A STUDY ON THE IMPLEMENTATION AND EFFECTIVENESS OF TOTAL QUALITY MANAGEMENT IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract
Higher education in India is deficient in quality in several respects. Therefore, it continues to train unemployed university graduates, even though there is a shortage of skilled workers in more and more sectors. India's main problem is not unemployment but the lack of work. The job opportunities are there, but the real problem India is currently facing is finding the right candidate. The standards of academic research are low and declining. Although higher education in India has grown rapidly over the last two decades, this growth has been driven primarily by private sector initiatives. Currently, the quality of higher education is becoming an important issue across the country. The purpose of this article is to shed light on the current higher education system in India and the application of Total Quality Management (TQM) for continuous quality improvement in higher education.

Introduction:
"Quality" is a term that is often used in all phases of human activity. The sequence acquires contextual meanings. In any case, quality is a key factor that must be paid attention to across the entire spectrum of human activity. The term "quality" is often used in this context. with the products or services used, to reflect the user's level of satisfaction with their consumption.
Quality is a feature of every product manufactured and manufactured. "Total Quality Management" or as it is commonly referred to as undefined It is a philosophy that includes characteristics such as continuous process improvement, full people involvement and overall commitment. Directions, etc. This ensures "zero errors" wherever the concept is implemented.
Education plays an important role in all human resources indicators countries. From ancient "Bharat" to modern India, higher education has always been present the year occupies an important place in Indian history. Through higher education, training is given to the youth of our nation to prepare their minds and make them worthy. citizens of our democratic country. The higher education system in India delivers results is a significant contribution to the future of India for us
youth nations. Higher education also plays an important role intellectually, economically and politically. cultural, technological and social development.

Objectives
1. To determine the importance of quality in Higher Education Institutions.
2. To study the actions required for implementation of TQM principles.
3. To determine the success of TQM actions through various measures.

Role of Higher education in the Society
The country's scientific and technological progress and economic growth depend on both higher education and the working class. The development of indigenous technologies and opportunities in agriculture, food security and other industrial sectors is enabled by our world-class higher education infrastructure. Seek and cultivate new knowledge, engage vigorously and fearlessly in the search for truth, and interpret ancient knowledge and beliefs in light of new actions and discoveries.
• Higher education also provides opportunities for lifelong learning and enables individuals to update their knowledge and skills from time to time according to the needs of society.
• Provide society with competent men and women who are trained in agriculture, arts,

medicine, science and technology, and various other professions, and who are also cultural individuals imbued with a sense of social usefulness:

• Promote quality and social justice and reduce social and cultural differences through the dissemination of education; and

• Develop in teachers and students, and through them in society at large, the attitudes and values necessary for the development of a "good life" for individuals.

Concept of quality in higher education

Total Quality is a management process based on a set of statistical and human resources that continuously improves the services provided by investing in the intellectual abilities and skills of employees. In this article we will talk about overall quality in higher education, the reasons for its use in education and the principles on which it is based, as well as its goals and benefits.

Reasons for Using Total Quality in Higher Education

The quality of a service depends on its productivity.

Universal system.

Inability to apply the required quality using the old methods. The success of the system in many educational institutions. Poor education management.

Long duration in the educational process and in meetings. Spread criticism and blame.

Dimensions & Characteristics

Tangibles Sufficient equipment / facilities Ease of access

Visually appealing environment

Support services (accomdation, sports …) Competence Sufficient staff (Academic) Theoretical and practical knowledge, qualifications Teaching experience, communication

Attitude Understanding students' needs Willingness to help

Availability for guidance and advice Giving personal attention

Content Relevance of curriculum to the future jobs of the students Communication skills and team work

Flexibility of knowledge, being cross-disciplinary Containing primary knowledge /skills

Delivery Effective presentation Sequencing, timeliness

Consistency, fairness of examinations Feedback from students

Reliability Trustworthiness Giving valid award

Handling complaints, solving problems Source : Owlia and Aspinwall (1996)

Data Analysis
Demographic characteristics of the respondents
Table 1 : Major –wise distribution of respondents

Major	No.of respondence
Commerce	26
Computer Science	17
Mathematics	38
History	19

Total = 100

The major wise distribution shows that among the total respondents 38.18 percent of them were from Mathematics, 26.36 percent of them were from Commerce, 19.09 percent of them were from History and the remaining from Computer Science.

Table 2 : Work experience of respondents

Work experience	No.of respondents
3 years and below	12
4-6 years	31
7-9 years	33
10 years and above	24

Total = 100

Nearly 33 percent of the respondents had 7-9 years of service. The second highest group was from the range of 4-6 years indicated by 31 percent of the respondents. Only 24.54 percent of the respondents had more than 10 years of work experience.

Table 3: Involvement in TQM Implementation

Involvement	No.of respondents
3 years and below	36
4-6 years	37
7-9 years	17
10 years and above	10

Total = 100

Majority of the respondents (37 percent) were having 4-6 years of experience in TQM implementation and 10 percent of them were having more than 10 years' experience.

Table 4 : Actions respondents would take in applying TQM principles to the structure and delivery of the courses taught (The statements have been ranked on a 5-point scale Strongly Disagree indicating 1 to Strongly Agree indicating 5)

S.No	Actions taken	Mean score	Rank based on Mean score
1.	Constantly Revise/ Review Course Content, Structure and Delivery	4.19	7
2.	Improve Teaching Methodology Constantly (Using Reference Materials, Seminars, etc)	4.43	1
3.	Survey Students for course improvements	3.70	12
4.	Survey Industry for course improvements	4.23	6
5.	Act as Class coach Rather Than as Class Boss	4.14	8
6.	Use Handouts That Summarize Lecture objectives	4.01	10
7.	Increase Feedback with more Exams, Quizzes, Tutorial Questions or Homework	4.28	5
8.	Give More Attention to Students by Increasing Consultation hours	4.30	4
9.	Base Most of Student Grade on Group Performance	4.35	2
10.	Use Student Daily Journal of Progress and Problems	4.31	3
11.	Institute A General No – Failure Policy for the Course	3.92	11
12.	Provide More Feedback Reports to Parents	4.05	9

The three major actions the respondents would take in applying TQM principles to structure and delivery of courses taught are Improve teaching methodology (using reference materials, seminars, etc) constantly, Base most of student grade on group performance and Use student daily journal of progress and problems.

Table 5 : Measures respondents would use to determine the success of TQM actions (The statements have been ranked on a 5-point scale Strongly Disagree indicating 1 to Strongly Agree indicating 5)

S.No	Measures used	Mean score	Rank based on Mean score
1.	Students Performance Based on Assignments	4.82	1
2.	Student Opinion Surveys	4.41	4
3.	Alumni Surveys	3.75	7
4.	Course Final Exam	4.65	2
5.	Class Average GPA Compared with Class Average Grade	4.02	5
6.	Standardized Tests	3.87	6
7.	Failure Rate for the Course	4.58	3

The survey results indicate that the popular measures respondents would take to measure the success of TQM actions are Students performance based on assignments, Course final exam and Failure rate for the course.

Conclusion

Economic, social, cultural and technological changes contribute to the emergence of a knowledge-based society. Current economic growth could be significantly improved if India became a knowledge super power.

1. Commitment of top management: Top management must ensure that everyone is committed to achieving quality by monitoring all processes. 2.Course implementation: Specialist knowledge must go hand in hand with the ability to impart knowledge: The enthusiasm for acquiring knowledge must go hand in hand with the enthusiasm for imparting knowledge. 3. Campus Facilities: Special attention should be paid to providing excellent infrastructure and physical facilities on campus for student learning. school and extracurricular activities. 4.Politeness: An emotional and positive attitude towards students creates a friendly learning atmosphere. 5.

Customer Feedback and Improvement: Constant student feedback leading to continuous process improvement is the key to achieving excellence.

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