Total quality management in art educational institutions in India - an empirical study

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TOTAL QUALITY MANAGEMENT IN ART EDUCATIONAL INSTITUTIONS IN INDIA-AN EMPIRICAL STUDY

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Abstract

This paper emphasizes on the quality of human and non-human resources of art educational institutions in India. The quality of art education is assessed by both observational method as well as empirical analysis. The tools and techniques used are; Delphi techniques along with mean, standard deviation and t-test. In the process of analysis this paper found that there are certain interesting findings which include: art considered as a noncore subject, difference in the opinion of stakeholders about quality of human and non human resources and many delays in recruitment process. Contribution to the field: In the present scenario, it is suggested the Government should allocate monetary provisions sufficiently. The attitude towards art and craft teacher should be amicable and considered that he is a member in teaching community. Art has no boundaries and the faculties can make sure that the art should not be concentrated in one place and they can create an art world for promoting younger generations.

Key words: Human resources, total quality management, art education, Price effects, curriculum up-gradation, monetary provisions, core subject.

1. INTRODUCTION

The Study of art is the study of human emotions. It reveals the integration of human emotions as well. The translation of human emotions come to reality and transformed into a visual depiction called ‘Art’ had been witnessed in 15,000, B.C. It has been continued later period changing into different isms through experiments. The advent of British introduced the Academic sphere of Art education in Indian by establishing the industrial, art and craft institutions in Calcutta, Madras, Lahore gave impetus to the Indian aspirants to study art with more scientific way breaking the traditional norms of Indian art. It also created the art awareness among Indian artists and art lovers. Later Post – British period the Indian government established Art education institutions in different parts of India, monitoring with AICTE and U.G.C. In spite of that, visual illiteracy was common phenomenon in India. However, the art education in India was neglected where its role in the curriculum was insignificant. The lack of understanding of its purpose and the standard of art teaching itself also generates low level.

Conceptual framework: The following concepts are linked to the present study. Therefore it is necessary to understand the quality movement in India and relate them to explore outcome of the study. Quality has been traditions in India and monuments, relics, handicrafts, gems, jewelers and crafts man ship have oven quality into our heritage.

Quality: The quality of product or service is a customer’s perception of the degree to which the product or service meets his or her expectations. Hence forth customers means art pursing students. The dimensions of service quality include; performance, features, reliability, serviceability.

Quality control: It refers to all those functions or activities that must be performed to meet the expectations of stakeholders.

Total quality management: Total Quality Management is a major recent development in production and operations management though practiced in 1980s. It is a never ending process or quest to improve the quality of outputs. Hence forth Total Quality Management is refereed as TQM.
2. REVIEW OF LITERATURE

To connect the present study, the following reviews are made;

Qualities of Quality: Understanding Excellence in Arts Education Achieving quality involves an ongoing examination of programmatic as well as personal purposes and values, along with a continual examination of what is actually happening ‘in the room.’ Arts educators deeply committed to quality know that this search is an essential element of what constitutes quality. Which is one of the greatest lessons we can offer our students— that the pursuit of quality is both central to the achievement of excellence and a wonderful, challenging, and compelling learning experience in itself.” 1

The Role of Arts Education in Enhancing School Attractiveness: a literature review by Anne Bamford and Michael Wimmer EENC Paper, February 2012 2, he stated the reasons for including arts as part of a child’s education are clearly outlined in the UNESCO Road Map (2007). The majority of education systems in the world have arts and cultural education as a part of compulsory curricula. Despite this seemingly positive outlook, the challenge of delivering a universal, high quality, cultural offer for all children has not been achieved. There are a number of competing pressures that act to encourage and discourage children’s and schools’ participation in the arts. The arts improve the social climate of the school and reduce negative social interactions and anti-social behavior. This directly improves pupils’ perceptions of school and increases the likelihood of the school being seen as being and attractive place by the pupils and teachers. 3) The inclusion of the arts in the school day provides opportunities from communication and emotional development led to an improved emotional connection between pupils and teachers is shown to improve school attractiveness to pupils.

Prannath Mago exclusively dealt with the origin of art and its developments in various decades with political and sociological perspective. His work “Contemporary Art in India – A Perspective” also explains the importance of art education in India, from primarily level onwards. Moreover, he made efforts the conditions of art education and the attitudes of other Science faculties were elucidated. His pioneering endeavors made significance of art education in India with cultural scenario. Gayathri Sinha’s edited “India Art – An overview” brought the establishment of fine arts colleges in British period and post British period and their signification elaborately whereas Gulam Mohammed Sheikh’s “Contemporary Art in Baroda” narrates the establishment of fine arts departments and their specializations and the faculty and students contribution for the development of contemporary art M S University Baroda in India.

Confederation of Indian Industries (CII) worked with government of India to initiate a drive to create awareness on quality and customer orientation in a state and central government departments, financial institutions and banks, Indian railways, textile corporations, leather institutions and educational institutions including IITs and IIMs.

3. OBJECTIVES
1. To understand the status of Art education in the educational Institutions in India.
2. To examine the quality of human and non-human resources in art education.
3. To assess the quality improvement in the curriculum, teaching methods with practical orientations and evaluation components.

4. METHODOLOGY

The nature of study is descriptive in nature. The population of the study is art educational institutions in India. The sample units are students and faculty members. The sampling technique used in the study is convenient sampling. The data collection technique for the study is a structural questionnaire. The sample size of art educational institutions is 20. This includes; College of Fine Arts, Jawaharlal Nehru Architecture and Fine Arts University, Hyderabad. Telangana, Sri Venkateswara College of Fine Arts, Osmania University, Hyderabad. Telangana, Department of Sculpture and Painting, Potti Sri Ramulu Telugu University, Hyderabad, Sarojini Naidu School of Performing Arts and Mass Communication, University of Hyderabad Hyderabad. Telangana, College of Fine Arts,
Andhra University, Vishaka Patnam, Andhra Pradesh, College of Fine Arts, Yogi Vemana University, YSR Kadapa Dist, Andhra Pradesh, Chitrakala Parishath, Bangalore, Karnataka, Ken School of Fine Arts Bangalore, Karnataka, Karnataka Academy of Visual Arts, Mysore, Karnataka, Sri Allam Prabhu Lalitha Kala Academy Mysore, Karnataka. MMK College of Visual Arts, Gulbarga Karnataka, Government College of Fine Arts, Chennai Tamilnadu, Rukmini Devi College of Fine Arts, Chennai Tamilnadu, Kalai Kaviri College of Fine Arts Tiruchirpara Palli Tamilnadu, Raja Ravi Varma College of Fine Arts, Trivandrum, Kerala, R L V College of Music and Fine Arts, Trivandrum, Kerala, College of Fine Arts, Trissur, Kerala, Goa College of Arts, Panaji, Goa, Bharathi Vidyapeth College of Fine Arts, Pune, Maharashtra, Padmasree Dr D Y Patil College of Applied Arts and Crafts Pune, Maharashtra. The Average sample of students is 7 to 8 and the Average sample of faculties – 8 to 9. Date collection instrument is questionnaire and data type is primary in nature. The responses are measured on Likert scale 1 to 5. 1 means to poor 5 means excellence quality. The Period of study is 2014-201. The sample units include; human and non-human resources and curriculum.

5. Data Analysis

Even in the primary and high school level of art and craft courses were completely neglected. The significance of this course was not considered by the other faculty members and the art and craft teacher has no role in the academic and other activities. His position was disdained and because of their attitude was so pathetic. Besides, the so-called corporate school also showed similar attitude towards this course. They utilized the art and craft teacher services in other way where the absence of other teacher work was fulfilled for time being.

The faculty members are well qualified and experienced in their fields were interviewed and recruited as per the AICTE or U.G.C norms. But the faculty was specialized in their respective fields available in some colleges for example Landscape painting faculties available at Santhiniketan, similarly Portrait painting at J.J.School of Art and Print making from the institutions of Hyderabad and sculptors on different media at Coramandal village of artists, History of Art at M.S. University, Baroda respectively. Even though the limited faculty in excellence in their respective fields were confirmed to some colleges.

It is not possible to avail the excellence faculty in art subject viz. portrait painting, landscape painting, print making and History of Art and Aesthetics in all colleges. But, some exceptions, regarding M.S.University, Baroda, where the faculty excellence is available in all fields. Moreover, the in taking of admissions also were limited, and entrance was organized all the aspirants could not get admission in this institution.

To get admission into M.S.University, Baroda, Santhiniketan, and other institution also faced the same issues. The prospects also very limited. Some of the aspirants tried and could not yield the seats/admissions. Here the opportunities are meager but the competitions are high.

Admission input was gone on well/by writing objective test, practical work and viva – voce conducted at all the institutions with well-organized skill/orientation. But some cases scanty part of negligence occurred.

Facilities: The so-called Art institutions are well equipped with studios, well organized library with national and international art magazines and journals providing up to date developments in art scenario in theoretical and practical parameters and material. The faculties were amicable with students and used to learn skill to the students and influencing the students with their artistic skills. Besides, they provide financial assistance to the students concentrate on their work avoiding the unnecessary things.

These facilities were absent in other institutions. Hitherto some private colleges existing same conditions. The students studying in regional art school and colleges facing a lot of similar problems.

Evaluation: The evaluation was gone on two types (1) Internal (2) External and their ratio was 50:50 sometimes 40:60. As it were creative field the subjects are mostly concerned with practical oriented and hardly one or two papers concerned with theoretical orientation. The internal assessment made on best of two out of three assignments – consisting 1) Seminar 2) Written test and 3) Submission of Term paper and rest of percentage on external assessment evaluated by the subject expert considering the specifications of assessment in practical examinations where as in theoretical papers were setting by subject expert and evaluated by the subject expert as
well. Here the lack of subject experts in History of Art and aesthetics as the outputs were come out from either Baroda or Santhikethan, recently the University of Hyderabad also introduced P.G.Courses in Art History but it is in budding stage.

Here the question paper particularly in History of Art and Aesthetics consist of essays and short questions, repeating the same questions and some times found absence of analytical and critical evaluation of questions. Due to lack of English language of the students where they came from their own mother tongue and could not expressed their ideas in English losing the exams. This factor influenced the external examiner and shows his sympathy towards them and made them in success.

Moreover, the University authorities also insisting the external examiner to made them to pass, stating that it is creative field those have innate abilities would be succeeded in their lives.

**Price effects:** Most of the art educational institutions were maintained by the government. But some private institutions offering the high prices and paying less to faculty who were un-experienced and unskilled were engaged in these institutions. Normally, the professionals in this field could live independently and could not work in government institutions preferred to work in government institutions unable to work in private institutions. On one hand the students paying high fees, facing poor facilities, skill and the other hand could not meet the quality of education.

Unlike other institutions the students does not indulge in any elections and very few colleges conducting elections where the students from art background could not contest the elections.

The students also know the college issues and could not raise their voice against the problems and thought that they should have obtained the degree or post graduation as early as possible.

On contrary to other educational institutions there was no option to fine arts to join elsewhere or any other fine arts colleges by dropping the course in meanwhile. In other words a fine arts student got admitted in any art Institution should be completed his course in the same Institution and never allow to join any other institution located in the same areas or anywhere, seems that no feasibility in this option.

The fine arts student should be passed the course in the due period or permitted to another period of same duration. For instance if any art student should joined in Bachelor degree of 4 years should be able to pass in these years and another 4 years were permitted to complete. He would not pass with in the 8 years his admission also liable to cancelled and to re-admitted into 1st year after completing the formalities of admission process.

The other hand the administrative mechanism like Principals and other executives were having fine arts background, should not involved in present day administrative system and unaware of the system. Unfortunately, they are not in a position to mobilize funds and materials from higher authorities. If they appealed to the higher authorities about their financial and other requirements and was neglected or declined due to unawareness of fine arts in the some educational institutions in government or Universities as well.

The recruitment of faculty in art institution was not conducted regularly anybody retires from service there is a long gap of recruitment and eventually part-time or ad-hoc faculty or inexperienced persons involved to do so yielded poor results. Moreover, this faculty does not have job security and based on purely temporarily concentrating on their own efforts for their survival.

The collected primary data relating to quality of human and non-human resources has been edited and processed through SPSS and furnished the analyzed results in the following tables coupled with interpretations.
Table 1: Group Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Respondents Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion about human resource quality in art Edn</td>
<td>Students</td>
<td>150</td>
<td>3.0533</td>
<td>74893</td>
<td>06115</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>170</td>
<td>3.7412</td>
<td>92504</td>
<td>07095</td>
</tr>
</tbody>
</table>

Source: Primary data using SPSS V-20

Table 2: Independent Samples Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>t-test for Quality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Feeling about Human Resources</td>
<td>-7.25</td>
</tr>
<tr>
<td>Equal variances Assumed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-7.34</td>
</tr>
<tr>
<td>Equal variances not Assumed</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data using SPSS V-20

Null hypothesis ($H_0$): there is no significant difference of opinion of students and faculties in the total quality improvement of human resources in art educational institutions in India.

Alternative hypothesis ($H_a$): there is a significant difference of opinion of students and faculties in the total quality improvement of human resources in art educational institutions in India.

From the table 1. It is observed that the opinion of students about TQM in human resources of art educational institution is neutral whereas the faculties opined that there is an improvement in the TQM which is evidenced by their respective means (3.0533 and 3.7412) and standard deviations (0.74893 and 0.92540)

From the table 2. It has been noticed that the $t$-value is -7.249 with the degree of freedom 318. The mean difference -0.68784 and $T$ value 0.000 at 5% level of significance which is less than 0.05. Hence null hypothesis is rejected and alternative hypothesis is accepted in other work. It has been inferred that there is significance difference of opinion about Total Quality Management (TQM) in human resources in Art Educational Institutions.

Further, it also inferred that there is a lot of difference in the opinion of two stakeholders (students and faculties) with respect to institutions and practical orientations in Art Educational Institutions.

Table 3: Group Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Respondents Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling about Human Resource</td>
<td>Students</td>
<td>150</td>
<td>3.1467</td>
<td>1.14333</td>
<td>0.09335</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>170</td>
<td>3.4235</td>
<td>1.04770</td>
<td>0.08035</td>
</tr>
</tbody>
</table>

Source: Primary data using SPSS V-20

Null hypothesis ($H_0$): There is no significant difference in the opinion of students and faculties with regards to infrastructural facilities in Art Educational Institutions.

Alternative hypothesis ($H_a$): There is a significant difference in the opinion of students and faculties with regards to infrastructural facilities in Art Educational Institution.

From table 3. It has been observed that the average opinion of students about infrastructure in art institutions is not up to the expected level and which is reflected in the average (3.1467). It also examined that the average opinion of faculties about infrastructure in Art Educational Institutions is moderate and which is reflected in the Mean value (3.4235) The standard Deviation in the opinion of students about infrastructure is more fluctuated rather than faculties’ standard deviation.
### Table 4: Independent Samples Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>t-test for Quality of Means</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
<td>df</td>
<td>Sig. (2 tailed)</td>
<td>MD</td>
</tr>
<tr>
<td>Feeling about non Human Resources</td>
<td>Equal variances Assumed</td>
<td>-2.26</td>
<td>318</td>
<td>0.024</td>
</tr>
<tr>
<td></td>
<td>Equal variances not Assumed</td>
<td>-2.25</td>
<td>304.31</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Source: Primary data using SPSS V-20

From the table 4, it has been noticed that the t-value for infrastructure is -2.260 with degree of freedom 318 and p-value 0.024 with mean difference -0.2768 at 5% level of significance it means the p-value 0.024 is less than 0.005 hence, it is inferred that there is a significant difference in the opinion of students and faculties about infrastructure in Art Educational Institutions.

### Table 5: Group Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Respondents Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation about quality of</td>
<td>Students</td>
<td>150</td>
<td>3.1867</td>
<td>1.00593</td>
<td>.97971</td>
</tr>
<tr>
<td>Curriculum and evaluation</td>
<td>Teacher</td>
<td>170</td>
<td>3.4588</td>
<td>.97971</td>
<td>.7514</td>
</tr>
</tbody>
</table>

Source: Primary data using SPSS V-20

### Table 6: Independent Samples Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>t-test for Quality of Means</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
<td>df</td>
<td>Sig. (2 tailed)</td>
<td>MD</td>
</tr>
<tr>
<td>Observation about quality of</td>
<td>Equal variances Assumed</td>
<td>-2.45</td>
<td>318</td>
<td>0.015</td>
</tr>
<tr>
<td>curriculum and evaluation</td>
<td>Equal variances not Assumed</td>
<td>-2.45</td>
<td>310.82</td>
<td>0.15</td>
</tr>
</tbody>
</table>

Source: Primary data using SPSS V-20

Null hypothesis (H₀): There is no significant difference in the up-gradation of curricular and evaluation improvement process.

Alternative hypothesis (Hₐ): There is a significant difference in up-gradation of curricular and evaluation improvement process.

From the table 5, the sample statistics of Mean and standard Deviation of quality of curriculum and evaluation improvement process for students and faculties are: 3.1867 and 1.00593, 3.4588 and 0.97971 respectively.

From the table 6, it has been observed that the statistical values for curriculum and evaluation improvement processes are; p-value -2.45 with degree of freedom 3.18 and p-value 0.015 which is less than 0.05. Therefore the null hypothesis is rejected and alternative hypothesis is accepted at 1 per cent level of significance. In other words there is a substantial difference of opinion about curriculum and evaluation improvement process between students and faculties in art educational institutions across the nation.
5. FINDINGS
   - There is a lot of difference in the opinion of two stakeholders (and faculties) with respective Institutions and practical orientations in Art Educational Institutions.
   - There is a significant difference in the opinion of students and faculties about infrastructure in Art Educational Institutions.
   - There is no significant difference in the up graduation of curriculum and evaluation improvement process.
   - Furnish the art and craft in the curriculum and considered as a regular subject.
   - Delays in recruitment process.

6. SUGGESTION
   - It is suggested that the regulators of Art Educational Institutions will make sure that the gap between stakeholders about quality of teaching methodologies and practical orientations should be minimal.
   - It is also suggested to the management that makes sure about the infrastructural facilities should be raised up to the expected level of the students and faculties. Thus, it guarantees about the art programs’ sustainability coupled with retention of talent resources for the best use overall improvement of art educational institutions in India.
   - The attitude towards art and craft teacher should be amicable and considered that he is a member in our teaching community.
   - Art has no boundaries and the faculties can make sure that the art should not be concentrated in one place and they can create an art world and promoting younger generations.
   - Finally, it is suggested to the Board of studies of Institutions that they should make sure about the constant monitoring and improvement in the curriculum and evaluation improvement process in tune with industry requirements.

REFERENCES

Annexure – I: Questionnaire
Title of the study: Total Quality Management in Art educational Institutions in India
Name of the Respondent:
Name of the Institution:
1. My experience/visualization regarding quality of Instructions and Practical orientation is
   (a) Strongly disagreed (b) Disagreed (c) Neither agreed nor disagreed (d) Agreed (e) Strongly agreed
2. My feeling about the infrastructural facilities (studios, hostel, library, tools and materials) is
   (a) Strongly dissatisfied (b) Dissatisfied (c) Neither dissatisfied nor satisfied (d) Satisfied (e) Strongly satisfied
3. My observation about quality of curriculum and evaluation improvement process is
   (a) Below average (b) Average (c) Above average (d) Good (e) Excellent