Research Methodology

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3.1 - Introduction

This topic explores the Problem Statement, Need, Objective and Research Methodology of the study. The present study on “Impact of Total Quality Management in Higher Education - A Management Perspective Study”, its further discussed Research Design, Data Collection & Sample size, Research Area, Data Analysis.

3.2 - Problem Statement

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.

With the downturn in the world economy and considerable pressures on the Indian educational institution, the focus is on improving productivity, reduction cost and customer satisfaction. As deregulates the economy and integrates with the world system, it is the need with tremendous efforts for education, training and application at all levels of society. The process of Globalization, Liberalization, Privatization and Professionalization & Specialization has brought radical transformation in all sectors of the nation economy. All economic activities have been exposed to domestic competition as well as global competition. In this regard, the educational institutions have started the process of reengineering, restructuring, strategies and resource planning for main thing and trying to give qualitative service to society. So that this century known as the Century of Quality. The knowledge revolution has brought about speedy advances in information technology. It has changed the way of working and thinking. It further changing the learning process. To move up with the information scenario every person requires a high standard of quality education. No institution can remain strong in its existence for long term without offering effective and efficient service and successfully meet the society requirements. At present stage higher education is treated as trade or business. Even though it is being considered as a marketable product or commodity and student is the output of education process.
Quality has been always the goal of an everlasting through the passage of human history. Quality has been the driving force for all human attempts. Quality is the source of craving behind the unfolding human civilization through ages immemorial. It is the inspiration for transcendence from the routine to the higher realms of life. Therefore it has successfully avoided to describe the definitions proving the insufficiency of human intelligence. In this modern competitive globalization age, the importance of teaching and learning become even more significant. The given the daunting challenges and shortcomings in other aspects of higher learning education. In this regard this challenges may be limited material, demands from the beneficiaries, human resources, globalization, issues of governance and management, etc. The restrictions of resources and other impediments are likely to continue. But the issues of higher education must be seen from national level and intimately linked with overall global conditions.

3.3 - Need of the study

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 system. 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 management of quality in higher education and find out the awareness of society about total quality management in higher education.
3.4 - Objective of the study

Every research carries some objectives with it. Objectives should be clear and specific. The study is primarily to understand the impact of Total Quality Management in Higher Education and its benefits for growth of society.

➢ To assess the growth of higher education in India.
➢ To study the higher education system in Osmanabad and Latur district.
➢ To study examine quality of teachers and students in Osmanabad and Latur District.
➢ To define the Impact of Total Quality Management.
➢ To review the perceptions about TQM in Higher Education.
➢ To study TQM techniques used in higher education.
➢ To study minutely the problems and remedies in Higher education.
➢ To suggest the plan of action for higher education in Osmanabad and Latur District

3.5 - Hypothesis

H1: There is a large scope for TQM technique which helps to enhance quality in higher education in Osmanabad and latur district and as a sustainable activity for educational growth.

H2: There is a requirement of Total Quality Management in Higher Education for better development of society.
3.6 - Research Methodology

Research methodology is a highly intellectual human activity used in the investigation of nature and matter in the investigation of nature and matter deals specifically with the manner in which data will collected, analyzed and interpreted.

3.6.1 - Research Design

The researcher plans to present his study in the form of Descriptive research. The base will be Quantitative as the researcher will be adopting the Survey method to collect the data. The researcher plans to collect data for his research through primary and secondary sources.

3.6.2 - Data Collection & Sample size

a) Primary sources: 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.
b) Secondary sources: The present work will deal with the annual report quality report, management report, reference books, newspapers, etc.
c) Sample Size: 300 respondents.
d) Research Area : Latur and Osmanabad District

3.6.3 - Research Area

The geographical area to be covered in the research will be Latur and Osmanabad District. This area has been selected primarily due to Latur and Osmanabad District has developed as a good educational center in Maharashtra State over the years.

3.6.4 - Data Analysis

The collected data will be edited to avoid unwanted information & will be arranged in proper sequence. The edited data will be edited & classified for suitable tabulation, graphs, charts, diagrams wherever necessary.
3.6.5 - Hypothesis Testing

The hypothesis has been tested by using the statistical tools such as Non Parametric Tests in which Chi - Square Test and Kolmogorov Smirnov Test has been taken into consideration. In addition to the above hypothetical tests, the statistical tools like simple percentage method, Pearson Correlation, Factor Analysis and Cluster Analysis are used for analyzing data.

3.7 - Latur and Osmanabad District at a Glance

The Latur, Osmanabad and Beed District are a southern Marathwada region of Maharashtra state which is also called as central western part of India. Latur and Osmanabad District was one of the important trading hub during the time of Nizam of Hyderabad. It is an educational center as well as agriculture based economy of the state. Latur and Osmanabad District is the rising Educational Hub of Marathwada. Latur has sub centre of Swami Ramanand Thirth Maharathwada University providing quality of higher education where as Osmanabad District has sub centre of Dr.Babasaheb Ambedkar Marathwada University. A brief profile of Latur and Osmanabad District is also presented in this chapter with a view to facilitating a better understanding of findings of beneficiary survey. Following figure 3.1 and 3.2 gives brief idea about the research area.
Figure 3.1: Latur District Map

Figure 3.2: Osmanabad District Map
3.7.1 - Latur District Profile

Latur District is situated at 18 degrees and 50 minutes north latitude and 73 degrees and 50 minutes east longitude. Latur district was carved out from the Osmanabad district in August 1981. Administratively, the district is divided into the ten tehsils such as Latur, Chakur, Renapur, Ahmadpur, Deoni, Udgir, Nilanga, Shirur, Jalkot and Ausa. The total number of villages in Latur District is 122. It is the 16th largest city in the Maharashtra State. The total population of Latur District was 24,55,543 in 2011 whereas 20,80,285 in 2001. The urban population is 25.47% of the district. The detail profile of the Latur District is shown in table 3.1 as follows.

<table>
<thead>
<tr>
<th>Description</th>
<th>2011</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Population</td>
<td>24,55,543</td>
<td>20,80,285</td>
</tr>
<tr>
<td>Male</td>
<td>12,76,262</td>
<td>10,75,257</td>
</tr>
<tr>
<td>Female</td>
<td>11,79,281</td>
<td>10,05,028</td>
</tr>
<tr>
<td>Population Growth</td>
<td>18.04%</td>
<td>24.07%</td>
</tr>
<tr>
<td>Area Sq. Km</td>
<td>7157</td>
<td>7157</td>
</tr>
<tr>
<td>Density/km2</td>
<td>343</td>
<td>291</td>
</tr>
<tr>
<td>Proportion to Maharashtra Population</td>
<td>2.19%</td>
<td>2.15%</td>
</tr>
<tr>
<td>Total Literacy Rate</td>
<td>79.03%</td>
<td>71.54%</td>
</tr>
<tr>
<td>Male Literacy Rate</td>
<td>87.42%</td>
<td>82.94%</td>
</tr>
<tr>
<td>Female Literacy Rate</td>
<td>70.02%</td>
<td>59.40%</td>
</tr>
</tbody>
</table>

Table 3.1 : Latur District Profile

As per the 2011 census report, the district enjoyed a literacy level of 79.03% which was below the state average of 82.91%. It was marginally above the national average of 74.04%. While the literacy level in the urban areas was about 85.71%, in the rural areas it was at 76.74%. If things are looked out at gender wise literacy, male and female were 87.42% and 70.02% literacy respectively as per 2011 census. But the same figures stood at 82.94% and 59.40% of literacy in 2001 census in Latur District. So it reflect the successive growth in literacy rate.
3.7.2 - Osmanabad District Profile

Osmanabad District is situated at 17 degrees and 25 minutes north latitude and 75 degrees and 16 minutes east longitude. It is surrounded by Beed district in the north, Latur District in the east, Karnataka State in the south east and Solapur district in the south west and Ahmednagar district in the north west. Administratively, the district is divided into the eight tehsils such as Osmanabad, Bhum, Lohara, Umerga, Tuljapur, Kalamb, Washi and Paranda. Osmanabad district in the southern part of the state of Maharashtra. The total population of Osmanabad District was 16,60,311 as per 2011 census where as 14,86,586 in 2001. The urban population is 16.96% of the district. The detail profile of the Osmanabad District is shown in table 3.2 as follows.

<table>
<thead>
<tr>
<th>Description</th>
<th>2011</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Population</td>
<td>16,60,311</td>
<td>14,86,586</td>
</tr>
<tr>
<td>Male</td>
<td>8,64,674</td>
<td>7,69,368</td>
</tr>
<tr>
<td>Female</td>
<td>7,95,637</td>
<td>7,17,218</td>
</tr>
<tr>
<td>Population Growth</td>
<td>11.69%</td>
<td>16.47%</td>
</tr>
<tr>
<td>Area Sq. Km</td>
<td>7569</td>
<td>7569</td>
</tr>
<tr>
<td>Density/km2</td>
<td>219</td>
<td>196</td>
</tr>
<tr>
<td>Proportion to Maharashtra Population</td>
<td>1.48%</td>
<td>1.53%</td>
</tr>
<tr>
<td>Total Literacy Rate</td>
<td>76.33%</td>
<td>69.02%</td>
</tr>
<tr>
<td>Male Literacy Rate</td>
<td>85.31%</td>
<td>80.42%</td>
</tr>
<tr>
<td>Female Literacy Rate</td>
<td>66.67%</td>
<td>56.89%</td>
</tr>
</tbody>
</table>

Table 3.2 : Osmanabad District Profile

As per the 2011 census report, the district enjoyed a literacy level of 76.33% which was below the state average of 82.91%. While the literacy level in the urban areas was about 85.31%, in the rural areas it was at 74.50%. If things are looked out at gender wise literacy, male and female were 85.31% and 66.67% literacy respectively as per 2011 census. But the same figures stood at 80.42% and 56.89% of literacy in 2001 census in Osmanabad District. So it reflects the huge growth in literacy rate.