td>256</td>
<td>12806</td>
</tr>
<tr>
<td>2010-11</td>
<td>564</td>
<td>33023</td>
</tr>
</tbody>
</table>

Table 1.2: Growth of Universities and Colleges
1.4 - Concept of Quality

The starting point for this research work is about education introduction and quality segment. Therefore this introductory part of education described in earlier segment. Under different conditions the different meaning could be attached to the word quality. Now the research work moving towards quality definition and definition higher education quality. There are abundant definitions of quality in the context of quality.

The Latin word qualities create the word quality. It stands for value, property, quality, feature, characteristic and ability. The final analysis the quality standards for the products are established by the customer.

1.5 - Quality Dimensions

It is worth here to describe the dimensions of the quality briefly. The quality dimension in higher education is described to some extent to distinguish. Even though, many offering contain both hardware component and service component. But the quality dimensions of services and products have been developed separately for research purpose.

There are some of quality dimensions for services:

- **Access**: This dimension is relates with ability to do contact with suppliers. It further provides space for searching availability of them.
- **Reliability**: This is important quality dimension in regards of services. The information provided by this dimensions will be high accuracy. It also helps to know what you have to pay for getting this.
- **Credibility**: The main facility of this dimension is to rely on the suppliers credibility.
- **Responsiveness**: It creates interest while assisting customer value.
- **Communication**: The communication dimension tries to touch the customer requirement and expectation.
- **Tangibles**: It provide emergence about equipment and service executing physical environment.
- **Empathy**: This insists on understanding the customer condition.
- **Courtesy**: This offers to know the suppliers behaviour with customers.
In addition, there are some of the quality dimensions for product:

- **Reliability:** In the context of the quality, it refers to the occurrences of a problem for a specific product and the probability of which that problem might be occurs.
- **Performance:** It refers to the important criteria of product for the customer such as useful life and speed.
- **Maintainability:** It points out how difficult or easy it is to concentrate, recognize, delimit and solve a problem.
- **Environmental Impact:** It is a measure of the influences of a product on the environment. Emissions of a product and its recyclability are important in this dimension of quality.
- **Appearance:** Which is relates to aesthetic appeal and aspects created at design time such as color and shape.
- **Flawlessness:** It means that the goods are not destroyed by errors and defects at the time of purchase.
- **Safety:** It means that the good does not have any damage to person or property. It take in place some protective actions against destructions.
- **Durability:** It is mostly concerned about the usage, transportation, storage of the product without being destroyed or being failed.

However, clarifying the list of quality dimensions can help us in service or product planning. Each service and product must meet its own special customer needs and expectations. The most important aspect is to consider that the importance of different dimensions may vary with the service or product. In higher education the service quality is taken into consideration from quality dimension. Students are not the products is must keep in mind in the circumstance of quality of higher education. Therefore is can be clear that education is product. The service quality which Higher Education Institution provides for their students which is improved their education and knowledge. Therefore is playing the important role in Higher Education.
1.6 - Education Quality

For the survival in the market quality has become the key factor. In this modern age with high customer demands quality become essential. But few education societies have recognise quality of education. It is their key factor for improving quality of education. It can be said that there is competitive advantage in quality for education. Education Quality has recognise multidimensional and dynamic phenomenon. Education quality can become a useful model for education which helps to achieve institutional goals.

The academician has been trying to determine the education quality. The quality which is required for education helps to improve the academic development. The quality of product can be identified by any human activity. The same imperative may applies to education system too. Therefore education quality will responsible for their product quality i.e. student who directly become output of education quality.

The definition of key concepts and relations with the quality concept has may required. A significant role of students judgment has implies by internal evaluation. In the process of quality evaluation in education, it required active participants. As principals, teachers, faculty, departmental head, planners and policy makers in the education system, all may be thinking about reason of quality in education.

1.7 - Indicators of Quality in Education

The indicators system of education quality and the associated criteria of quality, helps colleges to bring out the important areas of activities. It further point out development opportunities with its advantages and disadvantages. College quality maintenance team can debate on presentation and representation, also on development of particular aspect of indicator. In the specific circumstances, it may search for the method to upgrade and meliorate indicator. Therefore the indicators are explained and grouped into 7 areas with specific topics as shown in figure 1.1.
1.8 - Quality Management Cycle in Higher Education

The Quality Management Cycle in higher education system as shown in Figure 1.2. Fundamentally it reflects the current true image of the educational scenario. All the components considered in creating this model are interdependent, thus try to creating a network of education. The present cycle has applied the Input, Process and Output Model in higher education system in the regard of Quality Management. The information gained from the created model would form the basis, from where the institution can apply quality proposal to the educational industry.

Nowadays managing quality at the higher education system is a difficult task. But internal and external stakeholders would be viewed quality differently at the same time. The internal stakeholders are faculty & administrator while external stakeholders are students in case of higher education system. Generally external stakeholders are concerned about the quality assurance. It means the offered product will give successfully results as promised by the educational institution. Therefore in order to guarantee such future security. Government bodies are trying to offer their services by providing recognition or certification to the educational institution. The educational commission when committed to quality of the educational institution it gives protection to them.
1.9 - Quality Concept in Higher Education

The main purpose in this research work is about defining quality of higher education. It has proved to be even more difficult rather than manufacturing products and services. It is simple to define product quality as it is related to the stated or implied performance needed by the customer. But the various concepts of quality of education provided by the individuals. Therefore it is rather difficult to define the quality in educational institutions.

Even though, the quality management concepts in business organisation and educational institution remain same. There are certain limitations in establishing the corporate methods of quality management because educational institutes cannot be considered as industry. There is no doubt about the statement that quality plays a vital
role in higher education today and it is the need of hour. The products are not their students, but product is the education instructed to the students.

Competition between nations the quality of education is the main and important factor. This is because of quality products and services are defined by the action, decision making and thoughts of managers, workers, engineers and teachers in the quality work. Like other business organisation, in the market today, higher education has entered to commercial competition, which is due to economical forces of the quality students. Therefore the following quality concept in higher education may help to understand the importance as described in figure 1.3.

Figure 1.3: Quality Concept in Higher Education

Quality as excellence
Quality as zero errors
Quality as fitness for purposes
Quality as transformation
Quality as doorstep
Quality as value for money
Quality as enhancement or improvement

Quality Concept in Higher Education
Instead of above different terms on quality of higher education, concepts, quality of output and reputation in academic research are most likely to be valued in it. On the other hand, business and industry adopted quality systems to operate necessary to reoriented. Higher Education system requires the quality which is reinstalled and turn the direction to the education based practices from the management.

Students, their parents and their future employers are basically the customers of this education. The customer is defined as the next person in line in the quality management system. Students directly accept the teaching services in the educational institution. Therefore they are direct customers or consumers of the faculty or teacher. In this case the faculty and the administrator or the institute are the suppliers of educational services. The student term to quality experience has to be found in their discussions and observations of what gives them joy of studying and learning, because it is not just enjoyment without learning. Even the supplier customer concept of quality management cannot be applied in education because the customers do not understand what is to be acquired, or what is of good quality. If the teaching and learning process conforms from the student idea of quality education, students enjoy learning.