MODULE I

1

QUALITY IN EDUCATION

Unit Structure

1.0 OBJECTIVES

After going through this unit, you will be able to:

- Define Quality

- Understand the concept of Quality

- Explain basic concepts related to Quality in Education

- Describe basic elements involved in Quality Learning Environment

- State and describe meaning, objectives and relationship between Assessment and Accreditation

1.1 INTRODUCTION

It is well known that soul of any nation is its human resource and development of human resource require a lot of planning and rigorous exercise at all levels of education. Higher Education must aim to develop good, thoughtful, well-rounded and creative individuals. Higher Education must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and all those capabilities which are required to meet 21st century challenges across a range of all disciplines. The quality of human resource and higher education are interrelated, if the nation is to be recognised in the world it is necessary to concentrate on the quality of higher education. It is essential for you as a student of education to understand some of the basic concepts related with quality.

1.2 CONCEPT OF QUALITY AND QUALITY IN EDUCATION

Concept of quality has been borrowed from business and industrial sector i.e. corporate world. It means those features of products that meet stakeholder needs and thereby provide stakeholders satisfaction. If you apply this to education you need to satisfy the stakeholders. In education various stakeholders are students, teachers, parents, community members, administrators etc. The students are the primary stakeholders of any education system, the quality of education should meet, exceed and delight students needs and expectations with the fact that these needs and desires will change over time. To understand concept of quality and quality in education you need to know what quality is?

1.2.1 What is Quality?:

The term quality is being used everywhere, you will find in your surrounding every person demands quality in every sphere of life, quality is the relative term and difficult to find a specific definition. There are many definitions of the term quality, the most relevant refers to **the set of inherent properties of an services that allows satisfying the needs or fulfilling expectations.** Quality can be defined as **conformance to specifications, the degree to which a product meets the specifications.** Quality can also be considered as the perception that the customer has about object or services of the product. Some of the widely accepted definitions of quality are as follows:

- Quality is the predictable degree of uniformity and dependability, at low cost and suited to the market-**W. Edwards Deming.(1900-1993)**

- Quality is fitness for use-**Joseph Juran.(1904-2008)**

- Quality is conformance to requirements-**Philip B. Crosby**.(1926-2001)

- Quality is the (minimum) loss imparted by a product to society from the time the product is being shipped- **Taguchi.**

- Quality is, in its essence, a way of managing the organisation- **Feibygunbaum.**

- Quality is correcting and preventing loss, not living with loss-**Hoshin.**

- Quality is the totality of features and characteristics of an entity that bears on its ability to satisfy stated and implied needs-**ISO (International Organization for Standardization)** It is universally accepted definition of quality which conveys a lot about the requirement of quality .Here the entity may be a process or a product of an organization, need or requirements may be stated in due form of a specification by the customers' expectations. Hence, the quality of an object is determined by comparing a predetermined set of characteristics against a set of requirement, if these characteristics conform to the requirement high quality is achieved but if these characteristics do not conform to the requirement it is termed to be of low or poor quality is achieved. When you apply this to education, you need to satisfy the stakeholders of educational institutions i.e. students, teachers, parents community members, administrators etc, the consumers are the students and employing agencies who shall be satisfied by the teaching-learning process of the educational institution. Quality is achieved by a strict and consistent commitment to certain standards to satisfy specific customer requirement. Concept of quality also have one interesting element in which services provided by the product or process are not only as per expectations but beyond imagination. Total Quality management (TQM) in education is the concept that acquires importance to systematically address the issue of quality in educational institution. TQM is creation of quality culture in the institution , to provide the customers what they want, when they want and how they want it. TQM involves moving with changing customer expectations and aspirations to design programmes or course of studies and providing learning experiences to meet and exceed their expectations.

1.2.2 Dimensions of Quality:

As you know that perception of the stakeholder is main deciding factor for quality, you might be observing that the stakeholders want to get enrolled in the institution which fulfils or satisfy the needs or requirements and expect that the product from the supplier(institute) should have certain characteristics and features which should reflect whether the quality is achieved or not. Every educational institution needs to set up certain standards specifying the characteristics. These characteristics or features are to be measured either by determinants or by subjective criteria or a combination of both. Various dimensions of quality which the customer look for in the product in order to satisfy their needs, determine the characteristics of the product. Following are the attributes which are expected in the product: **Performance, Features, Reliability,**

Conformity, Durability, Serviceability, Aesthetics, Perceived quality, Time, Timeless, Completeness, Courtesy, Consistency, Accessibility, Convenience, Accuracy, and Responsiveness. You might feel many of these attributes are important and related to corporate sector where customer's demand with respect to products appearance, service, durability could be anticipated and satisfactory services could be provided for quality, it is obvious when we are dealing with machines and are aware of expected service details ,it is easier to control and assure quality products but when it is education and the product is human, providing quality education to develop these attributes it must be ingrained in an educational institution through its vision and mission.

1.2.3 Quality in Education:

Education is one of the important factors responsible to shape the personality of individual and has many functions, to develop quality individual, it is necessary to have quality in education. Quality in education can be achieved through continuous improvement of the educational process with active involvement of all the concern members. Improving quality of education means raising the levels of academic performance. Quality in education is a multidimensional concept with various conceptualisation. To get clarity with the concept of quality in education let us consider the **Models of Quality in Education identified by Yin Cheong Cheng & Wal Ming Tam (1997)** for Quality Assurance in Education:

Table -1: Models of Quality in Education

Model of quality in Education	Description
The Goal and Specification model	Institutional goals and specifications (Standard) clearly stated which are time bound and measurable. Sufficient resources should be available with institution to achieve the goal.
The Resource Input model	Quality of educational institution is not identified by output but by its input.
The Process model	It stands for smooth internal process & fruitful learning experiences. The process where transformation of the inputs into outputs occur smoothly.

The Satisfaction model	Stakeholders are satisfied i.e. educational authorities, teachers, parents, community and students.
The Legitimacy model	It implies the achievement of institutions reputation & noticeable position in the society. This model is usually used when the environment is very competitive and demanding and public image becomes important criteria of institutions merit.
The Absence of Problem model	Human organization has problems and educational institutions try to identify big and small problems and build an appropriate strategies to overcome those identified problems .This will result in minimizing problems.
The Organisational Learning Model	Everything is constantly changing, there is continuous knowledge expansion thereby leading to many changes and challenges in front of the team. This model implies that the institution should constantly learn & improve according to the changing demands .This requires awareness of changes and needs , continuous internal process monitoring, programme evaluation, developmental planning for adjusting as per the changing needs.

These models can form a comprehensive framework for understanding and conceptualising quality in education from different perspectives and facilitating development of management strategies for achieving quality. All models emphasise the different aspects of Educational context ,all of them have their own strength and weaknesses ,the need is that wise selection, combination and implementation of models for quality in education is required.

1.2.4 Quality in education-Indian perspective:

Quality in education need to be defined in a wider sense, the over all aim of education is to bring all round development of an individual and his/her commitment to society. In India since Independence through various commissions and committees appointed by Government of India from time to time to recommend measures to be taken to achieve the goals and efforts made with regard to quality in education, the first National Policy of Education 1968, Second National Policy of Education 1986 and in the year 2019 National Education Policy draft DNEP-2019 which is released as New Education Policy (NEP)2020 with an objective to reform the education system of the country.NEP-2020 will be a milestone in the history of Indian Higher Education. The policy has proposed robust and thoughtful ideas to bring the transformation in India's Higher Education system, mainly focusing on the assurance of quality. NEP envisions an education system rooted in Indian ethos that contribute directly to transforming India into an equitable and vibrant Knowledge society by providing high quality education to all and thereby making India a global knowledge superpower. The policy envisages that the curriculum and pedagogy of institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values ,bonding with one's country , and a conscious awareness of one's role and responsibilities in a changing world . The vision of the policy is to in still among the learners a deep-rooted pride in being Indian, not only in thought , but also in spirit , intellect and deeds, as well as to develop knowledge, skills, values and dispositions that support responsible commitment to human rights , sustainable development and living, and global well-being, thereby reflecting a truly global citizen. Apart from this various apex bodies of Higher Education has taken innovative initiatives to enhance quality & excellence in education like making institution and programme accreditation mandatory, attracting quality faculty, establishing faculty development centres etc.

1.2.5sss Quality in Education-International perspective:

Movement for quality had its origin from Japan in late 1940's through industrial management, number of management thinkers from other developed countries also brought the ideas for quality as total quality management (TQM). Contribution of **W.E.Deming, Joseph Juran & Philip B. Crosby** are considered to be very important for quality in education at international level though all of them concentrated on quality in industrial and manufacturing sector but their contributions can also be applied to education sector .With unprecedented expansion of education system in past decades imposes new challenges for the institutions to maintain quality. Implementation of quality assurance is one of the most decisive transformations for education, education systems are trying to develop assessment tools to improve the quality of teaching, research and extension activities .International ranking of institutes also contribute to impose a set of transnational standards and values which is also being considered as indicative by stakeholders .There are quality awards for standards have been introduced by many countries to promote quality and

excellence in education like ISO 9000, IASC(International Accreditation Services Commission), IAO(International Accreditation Organization) and many more.

1.3 CONCEPT OF QUALITY LEARNING ENVIRONMENT

1.3.1 Learning:

Learning can be defined as the process which lead to change in the behaviour of the student as a result of experience gain due to encountering with environment. You are well aware that there is always interaction between student and environment and as the result of this interaction learning occurs. Learning is always affected by various internal and external factors.

1.3.2 Quality Learning:

Concept of quality as already discussed "meeting expectations or requirements" so as far as quality learning is concerned the change in behaviour among learners should satisfy the expectations .At higher education level, what is expected from the learners behaviour is far from just memorisation and recalling information. It involves understanding , relating ideas and making connection between prior and new knowledge, independent critical thinking and to transfer knowledge to new and different context. One of the basic requirement for learning to occur is the environment and in order for quality learning to occur Quality Learning Environment(QLE) is needed.

1.3.3 Quality Learning Environment (QLE):

It is the environment which allows greater student ownership , responsibility and control of the learning process , it is important to create QLE early in the course so that mutual trust and respect can be develop. Continuous efforts are required to improve learning environment on the part of all educators involve in the process.QLE refers to pedagogy that creates classrooms where students and teachers work productively in an environment which totally focused on quality learning , such pedagogy sets high & explicit expectations and develop positive relationship between teachers and student and among students. To achieve QLE in which greatest growth is possible for all students ,faculty need to follow few key principles which will guide them to bring expected behavioural change.

Table-3: Principles for establishing a Quality Learning Environment

Principles for QLE	Description
Establish high degree of trust and respect	Mutual trust and respect enable learning to take place, learning environment should be learner centred, knowledge centred and

	assessment centred.
Set clear and high expectations	Productivity is highly correlated to the expectations set at the beginning of the process in which the students are engaged so it is necessary to set clear and high expectations.
Involve students	Once the expectations are set, it is to be informed to the students by involving them in the process. Take feed from them and modify accordingly.
Challenge students	Challenge the students and encourage to accept the challenges so that they use their potentials and become self growers.
Encourage Risk Taking	When expectations are high, there will be chances of failure on the success if the outcome is not desirable, encourage them to take risk in achieving genuine learning.

QLE offers students and faculty flexibility, openness & access to resources. QLE can be designed to provide learners with opportunities to move towards the ideal and leverage the qualities that are already present in them to maximize learning in any discipline. Quality learning require a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirement and to meet specified learning outcomes. High quality pedagogy is then necessary to successfully impart the curricular material to the students. Pedagogical practices determine the learning experiences that are provided to the students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Along with this, development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstone for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms , labs , technology , sports/recreation areas , student discussion spaces , and dining areas , a number of initiatives will be required to ensure that quality learning environments are engaging and supportive and enabling all students to succeed.

1.3.4 Quality Teaching:

Teaching can be defined as engagement with learners to enable that understanding and application of knowledge, teaching is to engage students in learning .Teaching involves students actively in construction of knowledge ,it transform students into active learners. Main aim of teaching is to transmit information to students and convert them from passive recipients to active constructors of their own and others knowledge in a environment which brings desirable change in behaviour. For learning to be of quality, quality teaching is required. Quality teaching is the use of pedagogical techniques to produce quality learning outcomes in the learners. Quality teaching also involves well adapted learning environment and students support services .It depends on the institutions efforts to serve students of different backgrounds & abilities through effective experiences . As per the changes occur i.e. journey from face-to-face to online/blended mode quality teaching demands to have good awareness of the social and emotional aspects of technology-based education. Quality teaching involves many dimensions including effective design of curriculum & course content , use of variety of approaches as project based learning , collaborative learning , cooperative learning ,experiential learning and effective assessment of learning outcomes and for online mode of teaching use of various tools and resource platforms like SWAYAM(Study Web of Active Learning for young & Aspiring minds) , NROER(National Repository of Open Educational Resources) , SWAYAM PRABHA(group of 32 DTH channels-telecasting high quality educational programs on24x7 using GSAT-15 satellite) , e-Patshala, , Diksha portal, google classroom, Zoom, Edmodo , Class Dojo , You-tube etc. ODL and online education prove a natural path to increase access to quality higher education

1.3.5 Quality Learners:

Whenever there is interaction between learner and environment learning occurs, quality of learning depends on how learner received and responded, learner show behaviours that optimize learning & predict successful performance. If the learner experiences joy in learning, gets motivated to learn and grow and this is possible when the educators use various teaching strategies suitable in all situation or the style which serves as best suited to learners needs and inclination. Quality learners have definable behaviour , this behaviour helps the instructors to design instructions to foster growth , quality learners behaviour is fully integrated into the personality and reflected in daily life routine activity.

Quality learners are motivated intrinsically for learning even if any external reward is not given .They give their best in every situation by choosing and using appropriate combinations of learning skills from different domains for a given circumstance. Researches on learning behaviour showed that individuals control their own motivation and thought process by observation and self-assessment and brings behavioural change for accomplishment of goal. **Albert Bandura** a Canadian American Psychologist used the term **'Self-regulation'** in Social

Cognitive Theory of Personality for showing how individuals behaviour is controlled by cognition which involves four components: **self-observation, self-evaluation, self-reaction and self-efficacy.** All four components are interrelated and have effect on motivation and goal attainment. Self-regulation is nothing but active management by learner of their motivations, cognition and behaviour to achieve their goals .There is positive correlation between learners ability to self-regulate & academic success. Learners self-regulation provides a drive for learning with curiosity, enthusiasm and risk taking. Quality learners are self-regulated, ready to look for new applications & connections and able to apply learning in new context. They become constructive partners in the learning process and contribute to the knowledge creation & internalization & promote more creative and innovative ideas which are required by the present system for more and more employability.

1.3.6 Quality Process:

Lot of discussion on quality of education highlighting quality learning environment, quality learning ,quality teaching , quality learners was done. However there is also a need to consider quality educational process for students where faculty and administrative authority use inputs to frame meaningful learning experiences for students. The purpose of quality process is to ensure the quality assurance and quality development of educational processes which is done in a systematic and documented way. Quality process requires to focus on high quality outcomes that impact on learning and achievement & to build systems and strategies that will ensure students to achieve their full potential during the course of time. All faculty members need to work together consistently under the effective leadership. Vision and mission must be clear to all the concerns involved in the process so that they can find ways of translating it into objectives, all the resources required to achieve the objectives should be made available .Authority should inspire and encourage the team to plan for providing meaningful learning experiences. They should also focus on the quality of ongoing professional development that focus on pedagogy, on learning and on deepening knowledge as per the requirement.

1.3.7 Quality Curriculum:

Curriculum means a range of courses from which students choose what subject matter to study for a specific learning programme. Curriculum collectively describes the teaching , learning and assessment materials available for the holistic growth of students and also concept of community services are interwoven in curriculum and all such courses generates research and reflection skills among students. In order to ascertain the quality of education all concern should be aware of the objectives in the cognitive, conative and affective domain for students holistic growth , to accomplish these objectives quality inputs, process and outcomes to be focused which can be possible when the curriculum introduce employability skills, communication skills, critical thinking , problem solving and entrepreneurial abilities among the students. Curriculum should provide guidelines to education agents and

stakeholders to play an important role in ensuring quality education hence, quality curriculum is that which articulates competencies necessary for quality lifelong learning and holistic development .

Quality curriculum enables students to acquire and develop the knowledge , skills and values along with associated capabilities and competencies to lead meaningful & productive life. Quality curriculum maximizes the potentials for effective enhancement of learning. Quality curriculum should be equitable , inclusive , learner centred , learner friendly ,open & flexible as reflected in the global education development agenda Goal-4(SDG-4) of 2030 Agenda for Sustainable Development adapted by India in 2015 seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all "by 2030.

Quality Curriculum Development is an ongoing & continuous process as per the changes taking place , there is a need to keep pace with the world in which knowledge is rapidly expanding , communication technologies are broadening ,access to information & skills for learners are constantly changing or being invented.

1.4 ASSESSMENT AND ACCREDITATION

Quality cannot be imposed by force on any institution, it has to be originate as a internal mechanism which will lead to develop quality work culture wherein quality consciousness and striving for excellence will become powerful internal driving force at all levels of higher education institutions. Each Higher Education Institution need to set certain standards and accordingly they plan, process and give outcomes. The quality of outcome depends on the efforts taken by the entire team under the visionary leadership. It is necessary to acknowledge, appreciate and recognise the efforts of Higher Education Institutions and this will be done by various external agencies accrediting Higher Education Institutions. The objectives of these agencies are mainly focused on the Assessment and Accreditation process. A Higher Education Accreditation is a type of quality assurance process under which services and operations of Educational Institution or programme are assessed and evaluated by external agency to determine whether the expected standards are met or not.

1.4.1 Meaning of Assessment and Accreditation:

Assessment is a performance evaluation of an Educational Institution ,it is the procedure for verifying & validating the information given by the institution to be accredited , assessment is not fault finding act , it provide corrective measures for improvement of academic and administrative practices of the institution.. Accreditation means to identify an educational institution as maintaining standards and to ensure that their certification are acceptable ,In broader terms , accreditation is a process to scrutinize Higher Education Institutions and programmes to enhance quality. It is the process by Government and Private agencies to assess the quality of Higher Educational institution as a whole or specific educational program

in order to formally recognize it as having met certain predetermined minimal criteria or standard. Accreditation provides a benchmark for quality and integrity. Accreditation serve as a quality assurance and accountability mechanism for educational institutions , accreditation agency examines the philosophy , goals , programmes ,facilities ,resources ,financial management and product quality .The Assessment and Accreditation process will be carried out in three stages- 1)application by the institution to the accrediting agency in prescribed format, 2) on-site visit by the team for assessing the information given by institution and 3) certification after verification of the information the assessed data gathered, summarized and used for accreditation. Each accrediting agency establish certain criteria, under each criteria various key aspects are identified for assessment and evaluation of Educational Institution , accrediting agency also publish list of institutions they accredited periodically. Result of accreditation process is usually awarding of institutional status in the form of grade, star, certification or license of quality valid for particular duration like 1, 2, 3, 4, 5…years.

In India there are various agencies at Higher Education level which assess and accreditate the institutional academic and administrative process to ensure quality assurance like:

UGC: University Grants Commission(1956)

AICTE: All India Council of Technical Education(1987)

AIU: Association of Indian Universities

ICAI: Institute of Chartered Accountant of India

ICSI: Institute of Company Secretaries of India

FTII: Film and Television Institute of India

NAAC: National Assessment and Accreditation Council

NBA: National Board of Accreditation

NIRF: National Institute Ranking Framework

BCI: Bar Council of India

DCI: Dental Council of India

CCH: Central Council of Homeopathy

DEC: Distance Education Council

INC: Indian Nursing Council

MCI: Medical Council of India

NCTE: National Council for Teacher Education

PCI: Pharmacy Council of India

VCI: Veterinary Council of India(1984)

NCHRH: National Council for Human Resource in Health

1.4.2 Objectives of Assessment and Accreditation:

1. To verify & validate the information provided by the institution.

2. To identify strengths of educational institution and give recognition.

3. To identify weaknesses of the Educational institution and suggest corrective measures for improvement.

4. To determine the areas of institutional accomplishment in which quality will be judged.

5. To encourage new and innovative approaches adopted by Higher Educational Institutions.

6. To stimulate the improvement of the practices of Higher educational institution

7. To provide assurance of educational quality which is recognised by all stakeholders.

8. To ensure that educational institutions maintain a culture of aiming at excellence and continuous improvement.

9. To identify and update the accredited institutions/programmes to the public.

1.4.3 Relation between Assessment and Accreditation:

It is clear from the meaning of assessment and accreditation that both the process are interrelated with each other , decision taken by accrediting agency depend on the assessment data. Assessment data is gathered through internal as well as external assessment. Internal assessment involves all major stakeholders like teachers, students and management. Interna assessment includes review of all the stakeholders work whereas external assessment is the accreditation done by certain external accrediting agency which is quality control mechanism of educational institution. Every accrediting agency set certain criteria's and key aspects under each criteria which has number of assessment indicators which may be used as guidelines for visiting team to capture the micro level quality parameters of the institution, hence criteria based assessment forms the backbone of accreditation, the main focus of accreditation is on the culture of compliance .An Higher Education Institution should follow certain practices keeping in mind timely modifications made by accrediting agencies which will assure quality of education they impart and helps in the process of quality enhancement.

1.5 LET US SUM UP

The term quality is being used by everyone everywhere but what exactly quality is ? is difficult to explain. In this unit meaning of the term quality and its concept was discussed in the light of ideas given by various management thinkers, as the concept of quality in education is borrowed from the corporate world. Models of quality in education suggested by Yin Cheong Cheng & Wal Ming Tam and wise use of these models for quality improvement leading to develop quality learning environment. There are related concepts like learning, quality learning, quality teaching, quality learners, quality process, and quality curriculum under the banner of quality learning environment required in an educational institution also discussed in detail. Every higher education institution need to internalise the quality work pattern and to recognize their efforts it is mandatory that all educational institutions are to be assessed and accredited on patterns similar to the corporate organization by different accrediting agencies based on their set criteria's. Educational institutions are required to internalise the work philosophy and keep themselves on the top with regard to quality standards.

1.6 UNIT END EXERCISE

1. Define the term Quality.

2. What is the concept of Quality in Education.

3. Elucidate the seven models introduced by **Yin Cheong Cheng & Wal Ming Tam (1997)** for Quality Assurance in Education.

4. Visit a website of any Accreditation agency for Quality Higher Education and write a report regarding its vision, mission, functions, procedure and steps.

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2

QUALITY MANAGEMENT: THE CONTEXTS

Unit Structure

2.0 OBJECTIVES

This chapter introduces general terms and definitions related to quality and principles of quality management in education.

This unit focuses on:

- Concept of Quality Management

- Need to study Quality Management

- Principles of Quality Management

- Quality System in Education

- Seven Parameters of NAAC

2.1 INTRODUCTION

The success of quality management in industry has prompted many of us to raise "Why not in Education?" Before proceeding to know the meaning of the term quality management, it is necessary to discover its etymological origin. It has two different words "Quality" and "Management"

Quality, first, comes from Latin, exactly of "qualities." This word is the result of the sum of three components: the interrogative "quae" (which); the suffix "-alis", which indicates "relative to"; and the suffix "-tat", which comes to indicate quality. And word management comes from Italian word 'maneggiare'(to handle especially tools) and "manage" comes from

the Latin word manus, meaning "hand." This is also, where we get the word "manual." Mary Parker Follet,Harold Koontz and several other management authors called management "as an art of getting things done through people"

The concept of quality it refers to the characteristics that are characteristic of something and from which it is possible to estimate its value. When these characteristics are positive or beneficial, they speak of good quality. The desire to achieve higher standards in education is depend upon its Quality. Therefore, Quality is the new mantra to achieve excellence in educational field.

As we know that "Quality" word comes from industry. When quality management is comes to education some long cherished ideas about how to manage the teaching/learning process will have to change. To begin, it is well to keep in mind some of the important differences between education and industry.

1. The school is not a factory.

2. The students are not the product.

3. Their education is the product.

4. The customers for the product are several a) the students themselves. b) Their parents c) Their future employers.

5. Students need to be "co-managers" of their own education.

6. There are no opportunities for recalls.

Education can be improved, productivity of teachers enhanced, teachers and students find greater joy in their work and the leaving students are more likely to make positive contributions to their society. This implies that we need to concentrate on the Quality of Education .Then question arises 'What is QUALITY'?

2.2 CONCEPT OF QUALITY

Quality may be a far more sophisticated term than it seems. It looks that each quality professional defines quality may be a somewhat totally different method. It seems that every quality expert defines quality is a somewhat different way. There are a different perspective in defining quality. Some definitions of QUALITY as follows:

Dictionary definitions of the word "quality" cover fairly similar ground. Merriam-Webster defines it as "degree of excellence" or "superiority in kind," while Oxford opts for "the standard of something as measured against other things of a similar kind; the degree of excellence of something." When talking about quality in terms of providing products or services, however, we have to drill a bit further down into how we define the term. In terms of providing a quality product or service

Quality can be defined as "Fitness to use".

- Juran 2019

Quality can also be defined as the capability of products and services to knowingly satisfy want of users.

- Johnson1987

Quality is dynamic state associated with product, services, people, process and environments that needs expectation and helps produce superior value.

- Goetsch and Davis2010

Quality is an expression of educational services and products useful in meeting needs and expectations, it is value for money and its utility to individuals and society.

Quality Management can be defined as "that aspect of a overall management function that determines and implements the quality policy"

- Bureau of Indian Standards1988

From all these definitions pointed out the importance of Quality in today's time. As Lucius Annaeus Seneca, a Roman Philosopher points out "It is quality of work rather than quantity that matters". It is the most essential aspect of every educational institution. It helps institutions to bring about positive changes in any educational institute. As mahatma Gandhiji has also said that, "It is the quality of our work which will please God and not the quantity".

Quality management is that the act of overseeing all activities and tasks that has got to be accomplished to keep up a desired level of excellence. This includes the determination of a top quality policy, making and implementing quality coming up with and assurance, and internal control and quality improvement. it's additionally observed as total quality management (TQM).

Components of Quality Management: Quality management   can be segmented into four key components to be effective: quality planning, quality control, quality assurance, and quality improvement. These are four components of quality in any institution. These are as follows.

Quality planning   Quality improvement

Components of Quality

Quality Assurance   Quality control
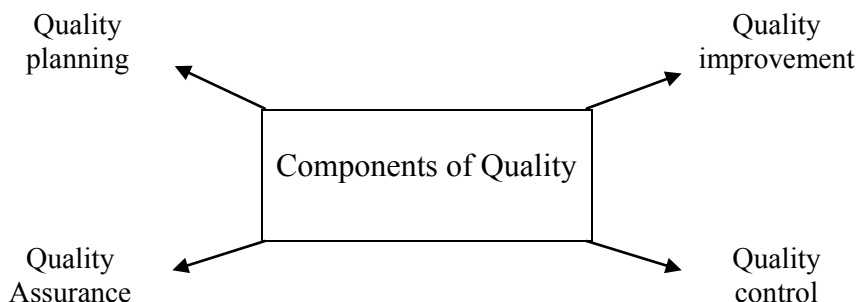
- **Quality Planning:** The process of identifying the quality standards relevant to the project and deciding how to attain them.

- **Quality Improvement:** The determined change of a process to improve the confidence, reliability and consistency of the outcome.

- **Quality Control:** The enduring effort to uphold a process's integrity and reliability in realizing an outcome.

- **Quality Assurance:** The organized or the planned actions necessary to offer sufficient reliability that a particular service/product will meet the definite requirements.

Check your progress:

- Define Quality Management.

- What are components of Quality?

2.2.1 Need and Significance of Quality Management:

Any human activity is identified by the quality of its product. The same rule applies to education. The quality of education is therefore responsible for the quality of its "product": students. Various forms of education are present in different places, at various times, under different circumstances and terms, intentional and unintentional, organized and unorganized, with or without a program. Need of Quality Management are as follows

Need and Significance of Quality Management in Education:

1. **Curriculum:** It is important to construct a good quality structure of the curriculum (program/goals, tasks, focus on development of functional tasks, focus on students' activities, integration of programs within and between areas) - courses and programs - key competences that will help students development in the given school.

2. Impart high quality and liberal education

3. Improve Standards of Students

4. Improve social life of students

5. To make students good citizen

6. Create conducive learning environment.

7. Empowered governance and autonomy

8. National Development.

9. Quality management is essential for satisfaction which eventually leads loyalty.

10. Quality education is important for those who are involved in it either directly or individually.

11. Quality management is a part of management, aimed at achieving quality goals through planning, monitoring, assuring and improving Quality.

12. Quality management is essential in the term s of performance and reliability.

2.3 QUALITY MANAGEMENT PRINCIPLES

"Quality management principles" are a set of fundamental beliefs, norms, rules and values that are accepted as true and can be used as a basis for quality management. There are seven Quality Management Principles are as follows
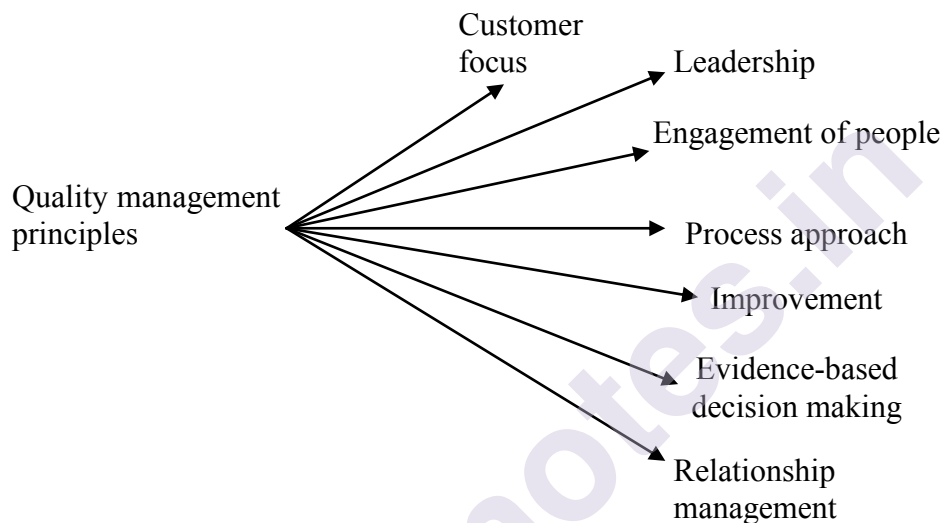
1. Customer focus:

The term customer refers to 'Students'. Today education is looks upon as an industry where we provide services to students who are clients or customers of any educational institute. All teachers and principles should know the profile of their students. This is known as developing customer focus i.e. knowing the likes, dislikes, attitude and interests of the students. On the basis of this the institutions can know whom they have to cater and develop tailor made packages accordingly.

e.g. In order to provide vocational guidance to higher secondary students, one can choose from automobile repairing and mobile repairing ,hardware etc

2. Leadership:

The Seven principle definition states "Leaders at all levels establish unity of purpose and direction and create conditions in which people are engaged in achieving the quality objectives of the organization."

Leaders at all levels establish unity of purpose and direction and create conditions in which people are engaged in achieving the organization's quality objectives. From an institutional point of view, leadership exerts a

very powerful influence on individual and the group. In any educational organization Leadership play vital role .If Leader is good than the institute is also fulfilled its quality.

e.g. In a school the principal is the leader of all human resources in school, while teachers are leaders of all students in school, and class monitor is leader for that respective class.

3. Engagement of people:

Engaging people is most important task in Quality Management. To manage an organization effectively and efficiently, it is important to involve all people at all levels and to respect them as individuals. organizations need their people to use their abilities for the benefit of the organization. Ensuring that this happens is important for innovation and creativity. Without staff— both teachers and support staff—educational establishments could not function. Planning the needs of staff and ensuring that their talents are used to the full are key indicators of success All human resources should conduct their desire duties. It is necessary to see that all activity and programs are carried out properly.

e.g. If any teacher is absent, all classes were allotted to other teachers who have free period. So class, students and teacher also properly engage.

4. Process approach:

The quality management system is composed of interrelated processes. Understanding how results are produced by this system, including all its processes, resources, controls and interactions, allows the organization to optimize its performance. Processes within an organization should be structured in order to achieve a certain objective in the most efficient and effective manner. It helps us in systematically defining the activities necessary to achieve/obtain the desired results.

e.g. If you want to improve the student's achievements, put your attention on the teaching/learning process and not on the achievements in examinations.

5. Improvement:

Successful organizations have an ongoing focus on improvement. Once the plan is drafted, it is implemented and if certain obstacles arise then plan need to be revised, worked out and improve as per requirement. It is here that development and improvement of existing plans are carried out. The organization should Provide people with training in the methods and tools of improvement. The organization should make improvements of products, processes, and the system an objective for every individual in the organization.

e.g. Remedial teaching programe is organized for teaching Mathematics to standard 9th students to explain difficult concept.

6. Evidence-based Decision Making:

Decision-making can be a complex process, and it always involves some uncertainty. It often involves multiple types and sources of inputs, as well as their interpretation, which can be subjective. Evidence is information that shows or proves that something exists or is true. Evidence can be collected by performing observations, measurements, tests, or by using any other suitable method. Any decision-making should away be based on evidence.

e.g. Due to COVID19 most of the educational institutes accepted Hybrid teaching learning model i.e students who want to attend class in college will allow to attend while those who want to attend online class they can attend.

7. Relationship Management:

The organization establishes relationships that balance short-term gains with long term considerations. Relation management with interested parties meaning sharing knowledge, vision, values, understanding, and suppliers not treated as adversaries. In Educational Management Relationship management means Management trusties, Principal, supervisor, teaching and non-teaching staff, students and parents. For developing good relation it is important to sharing of information and future plans to each other.

These are seven principles which can be used in any educational institute for developing good quality management and good educational environment.

Educational institutions play an important role in the development of the national economy, of the society as a whole and of its individual members through high quality educational services. Thus, Quality Management in education is for the development of 'total quality mind' and provides an important opportunity to look at the quality in a holistic fashion and also provides instrumentalities for managing quality.

2.3.1 Quality Managements areas:

In any educational institution , different levels of Managements performs their duties .i.e Higher level management ,Middle level management and lower level Management.   Thus in educational management a comprehensive efforts intentionally to achieve some specific educational objectives for good quality education. Following are some areas of Quality Management

1. Human Resource Management:

For Quality Management good efficient manpower is key to success. Human resources is essential for any organization that would like to progress in future. Human resources is most valuable asset of the organization. The requirements, placement, orientation, training,

motivation, appraisal etc work were handle by Human Resource management.

2. Financial Management:

Finance Management is the part of Business Management. It is concerned with identifying carefully the various sources of finance and the appropriate use of capital. For managing all educational activity . Improvement in educational quality is directly depend on financial and human resource available in organization.

3. Educational planning:

It is first and the most important function of management. "Well plan is half success" Any new programme or policy before implementation we have to decide different methods or strategies for effectively achieving goals. Thus it is very important factor in quality management.

4. Educational Administration:

Educational administration is another vital task of educational management. It almost cover all different components, such as planning, supervision, controlling, guidance and regulation.

5. Educational evaluation:

This is necessary to find out desired out comes. It also useful to compare failure or success . Each and every system should be assessed and reviewed from time to time. For this evaluation of student's achievement and teachers, performance should be done in a comprehensive and continuous way.

Check your progress:

- What is customer focus in Education?

- How can you take decision for solving classroom problem?

- What is financial management in educational sector?

2.4 QUALITY SYSTEM IN EDUCATION

A quality system is formally described as 'the organizational structure, responsibilities, procedures, processes and resources for implementing the management of quality'.

A quality system concerns the way an educational institute goes about running to achieve its goals effectively and efficiently. The quality system mainly depend upon documents and is often based around a quality manual that defines and embodies the system.

The perspectives are quality, and system. Each acts as a gear engaging with the others

a. **Quality:** What is the institution's conception of quality and the methodology of doing 'quality'?

b. **System:** How does the institution's strategy, culture, structure, rewards, behaviour, etc. support its own model of quality?

We discuss Quality in details, lets learn about System in Education. A system is an organized, purposive structure consisting of interdependent components that constantly, but variably influence one another. Educational systems consist of human resources like management, teaching non-teaching staff and students. While infrastructural components like buildings, machines, etc. For quality education, every institution have to take into account the needs and expectations of these, who are the recipients of educational services - it means students, their future employers and local communities.

Quality Manual - it contains the quality policy and quality objectives, the system description with discussion and explanation of possible exclusions, the description of relations between processes in the quality management system and procedures (their content or only relations to them), Other documents (drafts, forms, records).

Top management of the university carries out in the settled period of time the review of the Quality Management System in the aim of its continuous usefulness, adequacy and effectiveness. This review includes the estimation of the possibility of the improvement and the need of changes in the quality management system, quality policy and realization of the objectives contained in it.

2.4.1 NAAC- National Assessment and Accreditation Council:

The national policy on Education (NPE) and programme of Action (POA), 1986 inter alia recommended that:

"Excellence of institutions of Higher Education is a function of many aspects: self-evaluation and self-improvement are important .If a mechanism is setup which will encourage self-assessment in institutions assessment and accreditation by council……..the Quality process, participation, achievements etc, will be constantly monitored and improved."

In pursuance of the above, the University Grand Commission (UGC), under section 12ccc of the UGC Act of 1956(3),established the National Assessment and Accreditation Council (NAAC) on 16 September 1994 in Bangalore. This concern among academics for ensuring Quality in Higher Education has been a source of strength and inspiration for NAAC.

In simple words NAAC is the National Assessment and Accreditation Council. It is an autonomous body funded by the UGC. The main purpose of NAAC is to accredit or give accreditation to higher education. NAAC aims for quality in higher education.

There are quality parameters based on which NAAC assess the institution and provide grades like A++, A+, A, B++, B+, B & C So on. They expect that minimum quality standards should be maintained in higher education. If any institute gets less than the CGPA > 1.50 the benchmark score, NAAC give them a "Not Accredited status" with D grade.

The Agenda:

The prime agenda of NAAC is to Assessment and Accreditation institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. Assessment is a performance evaluation of an institution and/ or its units and is accomplished through a process based on self-study and peer review using defined criteria. Accreditation refers to the certification given by NAAC which is valid for a period of five years. The process of assessment followed by NAAC is in accordance with internationally accepted practice but, with certain modifications to suit the Indian context. The application of assessment and accreditation as a quality enhancing mechanism has yielded appreciable results worldwide and has shown similar favorable indications in India also.
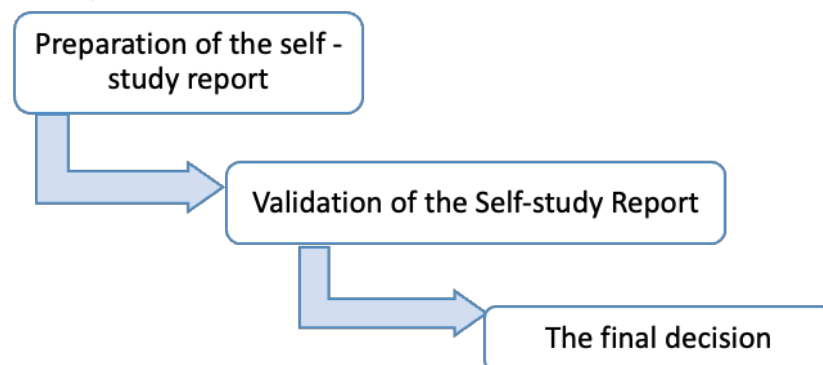
National consultative committees:

NAAC functions through its General Council (GC) and Executive Committee (EC) and other academic, advisory and administrative sub-committees.

NAAC draws its expertise from senior academics of undoubted integrity from all over India. National Consultative Committees in various areas provide the necessary inputs for establishing and strengthening the processes.

Process:

NAAC has formulated a three-stage process for assessment and accreditation as given below:

Preparation of the self - study report

Validation of the Self-study Report

The final decision

- Preparation of the Self-study Report was prepared by the institution/department based on the parameters defined by NAAC. This is very first step where any institute undergo for accreditation has follows criteria given by NAAC.

- Validation of the Self-study Report by a team of NAAC committee members through on-site visit. Documentation, human recourses and Infrastructural resources and also presentation of detailed quality report to the institution.

- The final decision on assessment and accreditation by the Executive Committee (EC) of NAAC depend on all required documents and presentation.

NAAC accreditation is mandatory for all the higher learning institutes, particularly state universities. Without NAAC accreditation, universities are not eligible for UGC grants, RUSA grants, financial aid etc Highest weightage criteria The largest criterion is the teaching learning process having 35% share. Focus is given to academics to ensure good learning takes place.

2.4.2 Seven Parameters of NAAC:

NAAC is to focus on Quality in every aspect for NAAC's Assessment and Accreditation process so that to provide students outcome based education and maintain quality in higher education with enormous accreditation benefits.

The Assessment & Accreditation (A&A) process of NAAC is based on 7 letters of Quality:

Q – Quest for Excellence

U – Understanding the concept

A – Action Orientation

L – Learning Centric Approach

I – Innovation for Change

T – Training for Competencies

Y – Year around activities

There are seven assessment criteria which the institution have to accept with in order to get a NAAC accreditation. These criteria are as follows:

- Curricular Aspects

- Teaching-Learning and Evaluation

- Research, Consultancy and Extension

- Infrastructure and Learning Resources

- Student Support and Progression

- Governance, Leadership and Management

- Institutional Values and Best Practices

1. Curricular Aspects:

Curriculum is in the core of education .Curriculum & syllabus is one of the basic pillars of quality education. It's crucial to have a relevant, detailed, well-organized syllabus to boost the student learning outcomes & skills. The key aspects to be consider as,

- Curriculum design and development,

- Curriculum planning and implementation

- Flexibility

- Curriculum enrichment,

- Follow up

2. Teaching, Learning And Evaluation:

This criterion takes the first criteria of curriculum designing one step ahead. It involves teachers to implement teaching-learning activities & keep a tab on the results to enhance student progress. As the first criteria deals with a "**WHAT**" in learning, this one assess the "**HOW**" the learning happens. Various evaluation and assessment practices are also a point of interest for this one. Any institution can focus on following points

- Students profile

- Students diversity in classroom

- Teaching-Learning process,

- Teacher quality

- Evaluation Process

- Learning outcomes of students

3. Research, Innovation, And Extensions:

This criterion suggests that institutions must focus on directing students towards research & innovation and also addressing real-life problems & solutions to enable students to grow personally. The key aspects are as follows:

- Encouragement for research

- Collection of different resources for Research

- Research facilities

- Research publications

- Institutional social responsibility and Extension activities

- Collaborations

4. Infrastructure and Learning Resources:

This criterion focuses various other infrastructure & resources to ensure a good educational environment. Classrooms, labs, technology, facilities for physical fitness and medical purposes, proper and sufficient reference materials are all vital for assuring higher educational quality of the institution. Introducing ICT in education comes under this criterion. The major factors to consider is,

- Infrastructural facilities like playground, building , classroom, hostel, ICT lab etc

- Well-equipped Library

- ICT laboratory

- Maintenance of all facilities

5. Student Support and Progression:

This criterion recommends institutions to pay attention to students' requirements and guide them at every step of their academic life. Mentoring and providing guidance for the students in various aspects of education and their field of study also matters. Helping and guiding students in their education contributes into the overall quality of education. How the institution facilitate the progression of students to higher level of education and/or towards employment is also an important factor while working on this criterion. the institution need to focus on the following:

- Observe students' progress and support them

- Student participation and activities.

6. Governance, leadership and management:

Governance and management are the backbone of the institution. Having a well-structured governing body and a management helps to find and address gaps in practices, and efficiently implement proper counter mechanisms on time. The quality and future of the institution depends on it. Internal quality assurance, faculty empowerment, financial resource management, strategy development, all comes down to this criterion. Following points should be consider

- Institutional vision and leadership,

- Empowerment strategies for all teaching and nonteaching staff

- Financial management

- Check Internal quality assurance system

7. Institutional Values and best practices:

This criterion focuses on ensuring the best practices by following the institutional values. It suggests that institutions must develop values & then follow them with utmost honesty. Key points should be keep in mind are ,

- Gender Equality programmed

- Environment awareness program for staff and students

- Waste management

- Focus on Human values and ethics

- Innovative practices (different activities)

Check your progress:

- Why NAAC is established?

- What is process of NAAC?

2.5 LET US SUM UP

In this unit, we have discussed some of the context of Quality Management. We also have discussed need and significance of it. Maintaining Quality there are some principles and different areas .By using Quality system in Education We can manage & maintain quality management. NAAC is major part in Quality system in Education. There are seven criteria of NAAC by following these criteria Assessment and Accreditation can be done for any institute.

2.6 UNIT END EXERCISE

1. What is concept of Quality Management? Explain Quality Management is important in Higher Education with suitable example.

2. What are different Principles of Quality Management?

3. What is Quality system in Education? How do you improve Quality system in your institute?

4. Explain the concept of NAAC,What is function of NAAC?

5. Explain seven criteria of NAAC with examples.

6. Why only NAAC is discussed as an agency as an accrediting agency?

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3

UNDERSTANDING THE PROCESS OF QUALITY MANAGEMENT IN HIGHER EDUCATION

Unit Structure

3.0 Objectives.

3.1 Introduction

3.2 An overview

    3.2.1 What are Quality Dimensions?

    3.2.2 What is meant by Quality Dimensions in Higher Education?

    3.2.3 General Quality Dimensions

3.3 Quality improvement process-

    3.3.1 Program Educational objectives (PEO)

    3.3.2 Program Objectives (PO)

    3.3.3 Course Objectives (CO)

3.4 Contemporary benefits on Higher Education Quality Management

    3.4.1 Contemporary perspectives

    3.4.2 Contemporary benefits on Higher Education Quality Management

    3.4.3 Benefits of the Quality Management Process

3.5 Let Us Sum Up

3.6 Unit End Exercises

3.7 References

3.0 OBJECTIVES

After going through this unit, you will be able to:

- Define quality dimensions.

- Describe quality improvement process

- Explain Contemporary Perspectives

- State benefits of the Quality Management Process

3.1 INTRODUCTION

The main responsibility of universities is to provide and educate expert human resources, create new knowledge through conducting research as well as increase and disseminate knowledge. Consequently, this has resulted in the development of higher education and rapid increase in a number of universities, majors and levels of study as well as number of

students (Farastkhah & Kebriyaie, 1998). The mentioned competition significantly promotes the signing of the Bologna Declaration - a declaration on harmonization of the European higher education area. Signing of these declarations has set a new scale of success which all higher education institutions must reach in order to survive in the market and thereby achieve excellence, which is inextricably linked with the quality. That imposes the need for achievement of quality, development of continuous monitoring, measurement, management, and enhancement…

3.2 AN OVERVIEW

3.2.1 What are quality dimensions?:

Defining quality is one of the most difficult tasks as it depends on the perception of the stakeholder, in unit I of this course you have been oriented with the meaning and concept of quality. Quality may have several dimensions, these dimensions or characteristic attributes which the customer desire in the product are suggested by different thinkers, the dimensions of quality in Higher Education is based on the dimensions of service quality. Different dimensions of service quality are used for different industries but there are some similarities between them but Researches show that there is no single dimension which can be applicable for all the service sectors.

While considering the quality dimension of Higher Education in detail we need to identify the primary users of service in higher education. As the educational process involves many stakeholders - students, parents, teachers, government enterprise- amongst which students are the most important stakeholders and are involved in different roles: they are the product of the process, the internal customer of the delivery of the course material. However, it is generally accepted that students are the primary customers and other prospective customers are such as alumni, parents, employers, employee, government, industry, and society may be considered as secondary customers (Ramaiyah et al, 2007)

Hence it becomes necessary to identify the quality dimensions from the stand point of students being the primary customers. Developing a service quality model to measure the students' perception quality is very complex and tedious task because the service quality dimensions cover many areas. Also, researchers agree that there is no single dimension which can be applicable for all service sectors (Carman, 1990; Brown et al 1993; Cronin and Taylor, 1994). So, in the literature the most frequently mentioned authors and their dimensions, as for higher education, as in other sectors, are:

- Parasuraman et al (1991) initially developed ten dimensions (research in 1985: reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customer, tangibles) and later reduced it into five dimensions (research in 1988: tangibles, reliability, responsiveness, assurance, empathy).

- In paper in 1988 Gronroos had identified six criteria of good perceived service quality: professionalism and skill, attitudes and behaviour, access and flexibility, reliability and trustworthiness, recovery, reputation and credibility, and in paper in 1990 he stated that the quality dimension can be classified into three groups: technical quality, functional quality and corporate image.

- Lehtinen and Lehtinen (1991) also identified three areas of the quality: physical quality, interactive and corporate quality.

- According to Carney (1994) variables of college's image are: student qualification (academic), student qualities (personal), faculty-student interaction, quality instruction (faculty), variety of courses, academic reputation, class size, career preparation, athletic programs, student activities (social life), community service, facilities and equipment, location, physical appearance (campus), on campus residence, friendly, caring atmosphere, religious atmosphere, safe campus, cost/financial aid.

- Athiyaman (1997) used eight characteristics to examine university education services: teaching students well, availability of staff for students consultation, library services, computing facilities, recreational facilities, class sizes, level and difficulty of subject content and student workload.

- Lee et al (2000) explained that the two of the quality experience variables 'overall impression of the school' and 'overall impression of the education quality' are the determinant variables in predicting the overall satisfaction.

- Brooks (2005) recommended the following criteria to assess a quality of a university: reputation, faculty research productivity and student educational experiences and outcomes which include program effectiveness, student satisfaction, student outcome.

- Sangeeta et al (2004) noted five factors/ constructs: competence, attitude, content, delivery, reliability.

- In his empirical research, Hadikoemoro (2002) identified following five dimensions: academic services, readiness and attentiveness, fair and impartial, tangible and general attitudes.

- Owlia and Aspinwall (1996), recommended six dimensions as follows: tangibles, competence, attitude, content, delivery and reliability.

Analyzing the listed dimensions, authors have come to the following conclusions (Ramaiyah et al, 2007):

1. There are significant similarities and also differences in the dimensions of service quality developed and used by various researchers.

2. Each of the developed dimensions is unique, therefore that supports the hypothesis that there are no single set of dimension of service quality which are applicable and suitable for all types of service quality research.

3. Service quality dimension varies according to customers, research objectives, institutions, situation, environment and time.

4. All the chosen dimensions for each of the studies are tailor made to meet different customers perceptions and expectations

5. Items used to explain each dimension varies according to research objective and customer group

6. All dimensions used are acceptable and correct with qualitative and quantitative justifications

7. None if the dimensions are applicable for all types of service quality research without making necessary modifications

8. The best way to identify the dimensions of service quality is by asking the customers

9. It is not possible to study all the dimensions of service quality under one survey

Garvin (1988) lists nine dimensions of quality as performance, features, reliability, conformance, durability, service, response, aesthetics and perceived quality which are given in table-1.1

Table-3.2.1 Dimensions of Quality

Dimension	Definition
Performance	Primary operating characteristics of a product
Features	Secondary characteristics of product that supplement its basic functioning.
Reliability	Probability of product's failure-free over specified time period.
Conformance	Degree to which product's physical and performance characteristics meet design specification.
Durability	Measure of useful product life.
Serviceability	Ease, speed, courteousness, and competence of repair.
Aesthetics	How product looks, feels, sounds, tastes, or smells, as a matter of personal preferences.
Perceived Quality	Quality based on image, brand name, or advertising rather than product attributes, as subjectively assessed.

He indicated that these dimensions can be used to evaluate the quality of products and services.

3.2.2 What is meant by Quality Dimensions in Higher Education?:

Brysland and Curry (2001) considered quality as a measure of students' satisfaction, which entails providing intangible service in a satisfactory manner and adding value to the customer.

The dimensions of quality of education in the total quality management (TQM) are grouped into three categories as 1) product dimensions, 2) software dimensions and 3) service dimensions. The specifications of these dimensions with necessary alteration are applicable to all levels of education by Owlia and Aspinwall (1996).

1) Product Dimension of Quality in Higher Education: product is the visible and tangible and is commonly understood as the parameter to assess the quality of the education system. Owlia and Aspinwall presents six dimensions to judge the quality of product in education which are as follows-performance, features, reliability, conformance, durability, serviceability.

Table 3.2.2A Product Dimensions of Quality in Education

Dimensions	Definition in education
Performance	Primary knowledge / skills required for students
Features	Secondary / supplementary knowledge and skills
Reliability	The extent to which knowledge / skills learned is correct, accurate, and up to date
Conformance	The degree to which an institutional programme / courses meets established standards, plans and promises.
Durability	Depth of learning
Serviceability	How well an institution handles customers' complaints?

2) Software Dimension of Quality in Higher Education: software is intangible product and is considered more consistent with education in general and education in particular. Owlia and Aspinwall presents nine dimensions for the same as-Correctness, Reliability, Efficiency, Integrity, Usability, Maintainability, Testability, Expandability, Portability, reusability and interoperability.

Table 3.2.2B: Software Dimensions of Quality in Education

Dimensions	Definitions in education
Correctness	The extent to which a programme / course complies with the specified requirements

Reliability	The degree to which knowledge / skills learned is correct, accurate, and up to date
Efficiency	The degree to which knowledge / skills learned is applicable to the future career of students
Integrity	The extent to which personal information is secure from unauthorized access
Usability	The ease of learning and the degree of communicative in classroom
Maintainability	How well an institution handles customers' complaints?
Testability	How far examinations represent a subject of study?
Expandability	Flexibility
Portability	The degree to which knowledge / skills learned is applicable to other fields.

3) Service Dimension of quality in Higher Education: services, unlike products or software, cannot be stored and are perishable. They are more akin to the process. In education, service essentially refer to the educational processes. Owlia and Aspinwall have made comprehensive list of service dimension of Quality Higher Education as -Reliability, Responsiveness, Understanding Customers, Access, Competence, Courtesy, Communication, Credibility, Security, Tangible, Performance, Completeness, Flexibility, Redress.

Table 3.2.2C Service dimensions of Quality in Education

Dimensions	Definition in education
Reliability	The degree to which education is correct, accurate and up to date. How well an institution keeps its promises? The degree of consistency in educational process.
Responsiveness	Willingness and readiness of staff to help students
Understanding customers	Understanding students and their needs
Access	The extent to which staff are available for guidance and advice.
Competence	The theoretical and practical knowledge of staff as well as other presentation skill
Courtesy	Emotive and positive attitude towards students
Communication	How well teachers and students communicate in the classroom?
Credibility	The degree of trustworthiness of the institution

Security	Confidentially of information
Tangible	State. Sufficiency and availability of equipment and facilities.
Performance	Primary knowledge/ skills required for students
Completeness	Supplementary knowledge and skills , use of computers
Flexibility	The extent to which knowledge / skills learned are applicable to other fields
Redress	How well an institution handles customers' complaints and solved problems?

After analyzing all three approaches to quality in education **Owlia and Aspinwall (1996)** tried to present a conceptual framework for quality education with six dimensions as tangibles, competence, attitude, content, delivery and reliability, these dimensions are indicative of the areas that should concern to ensure quality in education.

Table-3.2.2D - Quality dimensions in Education

Dimensions	Characteristics
Tangibles	Sufficient equipment / facilities; modern equipments / facilities; Ease of access; Visually appealing environment; Support services
Competence	Sufficient academic staff; Theoretical Knowledge, Qualifications; Practical knowledge; Up-to-date: Teaching expertise; communication
Attitude	Understanding student's needs; Willingness to help; Availability for Guidance and Advice
Content	Relevance of curriculum to the future jobs of students; Effectiveness; Containing Primary knowledge and skills; Completeness, use of computers; Communication skill and team working; Flexibility of knowledge, cross disciplinary.
Delivery	Effective presentation; Sequencing, Timeless; Consistency; Fairness of examinations; Feedback from students; Encouraging students.
Reliability	Trustworthiness; Giving valid award; keeping promises, matching to the goals; handling complaints, solving problems.

3.2.3 General Quality Dimensions:

Gro¨nroos (2000) presents a compilation of seven criteria of service quality perceived as good. He claims that these criteria are an integration of available studies and conceptual work.

(1) Professionalism and skills: The service provider has the knowledge and skills required to solve the customer's problem.

(2) Attitudes and behavior: The service employees are concerned about the customers and their problems.

(3) Accessibility and flexibility: It is easy to get access to the service and the provider is prepared to adjust to the demands and wishes of the customers.

(4) Reliability and trustworthiness: Customers can rely on the service provider to keep promises and perform with the best interest of the customers at heart.

(5) Service recovery: Whenever something goes wrong, the service provider will take action to find a new, acceptable solution.

(6) Serviscape: The physical surrounding and other aspects of the environment support a positive experience.

(7) Reputation and credibility: The service provider can be trusted, gives adequate value for money and stands for values, which can be shared by the customer. Although, these general quality dimensions and criteria have an important value for conceptual understanding of services, they may not be sufficient, as it is important to study quality in each specific situation (Lagrosen, 2001). Consequently, it is often valuable to complement the general quality dimensions with specific quality dimensions that are developed for the particular situation that one faces.

3.3 QUALITY IMPROVEMENT PROCESS-

3.3.1 Program Educational objectives (PEO):

Program Educational Objectives are the broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve. Student outcomes are statements that describe what students are expected to know or be able to do by the time they complete an academic program. PEOs differ from student outcomes in at least four ways:

i)   Degree of Specificity.

ii)   Role of Constituents.

iii) Purpose of Assessment.

iv)   Cycles of Data Collection.

Degree of specificity: Graduates of the program go into a variety of career/work environments: graduate school, industry, business, entrepreneurial activities, military, etc. The context within which graduates will manifest the learning outcomes (what they learned by the

time of graduation) will vary widely. That is, there is no one common environment for graduates of the program to demonstrate the objectives. As a result, to define the program educational objectives in narrow ways is counterproductive to the process. Program educational objectives are, by their nature, broadly stated and should not be narrowly defined. In contrast, student outcomes are, for the most part, the result of shared experiences of students. Except for a limited number of elective courses, all students experience the same curriculum. In order to understand whether these outcomes have been met, it is critical to develop measurable performance indicators which identify the performance(s) required to meet the outcome. The achievement of the performance indicators should be confirmable through evidence.

Role of constituents: Program constituents (or "stakeholders") are those who have a vested interest in the success of the program. The role of constituents in determining and reviewing objectives is essential to programs meeting their needs. Although one could argue that students, parents, community, etc. are program constituents, for the process of establishing the objectives, the program generally looks to employers, alumni, faculty, and perhaps graduate schools when determining what graduates of the program will need in order to be successful in their careers (program educational objectives). For student outcomes, the faculty are the primary stakeholders to determine the outcomes that will enable students to achieve the objectives after graduation and how those outcomes will be integrated into the curricular and co-curricular activities. Although some accrediting agencies might mandate specific outcomes, programs need to be sure that the outcomes of their program represent the program and institutional mission as well. The faculty "own" the curriculum. That is not to say that program advisory boards could not have a meaningful role in the development of curriculum; however, ultimately it is the faculty responsibility to define the outcomes in ways that are measurable and to design curriculum to attain the outcomes that finally support achievement of the objectives.

Purpose of assessment: Program educational objectives are developed with input from the program's constituents. The purpose of involving constituents is to determine if the current program educational objectives continue to be relevant to the profession and the program. The assessment of student outcomes at the program level is to determine whether the students are achieving the outcomes and to identify the strengths and weaknesses in their learning that will serve as a source of action for program improvement.

Cycles of data collection: Data collection for determining the currency of objectives may take place less frequently (e.g., only every three years) than outcomes assessment depending on the cycles that have been developed by the program and the rate at which a discipline is changing. Student outcomes, however, should be assessed on a more frequent, continuous cycle. That does NOT mean that data must be collected on every outcome each year. However, it is important that programs develop a systematic process for data collection that smooths the process out over

time. Focusing on a limited number of outcomes each academic year will enable a program to have two- or three-cycles of data collection, evaluation and improvements for a six-year accreditation cycle. This means that data do not need to be collected on every student for every outcome and that not all faculty need to be involved in the data collection process in any given year. Understanding the needs of constituents to promote graduate success (program educational objectives) and preparing students with the knowledge and skills to meet those needs (student outcomes) are foundational to the continuous improvement process. Both require assessment and evaluation in a systematic process. Understanding the differences will help to develop processes that work best for the program.

3.3.2 Program Objectives (PO):

Program objectives establish criteria and standards against which performance of the program can be determined. You will need to identify the goals and objectives of the program component or intervention you plan to evaluate. Logic models are a useful tool that can help you do this.

Objectives are the Statements describing the results to be achieved, and the manner in which they will be achieved. You usually need multiple objectives to address a single goal.

Objectives should be:

- **Specific:** includes the "who", "what", and "where". Use only one action verb to avoid issues with measuring success.

- **Measurable:** focuses on "how much" change is expected.

- **Achievable:** realistic given program resources and planned implementation.

- **Relevant:** relates directly to program/activity goals.

- **Time-bound:** focuses on "when" the objective will be achieved.

Objectives can be process or outcome oriented:

Process objectives describe the activities/services/strategies that will be delivered as part of implementing the program. Process objectives, by their nature, are usually short-term.

Outcome objectives specify the intended effect of the program in the target population or end result of a program. The outcome objective focuses on what your target population(s) will know or will be able to do as a result of your program/activity

Outcome objectives can be classified as short-term, intermediate, or long-term. Well-written and clearly defined objectives will help you monitor your progress toward achieving your program goals. Short-term outcome objectives are the initial expected changes in your target population(s) after implementing certain activities or interventions (e.g., changes in

knowledge, skills, and attitudes). Intermediate outcome objectives are those interim results that provide a sense of progress toward reaching the long-term objectives (e.g., changes in behavior, norms, and policy). Long-term objectives are achieved only after the program has been in place for some time (e.g., changes in mortality, morbidity, quality of life). Note: Objectives are different from listing program activities. Objectives are statements that describe the results to be achieved and help monitor progress towards program goals. Activities are the actual events that take place as part of the program.

3.3.3 Course Objectives (CO):

A course objective describes what a faculty member will cover in a course. They are generally less broad that goals and broader than student learning outcomes. Examples of objectives include:

• Students will gain an understanding of the historical origins of art history.

• Student will read and analyze seminal works in 20th Century Indian literature.

• Students will study the various major regulatory agencies

3.3.4 Strategies for quality improvement in Education:

With regard to quality improvement in education Downey has suggested Quality Fit Framework according to which strategy building for total quality management in education involves three basic aspects which are as follows:

i) Stating clearly the purpose and mission of the organization.

ii) Ensuring proper structural characteristics with system thinking.

iii) Establishing strong relationship among stakeholders.

For an institution which strives for Quality improvement it is an essential element that the goal and mission of the institution is clearly understood. In this context four quality premises need to be addressed: focus on the customer, shared mission and vision, constancy of purpose and continuous improvement. We shall discuss each premise as follows-

i. *Customers and their needs:* Be it any institution customer is always considered as a very important entity that needs our careful attention. They cannot be considered as an interruption in our work. And especially in any educational institution it is the students who are the customers of the teachers, and teachers are the customers of the school authorities. Students are the most important customers so it should be our priority to work for meeting their needs. In order to serve the students effectively, we need to know them thoroughly.

As Kano suggested- enhancing the quality of the organization (and educational institution) (Lillramk and Kano, 1989). He opines that quality is defined by customers' expectations and excitement. Students' joyful experience and excitement and Teachers' feeling of satisfaction and happiness in their work enables to sustain quality in our education system.

ii. *Shared mission and vision:* In order to have quality improvement in the higher education system every institution must have its mission and vision to achieve. The mission statement should be such that it clearly states about the customers and the suppliers.Shared vision is more important in the sense that it binds all stakeholders togetheraround a common identity and sense of destiny (Senge et al., 2000).

iii. *Constancy of purpose:* Deming (1982) in the first of his famous 14 pointsadvocated creating constancy of purpose toward the mission of the organization(school system). After the mission statements are finalized in an organization, itis important to reflect the statements in our action or plans. Keeping themission aliveismore difficultthan creatinga mission statement. It helps in focusing the energy of staff members. Having a sense of mission or constancy of purpose means each member of the staff is passionate about the aim of the organization and a commitment to ensuring that decision.

3.4 CONTEMPORARY BENEFITS ON HIGHER EDUCATION QUALITY MANAGEMENT

3.4.1 Contemporary Perspectives:

There are various general contemporary perspectives from which the professionals view Quality Management from:

- Functional Perspective

- Marketing Perspective

- Operations Perspective

- Engineering Perspective

- Production Perspective

- Supply chain Perspective

Finding the way to Quality is neither easy nor smooth hard work and struggle for quite a good period of hard work. Managers must reach out and listen to anyone with ideas inside and outside the organization. According to Foster (2017) the key to achieving total Quality Management lays in empowering employees with the authority and responsibility to improve manufacturing processes throughout the organization, however, before an organization could empower its employees it needs to equip

them with right quality tools for specific jobs. Academic institutions need to have intellectual experts, people who have correct qualifications for the correct jobs, so that the right person is placed for the right place and for the right task.

Management should get involved in the process of reaching out in order to learn from energy source they could. Dahlgaard and Kanji (2009) argued that for an organization to have an effective Quality Management programme it should formulate and implement staff development policies, continuous on job re-training. Armed with teams of trained an empowered employees the organization would be able to produce goods and services of higher quality. Management must set target levels of education and skills required of each and every job description and adhere to the policy no matter what comes. Issues of Quality Management must not be left to rank and file workers only, the organization's top- management and chief executives must be compelled to be involved (Foster, 2017). quality Management programmes often fail because of lack of commitment by top management.

3.4.2 Contemporary benefits on Higher Education Quality Management:

Quality Management is a very important factor for the long-term success of each Higher Education Institution. There cannot be any over emphasis on the links between Quality Management and organizational performance. A HEI receives a distinctive competitive advantage over other institutions with respect to Quality Management in the Educational Sector. Reputation of the institution can also be gained or lost over the level of quality management in an organization, that is, if an organization's Quality Management process is poor the position and popularity is lost and conversely if its quality management is good, the position and popularity is gained.

Quality is therefore a competitive priority for any serious organization. Any higher learning institution's survival and growth depends only upon the Quality Management. Quality Management focuses on meeting consumer's needs, meeting the competition, improving continuously and extending these concerns to all phases of the educational sector. All the educational managers of the contemporary world especially in the field of higher education need to understand that for a successful organization student's satisfaction is the pre-requisite, they also must understand that the real price of poor quality is unsatisfied students and ultimately the death of an organization. Present environment is the business environment in which the organizations need to pay attention to Quality Management so as to be successful, be it business sector or the Higher Education Sector.

Thus, a standard operating procedure (SOP) has to be followed. Another key feature of Higher Education Institutions for being successful is that the managers need to clearly understand the different concepts of Quality Management, so that they are able to design and execute a Quality

Management programme effectively. As the primary focus of Quality Management is to meet the educational requirements of the students and strive to exceed their expectations, thus Quality Management should be the main focus.

3.4.3 Benefits of the Quality Management Process:

Quality Management poses a number of benefits to an organization that practices it in good faith. Some of the benefits include the following:

• It helps an organization achieve greater consistency in tasks and activities that are involved in the production of products and services,

• It increases efficiency in processes, reduces wastage and improves the use of time and other resources,

• It helps improve customer satisfaction,

• It enables businesses to market their business effectively and exploit new markets,

• It makes it easier for business to integrate new employees and thus helps businesses manage growth more seamlessly, and

• It enables a business to continuously improves their products, processes and systems.

3.5 LET US SUM UP

This unit covers the description about dimensions of quality in higher education, various educationists have defined and described as to what are the dimensions of quality in higher education and how these dimensions differed from time to time. Under the sub-unit quality improvement process is described along with Program Educational Objectives, Program Outcomes and Course Outcomes. The last sub-unit covers the contemporary benefits on Higher Education and the Quality Management Process.

3.6 UNIT END EXERCISE

1. What is meant by Quality Dimensions in Higher Education?

2. Describe the Contemporary benefits on Higher Education Quality Management?

3. State the benefits of Quality Management Process?

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MODULE II

4

QUALITY MANAGEMENT MODELS IN HIGHER EDUCATION INSTITUTIONS

Unit Structure

4.0 OBJECTIVES

This unit focuses on:

- Total Quality Management

- Importance of Total of Quality Management

- Malcom Bridge award and Six Sigma

- Characteristics of ISO 9000

4.1 INTRODUCTION

The higher education has been experiencing very significant changes in the higher education system in the developing world. The constant change and increasing competitiveness resulting from globalization in the 21st century lead to new demands in higher education and thus, made it inevitable to question the quality at universities (Özer, Gür, &Küçükcan, 2010). In today's world, there are important responsibilities of the higher education institutions in terms of quality that represents value to people and continuous development. In regards to the function of higher education, United Nations Education, Science and Culture Organization (UNESCO) stated in their declaration in 1996 that universities are institutions that function in social development, financial growth, supporting the production of competitive goods and services, shaping and maintaining cultural identity, protecting social relations, fighting against poverty and supporting peace culture (Demirsoy, 2011).

Even though, there is no clear definition of quality in higher education, there is a general pattern and model on how to measure quality in higher education. In general terms, quality assurance, the term that earned an important place in higher education institutions in recent years, can be defined as systematically monitoring and assessing various dimensions of a project/service/institution in order to determine whether it meets the quality standards (Özer et al., 2010). Quality assurance system is organized in a way that it will involve the administration, all facilities and stakeholders of the organization and provides an inner control mechanism in relation to the quality of education and all other activities of higher education institutions.

4.2 AN OVERVIEW

The issue of quality and quality assurance of higher education has gained so much attention and interest not only from the business sector but also there is considerable interest to the concept of quality among academies of HEIs and experts of external bodies as accreditation agencies. The reason for such interest relates to current globalization and knowledge-based economy, where quality graduates build the backbone of the nation's economy and contribute to its development.

The concept of "quality" has changed in the 21st century. According to Rosen (2015), it is not compliance and focus is on R&D. From perspectives of higher education, it is rather an effort of organization management to harmonise the whole system in a way, where departments, divisions, faculties, chairs as well as university and faculty administration, teaching staff strive for achievement of organizational missions and goals in the context of quality assurance of education in harmonized, relaxed working environment. In the context of higher education, quality is student and employers' satisfaction with the quality of educational services.In the context of research on how higher education institutions react to internal and external changing trends and policies, how they position themselves on unstable domestic and global markets, as well as how potential stakeholders (students, employers) are attracted, it is of utmost importance to focus on institutional theory.

According to institutionalists, higher education institutions have played a crucial role in building the backbone of society, economy, government and science (Heinz-Dieter Meyer and Powell, 2018).There is limited availability of research literature on the application of institutionalism in higher education to effective internal quality management. Literature in management states that quality improvements is provided when the relationship between managers and employees (in our case, university administrators and potential stakeholders as well as faculty staff) is based on trust and confidence, where everyone feels their contribution to the whole decision-making process, where leaders generate an environment in which group members are engaged in achieving organization's mission and objectives. Continuous improvement of quality in higher education depends on an approach of management in constructing the content of

educational programmes, in making favourable working conditions for faculty, as well as in building a mutual and effective bridge between university administration and faculty members.

4.3 TOTAL QUALITY MANAGEMENT

4.3.1 Concept of Total Quality Management:

A core definition of total quality management (TQM) describes a management approach to long-term success through customer satisfaction. In a TQM effort, all members of an organization participate in improving processes, products, services, and the culture in which they work. Total quality management is a structured approach to overall organizational management. The focus of the process is to improve the quality of an organization's outputs, including goods and services, through the continual improvement of internal practices.

- Total quality management (TQM) is an ongoing process of detecting and reducing or eliminating errors.

- It is used to streamline management, improve student service, and ensure that employees are trained.

- The focus is to improve the quality of an organization's outputs, including goods and services, through the continual improvement of internal practices.

- Total quality management aims to hold all parties involved in the process accountable for the overall quality of the final product or service.

4.3.2 Primary Elements of TQM:

TQM can be defined as a management system for a customer-focused organization that involves all employees in continual improvement. It uses strategy, data, and effective communications to integrate the quality discipline into the culture and activities of the organization. W. Edwards Deming, Joseph M. Juran, and Armand V. Feigenbaum jointly developed the concept of total quality management. Total Quality management originated in the manufacturing sector, but can be applied to almost all organizations. Total quality management ensures that every single employee is working towards the improvement of work culture, processes, services, systems and so on to ensure long term success.

4.3.3 Principles of TQM:

There are the 8 principles of total quality management:

- **Student-focused:** The students ultimately determine the level of quality. No matter what an organization does to foster quality improvement—training employees, integrating quality into the design process, or upgrading computers or software—the students determine whether the efforts were worthwhile.

- **Total employee involvement:** All employees participate in working toward common goals. Total employee commitment can only be obtained after fear has been driven from the workplace, when empowermenthas occurred, and when management has provided the proper environment. High-performance work systems integrate continuous improvementefforts with normal academic operations.

- **Process-centred:** A fundamental part of TQM is a focus on process thinking. A process is a series of steps that take inputs from stakeholders (internal or external) and transforms them into outputs that are delivered to stakeholders (internal or external). The steps required to carry out the process are defined, and performance measures are continuously monitored in order to detect unexpected variation.

- **Integrated system:** Although an organization may consist of many different functional specialties often organized into vertically structured departments, it is the horizontal processes interconnecting these functions that are the focus of TQM.

o Micro-processes add up to larger processes, and all processes aggregate into the business processes required for defining and implementing strategy. Everyone must understand the vision, mission, and guiding principles as well as the quality policies, objectives, and critical processes of the organization.

o Every organization has a unique work culture, and it is virtually impossible to achieve excellence in its products and services unless a good quality culture has been fostered. Thus, an integrated system brings improvement elements in an attempt to continually improve and exceed the expectations of students, employees, and other stakeholders.

- **Strategic and systematic approach:** A critical part of the management of quality is the strategic and systematic approach to achieving an organization's vision, mission, and goals. This process, called strategic planning or strategic management, includes the formulation of a strategic plan that integrates quality as a core component.

- **Continual improvement:** A large aspect of TQM is continual process improvement. Continual improvement drives an organization to be both analytical and creative in finding ways to become more competitive and more effective at meeting stakeholderexpectations.

- **Fact-based decision making:** In order to know how well an organization is performing, data on performance measures are necessary. TQM requires that an organization continually collect and analyse data in order to improve decision making accuracy, achieve consensus, and allow prediction based on past history.

- **Communications:** During times of organizational change, as well as part of day-to-day operation, effective communications play a large part in maintaining morale and in motivating employees at all levels. Communications involve strategies, method, and timeliness.

Total Quality management can be divided into four categories:

- Plan

- Do

- Check

- Act

Also referred to as PDCA cycle.

Planning Phase:

Planning is the most crucial phase of total quality management. In this phase employees have to come up with their problems and queries which need to be addressed. They need to come up with the various challenges they face in their day to day operations and also analyze the problem's root cause. Employees are required to do necessary research and collect relevant data which would help them find solutions to all the problems.

Doing Phase:

In the doing phase, employees develop a solution for the problems defined in planning phase. Strategies are devised and implemented to overcome the challenges faced by employees. The effectiveness of solutions and strategies is also measured in this stage.

Checking Phase:

Checking phase is the stage where people actually do a comparison analysis of before and after data to confirm the effectiveness of the processes and measure the results.

Acting Phase:

In this phase employees document their results and prepare themselves to address other problems.

4.3.3 Importance of Quality Management:

"Quality management" ensures superior quality products and services. Quality of a product can be measured in terms of performance, reliability and durability. Quality is a crucial parameter which differentiates an organization from its competitors. Quality management tools ensure changes in the systems and processes which eventually result in superior quality products and services. Quality management methods such as Total Quality management or Six Sigma have a common goal - to deliver a high quality product. Quality management is essential to create superior quality

products which not only meet but also exceed customer satisfaction. Customers need to be satisfied with your brand. Business marketers are successful only when they emphasize on quality rather than quantity. Quality products ensure that you survive the cut throat competition with a smile.

Quality Management ensures increased revenues and higher productivity for the organization. Remember, if an organization is earning, employees are also earning. Employees are frustrated only when their salaries or other payments are not released on time. Quality management processes make the organization a better place to work.Remove unnecessary processes which merely waste employee's time and do not contribute much to the organization's productivity. Quality management enables employees to deliver more work in less time.Quality management helps organizations to reduce waste and inventory. It enables employees to work closely with suppliers and incorporate "Just in Time" Philosophy.Quality management ensures close coordination between employees of an organization. It inculcates a strong feeling of team work in the employees.

4.4 SIX SIGMA AND MALCOM BRIDGE AWARD

Six Sigma certification is a verification of an individual's command of a well-regarded method of professional skills development. Certifications for Six Sigma training are awarded in levels using a belt classification system similar to the one used in karate training.

Six Sigma (6σ) is a set of techniques and tools for process improvement. It was introduced by American engineer Bill Smith while working at Motorola in 1986. A six sigma process is one in which 99.99966% of all opportunities to produce some feature of a part are statistically expected to be free of defects.

4.4.1 What is the Six Sigma concept?:

Six Sigma is a statistical- and data-driven process that works by reviewing limit mistakes or defects. It emphasizes cycle-time improvements while reducing manufacturing defects to no more than 3.4 occurrences per million units or events.

The etymology is based on the Greek symbol "sigma" or "σ," a statistical term for measuring process deviation from the process mean or target. "Six Sigma" comes from the bell curve used in statistics, where one Sigma symbolizes a single standard deviation from the mean.

The six steps of Six Sigma includes Define, Measure, Analyse Improve, Control, improve (DMAIC) - The Six Sigma methodology for finding and fixing defects in a process. Define, Measure, Analyse, Design, Verify (DMADV)

4.4.2 Characteristics of Six Sigma:

Six Sigma is a creative and flexible series of methodologies aimed at improving organizational process quality and effectiveness. It provides tools for companies to enhance the potential of their business processes. This increase in efficiency and decrease in process variance helps minimize errors and boost profits, employee productivity, and product or service quality.

Characteristics of Six Sigma:

- Statistical Quality Control. ...

- Methodical Approach. ...

- Fact and Data-Based Approach. ...

- Project and Objective-Based Focus. ...

- Customer Focus. ...

- Teamwork Approach to Quality Management.

Statistical Quality Control:

Six Sigma is explicitly derived from the Greek alphabet from the Greek letter σ (Sigma), denoting the Standard Deviation in Statistics. Standard Deviation is used to quantify variance and is an essential method in terms of the output's quality to measure non-conformance.

Methodical Approach:

In theory, Six Sigma is not merely a quality management technique. It features a well-defined methodical application approach in DMAIC and DMADV that can increase output quality. DMAIC is an acronym for Design-Measure-Analyse-Improve-Control. The alternative method DMADV stands for Design-Measure-Analyse-Design-Verify.

Fact and Data-Based Approach:

The scientific basis of the technique is demonstrated by the statistical and systematic aspects of Six Sigma. This accentuates an essential feature of Six Sigma that is focused on facts and data.

Project and Objective-Based Focus:

For an organization's project customized to its specifications and demands, the Six Sigma process is applied. In order to get the best results, the procedure is flexible to fit the requirements and circumstances in which a project operates.

In addition, Six Sigma is also objective-based. In the Six Sigma method, the management needs some incentive to invest. It is aimed at enhancing profitability and generating financial capital.

Customer Focus:

For the Six Sigma approach, the customer focus is fundamental. The criteria for quality enhancement and control standards are based on the explicit requirements for customers.

Teamwork Approach to Quality Management:

The process of Six Sigma allows organizations to coordinate when it's about regulating and enhancing quality. In the Quality Management team, depending on an individual's role, Six Sigma requires a lot of training.

4.4.3 Six Sigma Methodologies:

Six Sigma offers two main types of improvement processes. One is DMAIC, and another one is DMADV. So these two processes are appropriate for two different situations. Define, Measure, Analyse, Improve, and control are the five steps in the DMAIC Process, and this process is used for improving an existing process. If you have a process, and you want to improve that process, i.e., you want to bring the process's performance to the Six Sigma level, and for this case, you will be using the DMAIC process.

If you want to design a new process, and you want to create in such a way that this new process leads to 6 sigma performance, then, in this case, you will use the method called DMADV. So DMADV is used for all new processes, not the existing processes. This methodology is also called DFSS, or Design for Six Sigma. And the five steps in this process are Define, Measure, Analyse, Design, and Verify.As you can see, the first three steps are common in both these processes, and the difference lies in the bottom two processes.

DMAIC Methodology:

There are five stages of DMAIC project methodology:

- **Define:** The team defines the problem statement during this process

- **Measure:** The team maps the current method of the identified problem statement here, collects information, recognizes and understands the root cause of the issue

- **Analyze:** To reduce the flaws & waste of the current process, the team analyses the data & process

- **Improve:** When the data & procedure is evaluated, the team uses the improvement suggestions to work on the defects

- **Control:** In the final step, the team will document how they will pass on the process changes to the workers working within the process

DMADV Methodology:

There are five stages of DMADV project methodology:

- **Define:** The project objectives and deliverables are defined here

- **Measure:** Once the goals are identified, the team will measure the critical to its deliverable factors

- **Analyse:** The teams will evaluate various process options here that will best meet the deliverables needed

- **Design:** Here, the team documents the detailed process that meets the deliverables

- **Verify:** Here, the team verifies the targets & results achieved through the newly designed process

Thus Six Sigma is a problem-solving, high-performance approach to examine the causes of process variance and evaluate acceptable solutions, which is increasingly common in today's world. To maximize productivity, Six Sigma's implementation decreases company variability and waste.

4.4.4 The Malcolm Baldrige National Quality Award (MBNQA):

Malcolm Baldrige National Award is an award that recognizes US organizations in: Business, Healthcare, Education and Non-profit sectors. MBNQA is administered by NIST (National Institute of Standards and Technology). The award is named after Malcolm Baldrige who served as US Secretary of State and laid emphasis on Quality and Service and Excellence during his serving period. The award is being issued from the year of 1987.

Following are the categories of businesses included for evaluation.

1. Manufacturing

2. Service Companies

3. Small Business

4. Education

5. Healthcare

6. Non-profit organizations

The education and healthcare categories were added in 1999, while the government and non-profit categories were added in 2007.The MBNQA award is named after the late Secretary of Commerce Malcolm Baldrige, a proponent of quality management. The U.S. Commerce Department's National Institute of Standards and Technology manages the award, and ASQ administers it.

The Seven MBNQA Criteria Categories Organizations that apply for the MBNQA are judged by an independent board of examiners. Recipients are

selected based on achievement and improvement in seven areas, known as the Baldrige Criteria for Performance Excellence: It includes:

- **Leadership:** How upper management leads the organization, and how the organization leads within the community.

- **Strategy:** How the organization establishes and plans to implement strategic directions.

- **Customers:** How the organization builds and maintains strong, lasting relationships with customers.

- **Measurement, analysis, and knowledge management:** How the organization uses data to support key processes and manage performance.

- **Workforce:** How the organization empowers and involves its workforce.

- **Operations:** How the organization designs, manages, and improves key processes.

- **Results:** How the organization performs in terms of customer satisfaction, finances, human resources, supplier and partner performance, operations, governance and social responsibility, and how the organization compares to its competitors.

1. **Leadership:** Contesting organizations are evaluated on how the top management provides focus& direction, sets goals and enables the organization to achieve them.

2. **Strategic Planning:** Contesting organizations are evaluated on how plans and strategies are arrived and implemented for mission accomplishment and adhering the vision and organizational goal.

3. **Customer Focus:** Contesting organizations are evaluated on how Customer requirements and satisfaction drivers are understood, focused and improved along with maintaining relationship with customers.

4. **Measurement, Analysis and Knowledge Management:** Contesting organizations are evaluated on how the data is measured, used for improvement purposes, how support functions are managed, and how the knowledge, skills and business experience are utilized and focused toward continual improvement.

5. **Human Resource Focus:** Contesting organizations are evaluated on how workforce is utilized, managed and empowered how problems are dealt.

6. **Process Management:** Contesting organizations are evaluated on how processes are designed, managed and improved for achieving goals, customer satisfaction and business efficiency.

7. Business & Performance Results: Contesting organizations are evaluated on how the metrics are framed to review goal accomplishment, process efficiency and customer satisfaction, and how performance is benchmarked, and compliance of standards.

4.5 ISO 9000 SERIES

ISO 9000 is defined as a set of international standards on quality management and quality assurance developed to help companies effectively document the quality system elements needed to maintain an efficient quality system. They are not specific to any one industry and can be applied to organizations of any size. ISO 9000 is often used to refer to a family of three standards: ISO 9000:2005 - Fundamentals and vocabulary. ISO 9001:2015 - Requirements. ISO 9004:2000 - Guidelines for performance improvement.

 ISO 9000 is a family of internationally accepted standards that are used to measure the quality management system (QMS) followed by an organization.

4.5.1 The Purpose of the ISO 9000 Standard:

The main purpose of the ISO 9000 standard is to provide a time-tested framework to help companies establish and follow a systematic approach for managing organizational processes for rendering consistent quality.

How is ISO 9000 Related to ISO 9001?

ISO 9000 is often used to refer to a family of three standards:

ISO 9000:2005 - Fundamentals and vocabulary

ISO 9001:2015 - Requirements

ISO 9004:2000 - Guidelines for performance improvement

ISO 9000 explains the principles of the quality management system while ISO 9001 defines the requirements that an organization has to meet to gain certification.

ISO 9000 contains various definitions and terminologies that are integral to developing a proper understanding of the quality management concepts used by ISO 9001. ISO 9001:2015 has five main sections:

- Quality Management System

- Management Responsibility

- Resource Management

- Product Realization

- Measurement Analysis and Improvement

The 2008 revision introduces a concept known as the process model. This means that you need to define what your organization does by:

- Developing a process model of your organization's activities

- Understanding how those processes inter-relate

- Deciding who owns these processes and ensure they are trained and competent

- Monitoring and improving the system by auditing and measuring customer satisfaction, etc.

4.5.2 ISO 9000 Principles:

The principles of ISO 9000 are integral to almost every business. They include:

- Ensuring a focus on customer satisfaction

- Developing leadership that drives the purpose of the organization

- Involving all people within the organization

- Adopting the process approach to managing activities and resources

- Applying a system based approach to manage interrelated processes

- Continual improvement (to meet customer expectations and ISO 9001 requirements)

- Using data to drive decision making

These principles are not elements against which an organization can be directly assessed or certified but their influence will impact upon the implementation of the requirements.

4.5.3 The Advantages of Implementing ISO 9000:

Benefits include the creation and continual improvement of effective and efficient operating process, reducing waste, increasing productivity, better marketing, and above all else — increasing customer satisfaction and retention.

It widens the scope of business opportunities — enabling you to increase market share and overall competitiveness.

ISO represents an accepted minimum management standard for a well-managed organization. Whether you operate internationally or want to expand locally, ISO approval will demonstrate your commitment to quality.

5 Ways ISO 9001 Improves Quality;

1. Leadership Involvement

2. Quality Policy, Objectives, and Planning

3. Risk Based Thinking

4. Corrective and Preventative Actions

5. Continual Improvement

It has been proven time and time again, that using the ISO 9001 framework improves the quality of what an organization produces.

1. Leadership Involvement:

The most recent version of ISO 9001 puts a renewed emphasis on the role leadership takes when implementing a quality management system. It requires Top Management within an organization to take on the responsibilities of leading the front by taking accountability for how effective the system is.

Having the commitment of Top Management in a transition period is essential for putting ISO 9001 into action in your organization. If everyone is not on board it could sow seeds of doubt going down the line to other employees in the company. If your leaders do not believe in the change, how can everyone else?

Passionate and dedicated leadership is a cornerstone to improving overall quality. When they take an active role in the process it motivates others to do the same. With ISO 9001 in place there are set procedures and everyone knows their place within the system. This begins with the commitment of everyone at the very top levels of management.

2. Quality Policy, Objectives, and Planning:

Implementing ISO 9001 in your organization comes along with requirements of documentation. Perhaps the most important of these documents are your Quality Policy and Quality Objectives.

The Quality Policy is a simple but effective tool that defines what quality means for your company. There is no set way to define quality for all businesses. The Quality Policy of the organization should be unique to your organization and build upon the values you already hold.

The Quality Objectives should align with the Quality Policy and be actively measurable for success. They can be anything from decreasing delivery time to reducing waste or reducing dropout rate or increasing the enrolment rate, passing percentage etc. They should stay in line with the definition you outlined in your Quality Policy and make sense for your institution.

With these documents one have set a structure for the quality management system to work in. By communicating your policy and objectives throughout your organization you keep everyone at all levels on the same page when it comes to what is needed of them. Every single employee should know and understand the Quality Policy and how it applies to them.

On top of that, a regular review and update of both your Quality Policy and Quality Objectives leads to finding ways to constantly improve upon the current system. The more you pay attention to what quality means to your business and your customers, the more effectively you can put it into action.

While planning out objectives, you are likely to learn a number of things about your system. You will be able to find out what is going to be done and what resources you'll need to get it done. You'll see who will be responsible for what parts of meeting your objectives. You will know when the objectives will be completed and how they will be evaluated when they are.

The requirement to maintain these documents by ISO 9001 undoubtedly leads to a very quality oriented mind-set within your organization. When everyone understands and is focused on what needs to be done to sustain top quality you can be assured that quality will be the outcome.

3. Risk Based Thinking:

ISO 9001 requires your organization to employ considerations for risks and opportunities in your quality management system. This approach can help to prevent things from going wrong and find ways to improve that might not have been obvious from the start.

When you use risk based thinking you are actively trying to prevent problems within your system before they arise. This way of thinking will assure that your system functions as it should, prevent or reduce negative effects, and continually improve your system.

Risk based thinking is not only the act of looking for risks that should be attended to, but also finding opportunities to improve upon things that could be doing better. By identifying opportunities, you could establish new partnerships or create new products.

By being required to take a risk based approach you have a proactive culture in your organization for discovering risks and opportunities. This leads to more consistency in creating quality products and services, which leads to greater confidence among the stakeholders and satisfaction.

4. Corrective and Preventative Actions:

While there will be issues that occur in your quality management system, ISO 9001 includes requirements that help to keep these issues to a minimum as well as fix them. With a risk based thinking approach to

finding issues, it is possible to correct them as quickly as possible or even prevent them.

ISO 9001 outlines three specific types of problem solving:

1. Corrections are an action to eliminate a nonconformity

2. Corrective Actions are actions that eliminate the cause of a nonconformity so it does not recur or occur elsewhere

3. Preventative Actions are actions that eliminate the cause of a potential nonconformity

By implementing ISO 9001 you will have a greater focus on correcting issues and keeping them from happening again in the future. You will control and eliminate future damage within your system before it can get out of hand.ISO 9001 requires that corrective and preventative actions are documented and kept as records. With this emphasis placed on problem solving it's easy to see how ISO 9001 can keep your quality management system running like a well-oiled machine. That way you can consistently provide quality products or services to your customers.

5. Continual Improvement:

ISO 9001 puts a heavy focus on constantly improving your quality management system to meet requirements and even plan for the future. There are many useful ways you can improve upon your system in a way that provides evidence that things are always moving forward.

By keeping clear records on processes and their outputs you will have a good understanding of how your quality management system is functioning. ISO 9001 requires regular management reviews to go over these outputs and identify opportunities for improvement in the system.

A system can be improved by employing new technologies or launching new teaching, learning and evaluation strategies. It's important to always be anticipating future needs and innovating ways to meet these needs to keep yourstudents or stakeholders satisfied.

With such a strong emphasis placed upon improvement and a structure to constantly move forward it is impossible not to maintain the best quality for your products and services. ISO 9001 keeps your leadership on task to keep things fresh and maintain this quality no matter what.

Other Benefits of ISO 9001:

*   Decision making based on clear evidence

*   Improved efficiency and productivity

*   Higher employee morale

*   Proof of commitment to quality

- Cost reduction

- Greater customer satisfaction

With the addition of ISO 9001 certification you are held to a certain standard and must meet requirements that keep quality at the forefront of everyone's mind. But quality isn't the only benefit that comes out of this certification.

Evidence Based Decision Making:

Everyone wants to make the best decisions for their organization. Under ISO 9001 you are required to have evidence for the need of a change before implementing it. It is also easier to test changes in a smaller environment before placing them in the bigger system.

When you make decisions based on collected data rather than just suspicion, you are less likely to waste time, money, and resources on trial and error changes. Having evidence in hand gives you the confidence that change needs to be made so that you know without a shadow of a doubt whatever you are doing will be cost effective and only improve your system.

On top of decision making, by monitoring every part of the process so closely you will have concrete data of how your system is improving.

Increased Efficiency and Production:

A quality management system is meant to be an efficient system that keeps your production process running smoothly. While it's entirely possible to have an efficient system without being ISO 9001 certified, the addition of the standard can aid in keeping it that way.

Because ISO 9001 outlines specific requirements for certification, you are held to the standard that it sets out. If you don't keep up with all of the requirements you could risk losing your certification altogether. But having these guidelines in place certainly helps your organization keep focus on efficiency.

Once you have your quality management system set up under the ISO 9001 standard you will find that keeping it to that standard will be easy. The requirements help to keep all of your documentation in order as well as aid in identifying areas that need to be improved.

ISO 9001 creates a system that is easy for anyone to run. Everything is already set in place for them, so you don't have to worry about new management coming in. There is easy access to all documents and everyone knows their place in the process. Losing on piece of the puzzle won't result in the collapse of the entire system.

Employee Morale:

The importance of leadership commitment translates into a higher morale for all employees working within the system. When their management is passionate and communicates that passion to them, they will be more excited to be part of the change.

ISO 9001 places defined roles and responsibilities for all employees in the production process, which makes them feel more comfortable and confident in their work. It also provides a structure for training and ensures companywide involvement so that all employees feel included in the system.When your employees are happy they do better work which leads to greater efficiency.

Objective Proof of Quality:

Having a certification in ISO 9001 is a sort of badge of honour that shows your organization is committed to quality. It also proves that your company is regularly evaluated by an independent party to ensure you are meeting the requirements of the standard.

Because your customers know you are held to this standard they are likely to be more confident in the quality of your products. Most people are happier to put their trust in a company that holds themselves to a high standard and can show proof that they meet that standard.

4.6 LET US SUM UP

The issue of quality and quality assurance of higher education has gained so much attention and interest not only from the business sector but also there is considerable interest to the concept of quality among academies of HEIs and experts of external bodies as accreditation agencies.

Total quality management is a structured approach to overall organizational management. The focus of the process is to improve the quality of an organization's outputs, including goods and services, through the continual improvement of internal practices.

Six Sigma is a statistical- and data-driven process that works by reviewing limit mistakes or defects. It emphasizes cycle-time improvements while reducing manufacturing defects to no more than 3.4 occurrences per million units or events.

ISO 9000 is defined as a set of international standards on quality management and quality assurance developed to help companies effectively document the quality system elements needed to maintain an efficient quality system. They are not specific to any one industry and can be applied to organizations of any size.

4.7 UNIT END EXERCISE

1.   Define the concept of Total Quality Management

2. State the importance of Total of Quality Management

3. Describe Malcom Bridge award and Six Sigma

4. Explain the characteristics of ISO 9000

5. What is the Six Sigma concept?

6. Elaborate the purpose of Six sigma

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5

HIGHER EDUCATION QUALITY IMPROVEMENT STRATEGIES

Unit structure

5.0 OBJECTIVES

This unit focuses on:

- Define the concept of Professional Integrity

- Explain the importance of Professional Integrity for Educational Quality in Management Sciences

- Illustrate the strategies to maintain Professional integrity

- State the importance of professional integrity at the workplace

- Explain the characteristics of Quality Management and Academic Leadership

- Identify the Best Practices in Higher Education for Quality Management

5.1 INTRODUCTION

Higher education is known to take place after secondary school education and is delivered in higher institutions of learning which include universities (Jongbloed, Enders, & Salerno, 2008), colleges (Brubacher, 2017) and institutes of technology (Altbach, 2015). Higher education improvement strategies have become very necessary as key stakeholders globally expect improvement of outcomes in higher education which is in line with total quality management in education (Sallis, 2014; Sherr & Lozier, 1991). According to Fishman, Ludgate and Tutak (2017) college

graduation is an uncertainty to some undergraduates due to their inability to cope with the higher education system and this has led to an increase in dropout rates of students who desire higher education qualifications. This concern further stresses the need for continuous educational change with a focus of improving teaching and enhancing student learning as required by universities (D'Andrea & Gosling, 2005), in an ever evolving society. To achieve the critical outcomes of improved teaching and enhanced learning in universities, the role of human designated participants in the initiation, implementation, continuation and outcome of change in education (Ellsworth, 2001; Fullan, 1982) cannot be overemphasised.

Higher education improvement strategies are required to achieve stakeholders' expectation of higher education. It is important to add that decision makers in higher institutions are beginning to promote educational practices that will lead to the realisation of their institutional objectives and the attainment of the highest level of accountability to stakeholders (Rice & Taylor, 2003), and higher education improvement strategies are some of the steps taken to position higher institutions in the right direction of accomplishments and quality service delivery. There are several higher education improvement strategies in existence. This chapter focuses on critically analysing higher education improvement strategies for teaching (Wright, 1995) and learning in higher education. Some of the strategies considered in this chapter are strategies for improving student retention (Bowles & Brindle, 2017; Crosling, Heagney, & Thomas, 2009; Gazza & Hunker, 2014), strategies for improving graduation rates(Schargel &Smink, 2014) and strategies for improving laboratory teaching(Gibbs & Jenkins, 2014) among other higher education improving strategies for teaching and learning in higher education

5.2 AN OVERVIEW

Higher education faces a new era as a result of changes in the way people view colleges and universities. Expectations for better performance in terms of teaching and producing competent college graduates are increasing. One model for higher education is the success of many companies that have bettered their overall performance and products using "total quality management" (TQM). TQM is primarily concerned with increasing customer satisfaction through an integrated framework that examines the relationships between various system wide elements and makes data-driven decisions to reduce errors and waste in processes. To do this, managers must create an environment in which employees take joy and pride in their work and are empowered to make changes. The concept of TQM is very well practiced in academia as a strategic tool to academic excellence.

5.3 PROFESSIONAL INTEGRITY FOR EDUCATIONAL QUALITY IN MANAGEMENT SCIENCES

5.3.1 Concept of Professional Integrity:

Personal integrity is directly related to professional integrity. Personal integrity and professional integrity are generally interdependent and compatible. Professional integrity is related to, but different from personal integrity. Professional integrity is an attribute although philosophically the term integrity relates to general character. Professional integrity derives its substance from the fundamental goals or mission of the profession (McDowell D. 2010) Professional integrity is sustained on the principle of moral integrity and ethical principles centred in transparency, honesty, sincerity, moral consciousness, loyalty, truthiness and reality in the functions performed adhered to legality. Professional integrity is the set of principles and commitments to improve the results of the manager's activities, to maximize autonomy, to create relationships characterized by integrity, the ethical practice, social justice and team work.

Different aspects of professional integrity are derived from the basic functions of each profession. The professional integrity includes the role-specific obligations and responsibilities of a particular profession. Well-established professions often spell out and stand on the role-specific principles of professional integrity. Professional integrity derives its substance from the mission and fundamental goals of the profession. Professional integrity is based on value integrity first, service before self, and excellence in all that we do. When a professional commit himself /herself to "integrity first" is that he or she understands the importance of both personal integrity and professional integrity, and through his/her efforts to keep them compatible, he or she best provides the crucial professional functions and activities to the society. Firms develop cooperative strategies stressing personal integrity in a more competitive environment (Solomon, 1999). A clash between personal integrity and professional integrity leads to integrity dilemmas which are present in some situations such as for example a professional refuse to participate on moral grounds because it is not morally obligatory even though it is legally permitted. In any professional role it may be possible to live up to high standards of competence and conduct but not to sustain professional integrity outside the professional realm and context by living entirely different, opposed, conflicting or contradictory moral values in private life. It reveals a direct conflict between personal integrity and professional integrity. Culpable incompetence is clearly violation of professional integrity. At the times when professional integrity is most valuable, there is an excuse to avoid the obligation to be in integrity. To be in professional integrity when it is most valuable to others, means to bear the costs. Professional integrity may be sacrificed to avoid some costs imposed on others, such as to protect institutional reputation. Based on integrity, it is build the personal reputation, and also as an extension the institutional reputation, when these are liberated according to the integrity criteria. The value of good reputation has been manifested several times in

management. With violations of the public trust by actions of authority are serious breaches of professional integrity. When the stakes are so high in a profession, the breach of professional integrity could be devastating to society. Major challenges to professional integrity are the misuse of science, research and evidence in policymaking (McDowell, D. 2010).

The concept of professional integrity is separated from normative concepts to understand it as a "purely positive phenomenon that plays a foundational role" in economic performance. The issue of competence is directly relevant to professional integrity. The duties of competent professionals can be carried out by professional practices, functions and actions constrained by moral, ethical and legal restraints on professional integrity. "Ethical implies conformity with an elaborated, ideal code of moral principles, sometimes, specifically, with the code of a particular profession" (Webster's New World Dictionary). The codes of conduct support the profession's conception of professional integrity. A code of professional ethics allows to norm a more ethical and humanistic professional practice and the commitment with individuals and society, the actions that must be guided not only by the speculation but for the necessity to act with justice, responsibility, discretion, honesty, etc. Von Kimakowitz, Pirson, Spitzech, Dierksmeier, and Amann (2010) present some business cases and analyze that their success in the context of global competitive environment managed as an integrated and responsive generation of social benefits rather than maximum business profits supported by a humanistic management approach.

A myopic vision of professional integrity and ethic is reduced to a catalogue of things that are good and that are bad, and that there are not considered under a wider vision as the set of principles that serve to the human beings to achieve perfection and plenitude which is an arduous task. Changes on environment and the actual life can originate the loss of a clear vision of the limits between the honest and what is not, where it finishes the dignity and where begins the non-dignity and what are the moral principles that must rule professional behavior. Professional integrity is formed by social responsibility and some other social elements that professionals inherit to maintain high standards of competence and conduct in the entire full range of professional activities and not just for themselves. Professional integrity has as an effect a major consistency of one person on himself/herself and produces greater social cohesion. Honest members of society strengthen the links of the structure and make advancements toward the own end, the common good. Professional integrity involves competences shared by all members of the profession and joint responsibilities for conduct. Integrity in communication is the pillar in trusting interpersonal networks building as a condition for the cooperation among human beings.

Professional integrity is the practice of maintaining appropriate ethical behavior. It is the practice of showing strong adherence to moral and ethical principles and values such as honesty, honour, dependability and trustworthiness. People who behave with professional integrity generally

uphold a moral standard of conduct, both in professional as well as personal endeavours.

These standards govern how professionals conduct themselves, their work ethic and their communication practices. Professional integrity is what gives employees a reason to trust that leaders will place professional standards over their own self-interests.

Honesty is the basis for maintaining integrity. Being loyal to a company, producing the results expected of you and being trustworthy and reliable are all qualities that characterize someone who has professional integrity.

5.3.2 Why professional integrity in the workplace is important?:

Integrity is one of the most important attributes in a leader. Here are a few reasons why:

Employee satisfaction:

Employees are typically happier working for someone who they believe is trustworthy and dependable, someone who would never ask them to compromise their own principles. Integrity in a supervisor has been linked to job satisfaction and engagement, employee health and even life satisfaction.

Reputation:

For people to trust you—both in - and outside of your organization—you need to behave with integrity. Investors need to trust you to consider investing in your business. Vendors need to trust that you will pay for goods and services. Maintaining professional integrity will allow you to build a strong reputation that will increase the trust and comfort others have in doing business with you.

Clearer focus:

Consistently behaving with professional integrity means you have the energy to focus on what is important rather than wasting energy covering up bad practice.

Stronger relations:

The most effective way to create a culture of integrity and ethical behavior is to behave with professional integrity.

5.3.3 Strategies to maintain Professional integrity:

There are different strategies to maintain your own professional integrity and encourage an entire culture of ethical behavior in the workplace.

1. Treat everyone the same.

2. Reward honesty.

3. Admit your mistakes.

4. Encourage teams to speak freely.

5. Conduct self-assessments.

6. Keep your commitments.

7. Put in maximum effort.

1. Treat everyone the same:

Integrity is about honesty, wholeness and being the same person in all situations and with all people. Treat supervisors, co-workers and even the intern with the same level of professionalism and respect, regardless of their level of seniority. The same applies to customers.

2. Reward honesty:

Create a culture of integrity by encouraging others to be honest with you, even when they make costly mistakes. Reward honesty publicly and repeatedly until everyone on your team understands that it's always safe—and always the best idea—to be honest with you.

3. Admit your mistakes:

Everyone makes mistakes and no one, from customers to employees, expects everyone to be perfect all the time. The key to behaving with professional integrity is admitting mistakes and apologizing when you're wrong. You must also demonstrate your regret through your actions and demeanour.

4. Encourage teams to speak freely:

Encourage the professionals to work in team to come up with fresh and creative approaches to their academic tasks. Inculcate group activities, assignments and team discussions regarding new ideas should be honest and critical, yet respectful and open-minded of other perspectives. Encourage the team to speak freely as well as give and receive constructive criticism to improve ideas.

5. Conduct self-assessments:

Periodically evaluate whether you are behaving with professional integrity. Evaluate whether you are heavily influenced by stronger personalities, pressured by your boss or tempted by easy money. You could even ask a trusted co-worker their objective viewpoint. Make a non-judgemental inventory of your own integrity and determine whether you need to take action based on potential areas of self-improvement.

6. Keep your commitments:

If you want to develop a reputation as being someone who delivers on their promises, make a habit of always keeping your word. This means that yes needs to mean yes and no means no, without excuses or a change of conditions. This also means being on time—or even early—when you

say you will be. It means demonstrating respect for others' time and notifying them right away if you'll be late.

7. Put in maximum effort:

Putting all of your focus and effort into something to reach a goal is a character trait that others admire. It demonstrates a strong work ethic and a commitment to results for the betterment of the organization. Giving your work your maximum effort every day and being unwilling to give in to distractions speaks volumes about your integrity

5.4 QUALITY MANAGEMENT AND ACADEMIC LEADERSHIP

The wind blowing around the world in higher education institutions has raised global concerns about a need to ensure that higher education institutions are well managed and responding to the quality needs of students, parents, employers and governments. The world is changing so are higher education institutions. The changing nature of higher education institutions also calls for educational administrators, human resources departments and heads of departments as well as program coordinators to ensure that the institutions also respond to the dynamic nature of our institutions. The changes taking place in higher education institutions in the recent times raise concerns about the issue of quality management and how academic leadership should respond to the changes while ensuring that quality is well managed in the higher education institutions. The increasing demand for higher education by many people in several countries has put pressure on higher education institutions to introduce new programs and courses while others have mounted courses that could be studied on part time basis, through distance and online, as well as blended and even through sandwich mode. These initiatives have made providers of higher education to help meet the growing demand so as to allow those working but need higher education to take advantage. However, the widening of participation through the introduction of different programs and different study modes cannot be compromised with quality delivery.

Paradoxically, promoting and managing quality cannot happen in a vacuum but needs effective academic leadership to help institutions navigate through such turbulence of change. Higher education institutions in many parts of the world are 'undergoing profound and rapid changes which force educational systems to respond to ensure that the quality of life' in our societies is improved (Maguad & Krone, 2012, p. 10). Institutions are responding to the changes to ensure that there is proper accountability, transparency and value for money for those who invest in higher education. Some countries response to the challenges facing higher education institutions by cutting down non-basic services, introduce part time work instead of full time, outsourcing some positions such as security, cleaners and laundry staff, among others. It is worth to note that there should be academic leaders to give direction to institutions and

ensure there is effective management of any quality management initiative to enable the institutions achieve their objectives.

The training of skilful and knowledgeable workforce by higher education institutions to meet national development needs will be very difficult as far as creation of competitive edge for quality enhancement in higher education is concerned (Khan, 2008).

What is Academic Leadership:

The leadership that is provided by senior academic and administrative leaders with the particular focus on creating conduce environment for personal academy growth and institution development within the institutions of higher learning.

Academic leadership is the name given to leadership in an academic setting or organization as a special subdivision of overall leadership. Academic leadership is a leadership that includes such roles as creating vision and mission based on science and research data for the organization, setting up creative ideas, doing and providing teamwork.

An individual who serves as a leader to create and support the vision and mission of the organization, providing direction and oversight for units within the institution.

Academic leadership is a broad capability and function across a higher education institution, reflected in leadership in governance, both corporate and academic, and in operations.

Reiss Medwed says that educational leaders should practice critical thinking, empathy, collaboration, and flexibility in a variety of work environments—and with a variety of people—in order to engage, lead, and effect change in a meaningful way.

5.5 BEST PRACTICES IN HIGHER EDUCATION FOR QUALITY MANAGEMENT – IDENTIFICATION, IMPLEMENTATION, INSTITUTIONALIZATION, INTERNATIONALIZATION AND DISSEMINATION

The best practice benchmarking approach is an inductive approach to quality management in higher education institutions with a focus on practice and continuous improvement. The five-stage approach will help institutions of higher education to play their role effectively in quality sustenance and enhancement. The best as an ideal should be the vision of every higher education institution in the country. Stakeholders can contribute differently for the realization of this goal by the institutions. Policy makers in education have an important responsibility of creating an enabling policy framework for effective functioning of the institutions. The management should ensure proper infrastructure and effective governance systems. Teachers have a critical role in building competencies of learners through best pedagogic practices. Finally,

students, for whom the whole system is designed, should desire and demand the best.

The successful application of the best practices approach depends on our ability to adopt

The following five-stage strategy i.e.

1. Identification of best practices

2. Implementation of best practices

3. Institutionalization of best practices

4. Internalization of best practices

5. Dissemination of best practices

The approach can be described as "Four I and D Model". Let us briefly elaborate the key elements of the approach.

5.5.1 Identification of best practices:

The identification of best practices depends on many variables such as institutional goals, pedagogic requirements, global concerns, local contexts, nature of learners, competencies of staff, infrastructure facilities and governance requirements. All these should be kept in mind while identifying the best practices. Peter Drucker rightly observes that there is an incongruence between how we teach and how students learn. All these add to the complexity of choice of best practices. What might be considered as 'best practices' are limited in a number of ways. Firstly, what we consider to be 'best' education practice depends on our own limited knowledge, perspectives, contexts, interests and values. The interests and values on which the practices are premised may be contested by others. In that case, many of the assumptions on which the practices are premised will not hold. Secondly, 'best practices' are contingent, context dependent and defy generic description. If these practices are to be useful at all, we need to identify the ones that can be so restated as to be clearly seen to contribute to value addition to the institution or the stakeholders. Only then can they become context-free and less subjective. This requires a predominantly 'fitness for purpose' judgement and one cannot write an ideal typification of 'best practices' applicable to all contexts. The input factors, the process factors and output factors should be taken into account in identifying the criteria of best practices. The criteria of economy, efficiency and effectiveness may also be used in identifying them. Another way of identifying the best practices is the inductive approach. The practitioners may be asked to describe their best practices and the criteria they have applied in their identification, justifying their choices logically. From this, one can discuss the benchmarks of the best practices as perceived by them.

The International Network of Quality Assurance Agencies in Higher Education (INQAAHE) suggested some guidelines for the identification and application of good practices. The best practices should

- be dynamic and revisited periodically;

- recognize diversity and cultural and historical contexts;

- not lead to dominance of one specific view or approach; and

- promote quality of performance.

These principles should be interpreted and applied appropriately to different contexts, while identifying the practices.

5.5.2 Implementation of best practices:

However, difficult it may be, all of us engaged in the educational activities have some gut feeling of what best practices are. The implementation is the Achilles heel. Academic world generally suffers from two limitations. Firstly, we are fond of debates and discussion and consider words as wisdom. Aristotle deprecated this tendency long back and considered action as virtue. He rightly observed: "Virtue is an activity nota capacity". Mahatma Gandhi's logic was his action. We have to move from notions of words as wisdom to action as wisdom. Jacob Bronowski wrote in **The Ascent of Man**:"We have to understand that the world can only be grasped by action, not by contemplation. The most powerful drive in the ascent of man is his pleasure in his own skill". Secondly, when it comes to action all-pervading cynicism hinders the pro-active role. There are some genuine limitations in the application of best practices, but many are imaginary. Instead of finding solutions to problems, sometimes our 'academic eminence' may lead us to find problems in every solution. The implementation strategies include planning, resource mobilization, capacity building, monitoring and evaluation. The implementation approach focuses more on performance than on promises. Here quality is considered as attention to details. Total Quality Management is an approach of implementation which focuses on quality of all aspects of operations with the participation of everyone in the organization. Management pundits propose many approaches of implementation strategies like management by objectives, management by results etc. Mahatma Gandhi very aptly captured the spirit of action and the spirit of leading by example when he said, "we must be the change that we wish to see in the world".

5.5.3 Institutionalization of best practices:

Institutionalization is the process of making the best practices an integral part of the institutional working. The NAAC has organized the National Conference on Best Practices in Higher Education at Goa on 26th and 27th July 2004 in which around ninety heads of colleges and universities participated and shared their experiences of application of best practices. During the deliberations of the conference for two days two major points

relevant to the present discussion had emerged. Firstly, many best practices are institution-specific and individual managed. In most cases, that individual happens to be the leader or head of the institution. Leaders as innovators have been the change agents in many institutions, mobilizing and ensuring the wide-spread support of the campus community for the best practices. While this approach has resulted in commendable improvement in the quality of institutions, continuance and sustainability of those practices depends mainly on individual initiative and runs the risk of disruption or half-hearted pursuit if and when the individual is displaced for any reason. If, however, such a practice is formalized in the sense in which exams are made a formal requirement, individual identity will then be superseded by the anonymity of the function. In other words, through institutionalization this risk can be circumvented. Secondly, many best practices seem to require extra effort and it is good that many HEIs have been doing it successfully. But to sustain that effort it has to become an integrated part of the functioning of the institution, gradually. Institutionalization is an effort to make it more institution centric than leader or individual centric and also to make the best practices as a normal practice.

5.5.4 Internalization of best practices:

What we described as institutionalization in the context of institutions may be considered as internalization when it refers to individuals in the institution. Internalization refers to making things a part of one's nature by conscious learning and assimilation. Internalization of best practices means making excellence an integral part of one's habit and nature. Aristotle rightly observed that: "We are what we repeatedly do. Excellence then is not an act but a habit". Such internalization may also be looked upon as making permanent the principle and essence of the best practices as part of the characteristic performance of an institution. The aggregate of such internalized best practices principally goes to make what we loosely call the 'ethos' or 'tradition' of an individual institution. The instrumental view looks at quality as a strategy. But the intrinsic view looks at quality as a value. Quality in many respects is an attitude of mind. There is a strong feeling among many that quality education is resource specific. The advocacy for quality education is countered many times by resource specific arguments. These arguments are only partially valid. Our experience shows that attitudes play a more critical role in quality assurance. Internalization is an attitude formation conducive to sustaining quality higher education.

5.5.5 Dissemination of best practices:

Education is a social process. The institutions not only have the social responsibility of application of best practices, but also an equal social responsibility of dissemination of these practices for wider application in the system. Many higher education institutions do not attempt certain practices due to lack of information about the feasibility and adaptability of the best practices. It is observed that the best practices are the borrowed practices. We must learn and benefit from each other's experience. Even

within an institution, at times there are communication gaps which affect the expected outcome of the practice. It also makes building on experience and reviewing the practice difficult. Effective use of recording and reviewing is essential to develop conviction in the system for a particular practice. Institutions may have to evolve suitable strategies like database of good practices, review forums, recording evidences

for success etc. to discuss within and among institutions. The NAAC is advocating every institution to establish Internal Quality Assurance Cell, with one of the functions of recording and dissemination of best practices followed by that institution. The recording of practices is also a means of quality improvement. The NAAC has recently published the report of the National Conference on Best Practices in Higher Education in which 60 best practices followed by different higher education institutions were discussed. The then President of India, Dr. A.P.J. Abdul Kalam, in his address at the concluding day programme of the NAAC decennial celebrations held at Bangalore on 5th November 2004 advocated the recording of best practices for wider dissemination under the title "Great Institutions of Higher learning: Accredited Universities and Colleges in India". The NAAC has brought out publications accordingly with the Peer Team Reports of the select best institutions accredited with higher grading.

5.6 LET US SUM UP

Higher education faces a new era as a result of changes in the way people view colleges and universities. Expectations for better performance in terms of teaching and producing competent college graduates are increasing. One model for higher education is the success of many companies that have bettered their overall performance and products using "total quality management" (TQM).

Professional integrity is the practice of maintaining appropriate ethical behavior. It is the practice of showing strong adherence to moral and ethical principles and values such as honesty, honour, dependability and trustworthiness. People who behave with professional integrity generally uphold a moral standard of conduct, both in professional as well as personal endeavours.

These standards govern how professionals conduct themselves, their work ethic and their communication practices. Professional integrity is what gives employees a reason to trust that leaders will place professional standards over their own self-interests.

Honesty is the basis for maintaining integrity. Being loyal to a company, producing the results expected of you and being trustworthy and reliable are all qualities that characterize someone who has professional integrity.

5.7 UNIT END EXERCISE

- Define Professional Integrity

- State the importance of Professional Integrity for Educational Quality in Management Sciences

- Describe Quality Management and Academic Leadership

- Elaborate Best Practices in Higher Education for Quality Management

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CHALLENGES IN QUALITY MANAGEMENT IN HIGHER EDUCATION

Unit Structure

6.0 OBJECTIVES

This chapter introduces Antecedents of higher education service quality related to culture, Leadership, Commitment and job satisfaction. This chapter also focus on Role of research, and Collaboration in Quality Management in Higher Education.

This unit focuses on:

- Antecedents of higher education service quality

- effect of culture ,Leadership

- job satisfaction

- role of research and collaboration in Quality management

- service quality within the educational environment in higher Education

6.1 INTRODUCTION

Education is training of the senses to be repetitive and sensitive, of the mind to control of the senses, of intelligence to be discriminative to give right direction and of the body to be able to host the self ,part of the total consciousness.

The Chhandyogya Upanishad called upon quality in all actions. In the Bhagvat Gita, Lord Krishna told Arjuna,'Yogaha karmasu kaushalam', or that quality at work itself is sadhana or the way to unite with God.`

Quality education focuses on the identification of the propensities of each individual and nurturing such propensities for the holistic development of individuals. Mirambika, a school set up by the Aurobindo Ashram, is an outstanding example; every student creates his or her own curriculum. The school that nurtures and helps each child to optimize more his/her potential, instead of converting all students into uniform industrial products, is the one that offers quality in education.

Since last few years, there have been significant changes in the scenario of the higher education in India. A number of private universities have rapidly growing in every city of India and the trend continues. There are large options to pursue any undergraduate, postgraduate or even doctoral course, the students are spoilt for choices. The higher education sector has undergone major changes throughout the world which has led to increased competition for institutions in this sector. In today's changing global environment, every service institution is searching for innovative ways to achieve competitive advantage, and improve efficiency.This chapter introducesCulture, leadership, commitment and job satisfaction as antecedents of higher education service quality.

6.2 ANTECEDENTS OF HIGHER EDUCATION SERVICE QUALITY

In the last two decades Indian education system has witnessed remarkable transformation. However, employability and skill development remain major areas to focus on. Various disruptive innovations in education has created opportunities in the field of education and social development. Skill based and application oriented education has become need of time. A marketing approach, examining students' perceptions of service quality in the context of higher education, will contribute to improve service functions, attract and retain students. The metaphor about consumers in marketing is that 'the customer is king'. However, its analogy that 'the student is king' in higher education services marketing may not be true Students are often considered as the finished products of educational enterprises. The product analogy is also inappropriate in that a student become a skilled human resource with personal and social values, and ethics, and self-esteem. Thus Education institutions were expected not only to disseminate knowledge, but inculcate values ,research abilities and ethics so as to develop nation.

The antecedent approach starts from customers. However, customer–specific antecedent to service quality has received only a little attention. The customer–specific antecedent approach helps by explaining the formation of service quality in customers' cognition antecedents to perceived service quality are information and past experience. There are three aspects of perceived service quality, namely, academic, administrative and facilities.

Academic service quality refers to those service attributes that are relevant to teaching quality and ability, course development and teacher–student relationships.

Administrative service quality refers to those service attributes that are relevant to skills and abilities of the administrative and supporting staff, and their relationships with students.

Facilities service quality refers to those service attributes that are required to create a good higher education environment.Service quality dimensions that contributes to student satisfaction in higher education Satisfaction is a psychological state of happiness received in a transaction. Satisfaction is idiosyncratic. As a result, students express varying levels of satisfaction for the same experience that they experience.

6.2.1 Culture:

Culture is that the customs, beliefs and therefore the way of living shared by a specific society/community/country. It refers to the values and norms shared by a particular group of individuals. once we relate culture to pedagogy it directly affect to students development. Every student is exclusive in interacting with the globe around them, and what they invoke and receive from others and therefore the environment shapes how they think and behave. Students growing up in numerous cultures receive specific inputs from their environment. For that reason, there's an unlimited array of cultural differences in children's beliefs and behavior. Thus culture play vital role in students all-round development. Our country India has huge cultural diversity. A culturally responsive classroom is one where the scholars feel respected and safe to find out and participate. it's an area where they develop a way of pride and self-esteem. So it's an enormous challenge to manage Quality in Education . the subsequent are few representative ways within which cultural education may affect to quality education

- **Curriculum design:** the foremost crucial challenge to construct curriculum. In education, students with diverse backgrounds and cultures are often marginalized because they're exposed to a curriculum with one predominant cultural bias. It doesn't cater to the culture that they are conscious of and are a component of this why it is important to create a curriculum that features diverse perspectives. In NEP2020 also concentrate on cross-curricular pedagogical approach

- **Teacher education:** Teachers are the foremost important aspects of culture-based learning as they must work towards motivating students to realize not only academically, but also socially, culturally, psychologically and spiritually. It should affect personal bias while in teaching learning .Thus teacher-education programs should include multicultural coursework and training.

- **Learning assessment:** "one-size-fits-all" approaches to assessing student learning could disadvantage for college kids different cultural backgrounds. Generally speaking, proponents of multicultural education tend to advocate that students from different cultural backgrounds should be held to the same high expectations as other students. Diverse culture results in interruption in teaching thanks to dialect change. Students from diverse background and culture are less adaptive to the fashionable education system. The second level is that the level of being cultured. Culture represents an integrated personality that's well rounded, emits warmth and follows human values. It's manifested within the way a private treats himself or herself, other groups of people, animals, plants, places, objects and also the like. it's the totality of the person. for instance, a well-dressed one who unhesitatingly litters a railway platform or airport with cigarette butts is also qualified but not necessarily cultured. Acharya Vinoba Bhave's concept of prakriti (nature), vikriti (deformity or distortion) and sanskriti (culture) represents this idea fine. the aim of education is to culture the individual-develop the sanskriti.

6.2.2 Leadership:

A leader is 'someone who acts as a guide' (New Webster's Comprehensive Dictionary of English Languages). Accordingly, the principal-the leader of a school or a college-is a guide for quality transformation.

The role of leadership in quality management forms the backbone of any improvement strategy. Leaders provide a unity of purpose, and also give the direction of the organisation. As such, the responsibility of leaders consists of making and maintaining the interior environment. During this environment, staff are ready to become completely involved in achieving the organisation's goals and aims. Good leadership is crucial to enhance quality across the organisation, because the leading force that sets objectives and assists employees to implement these objectives. Leadership has to undertake a fundamental role within the development of organizational systems to get and sustain cultural change in schools. School principals are confronted with a range of issues as they supply leadership and organization to their schools.

Authority and power: 'Authority' and 'Power' are two concepts related to Leadership. 'Authority' flows from official position (designated leaders) and 'Power' flow from personal qualities of influencing others (ascribed leaders).Authority and power, in an organization setting, are not black and white situation. The Leadership does not usually follow hierarchy .It goes more or less by whether someone is acceptable a an academic leader of the group.

Leadership is specialise in vision, empowerment, and reaching goals. . In this way, leadership come to play a decisive role within the transformation of attitudes, and management has got to adopt the appropriate human resource practices so as to facilitate changes towards enhanced service quality . Some challenges in leadership is as follows

- **Develop challenging objectives and targets:** principal or leader of any organization through goal setting, leaders are able to foster constant growth and development across the organisation, by continually improving the standards of goals within each department. To realize this goal is incredibly difficult to leader because it is in continue process. Teach, train and coach employees –NEP2020 is now accepted everywhere in India. plenty of major changes were recommended during this policy. It is managements or leaders responsibility to coach the teacher, make arrangement of various training programme. For quality management it's necessary to up-to-date every employee.

- **Visioning:** Institution building must be guided by a future vision. The vision should be comprehensive and indicative of the road ahead. It must be shared, if not collective, so that everyone is involved in organizational creativity, like the passionate working of several creative artists on a mural or collage. Thus visioning for better future is another challenge for good leadership.

- **Encouraging risk-taking:** Leadership for building quality institution involves the ability to take risks-calculated risks. Innovations upset dynamic equilibrium in institutions; hence it brings in resistance. One of the challenges of a quality management leader is driving out the fear by creating an environment for risk-taking. The leaders should encourage employee, 'Do not worry! I am there to take care of the problems. Go ahead and innovate,' Thus leader can transforms an institution into effective learning organization.

- **Empowering colleagues:** Quality being a continuous journey involving everyone, the leader of a quality institution invests in capacity building and staff empowerment. On one hand, the leader invests in carefully chosen and focused training programmes for the staff; on the other, he fosters a culture of equality through colleagueship in contradistinction to the hierarchical management in ordinary institutions. Training in technical skills and promoting collegiality by involving all in organizational decision-making should be important investments in empowering colleagues. For this purposeit is necessary to include efficient staff as well as a good motivator leader.

- **Removing roadblocks:** An entrepreneur leader identifies the roadblocks and bottlenecks and tears them down to facilitate the movement for those who innovate. It is a difficult skill. First, it requires perceptiveness to understand the problem that others face or the courage to explore such problems. Second, it needs a proactive mindset to facilitate others.

- **Handling Student Discipline:** school administrators manage the daily issue of student discipline. Discipline in classroom, outside in classroom, arranging curricular, co-curricular activity.

Leadership is all about influencing-motivating and inspiring people to create vision Land achieve it. Vision can be total quality. Total quality management (TQM) is a never-ending journey. It is a tryst with quality. It is a passion, a pride (Peters and Austin, 1985), indeed an obsession. It is a journey involving all, with a focus on the perceners. The challenge in building a quality institution is in creating the passion, the obsession, and the tryst with quality involving all in the organization.

6.2.3 Commitment and Job satisfaction:

Organization commitment plays an important role in any organization as employees much satisfied and committed naturally work better in organization and improve the productivity of the organizations. According to Jaros (1997), organizational commitment is an important part of an employee's psychological state because employees who experience high organizational commitment are theorized to engage in behaviour such as citizenship activities and high job performance that are believed to be beneficial to the organization. Organizational commitment is a psychological state that binds the individual to organization in which they work (Allen & Mayer, 1991)Commitment to the organization is the strength of involvement with an organization (Brown 1969; Hall and Schneider 1972; Moday et al. 1979).

The teacher is the central element in the educational system holding various important responsibilities. The overall performance of schools depends upon their teachers and ultimately their level of commitment and job satisfaction. Teacher's organizational commitment reflects a multidimensional psychological attachment of a teacher to a particular school in which he or she belongs. Firestone and Rosenblum (1988) defined teacher organizational commitment as teachers' positive and affective attachment to a particular school. Firestone and Rosenblum (1998), further, referred to teachers commitment as the commitment to students, commitment to teaching profession, and commitment to a particular school.

Commitment and motivation-There may be a grammatical difference between commitment and motivation. For practical purposes, commitment implies affiliation and attachment to work or profession. This depends on the perception of the worthwhileness of the work one is engaged in. Although many teachers may have joined the profession by default or as a last choice, many others chose this profession because they thought it was worthwhile, and they continue to show their affiliation to all that they do. First key to developing commitment is to inculcate the sense of worthwhileness in what the employee does. There is the famous parable of the three stonecutters in a temple complex. When questioned what they were doing, each responded differently.

- I'm breaking stones.'

- I'm making a sculpture.'

- I'm constructing a temple.'

Pride in what they were doing. Recently, a dedicated social activist while conducting a staff development programme for primary school teachers asked them, 'Why do you teach?' After a lot of debate and discussion, they discovered that they teach because they have the responsibility of developing the right citizens for the country. In their own statements, teachers hardly ever realized that they were engaged in such worthwhile work. In another instance, a professor was conducting technical sessions in a refresher programme for senior IAS officers. He did well. As a token of appreciation, two participating officers asked the professor why did he not join the IAS, which is by far the most important profession. The professor politely responded, I work in the mother profession-teaching. We produce engineers, doctors, lawyers, industrialists, ministers, bureaucrats, and what not. I am in the best profession under the sun. Indeed, next to God with her grace. I would have joined another profession if I could not make it to teaching.' This displayed a strong sense of worthwhileness in teaching.

Some of the factors such as role stress, empowerment, job insecurity and employability, and distribution of leadership have been shown to be connected to a worker's sense of organizational commitment.Teacher's organizational commitment can be high and low. High committed teachers are much less likely to leave their work of teaching and they are also less likely to be absent from school, while low committed teachers are often absent from school to engage more attractive activities such as heading for urban area to caring family.

Affective commitment:

Affective Commitment is defined as the employee's positive emotional attachment to the organization. Meyer and Allen pegged AC as the "desire" component of organizational commitment. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to".

Continuance commitment:

Continuance commitment is that the "need" component or the gains versus losses of working in a company. Investments, are the gains and losses which will occur should a personal stay or leave a company. An individual may decide to the organization because he/she perceives a high cost of losing organizational membership

Things like economic costs (such as pension accruals) and social costs (friendship ties with co-workers) would be costs of losing organizational membership. But an individual doesn't see the positive costs as enough to remain with a company they have to also take into consideration the supply of alternatives (such as another organization), disrupt personal relationships, and other "side bets" that may be incurred from leaving their organization. The matter with this can be that these "side bets" don't occur directly but that they "accumulate with age and tenure".

Normative commitment:

Normative Commitment, which is one's desire to stay in the organization because of tasks and work obligation, dedication, or morale. Normally, this commitment is encouraged by individual culture and work ethics, making one feels obliged to keep staying in the organization. This commitment is different than the other two commitments because this commitment does not relate to the purpose or mission of the organization, but purely because of the values being carried along by the personnel

From this above discussion, a commitment means an employee's loyalty towards its organization is referred as organizational commitment. There are other variables as well which are connected to the same concept of organizational commitment, like; desire to maintain membership, degree of goal and value congruency with the organization, and willingness to exert effort on behalf of the organization.Committed employees potentially find their performance facilitated by receiving timely, clear and accurate information from their superiors.Moreover, organizational commitment is an antecedent of organiational citizenship behavior that in turn significantly influences employee performance

Organizational commitment is determined by a number of factors, including personal and organizational factors .Following are some Factors affecting to commitment-

Salary and Rewards:

The salary, benefits and other rewards available in organization Salary is most important factor that the employee feels recognized by the organization.

Career Progression:

The availability of promotion opportunities, the clarity of career paths and the speed of promotion.

Personal Growth:

The availability and quality of training and the commitment of the organisation to identify training needs and to provide appropriate support.

Cooperation:

Relationships with colleagues and team members and whether there is a sense of community.

Some of the factors such as role stress, empowerment, job insecurity andemployability, and distribution of leadership have been shown to be connected to a worker's senseof organizational commitment.This reveals that teachers commitment is a very crucial issue in the implementation of vision, goals, and mission of the education sector .

Job satisfaction:

One of the most crucial concepts of behavior in organization is discussion of job satisfaction.Job satisfaction is one of the important elements to measure employees' feelings about their job and has significant effects on the development of organizations and employees themselves .It always been introduced implications for how to the satisfaction and dissatisfaction and it was considered as one of the crucial factors in the success or failure of a job.Job satisfaction is a collection of compatible and incompatible feelings that employees view to their jobs and in fact job satisfaction can be defined as pleasant and positive state of job evaluation or job experience.

Job satisfaction is commonly defined as the extent to which employees like their work.One of the most widely used definitions in organizational research is that of Edwin A. Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job.Maslow's theory for a long time was central base of the management theory. This focus on the individual application level satisfying their needs, especially with regard to the individual's working life, helping us to better understand employees' needs and motivations. Job satisfaction is level of a positive feeling of employees.Luthans (1992) pointed out five contributing factors to job satisfaction, namely (a) working conditions, wage, managerial policies and strategies, quality of working environment, and different trends regarding working environment. Amongst others, the wage is of the most influencing factor to job satisfaction because of the employee's basic need of working is to increase his or her wealth.

Job satisfaction depends on several different factors such as satisfaction with pay, promotion opportunities, job security, relationship with co-workers and supervisors, etc.

Factors affecting the level of job satisfaction are:

1. **Working Environment:** They need an environment which is healthy and safe and which caters to both personal comforts and facilitates doing a good job. If the working conditions are good (clean, attractive surroundings), the employee will find it easier to carry out their jobs.

2. **Fair Policies and Practice:** Individuals who perceive that promotion decisions are made in a fair and just manner are likely to experience satisfaction from their jobs. Very often employees are demotivated and dissatisfied with their jobs because unfair policies and practices prevail at their place of work.

3. **Appreciation:** Even for the smaller job that does one seek to have an appreciation, from colleagues, boss, and seniors. When one gets acknowledged in front of everyone, it gives up a boost to their morale.

When appreciation leads to encouragement, the ultimate result is reflected in the efficiency of work automatically.

4. **Promotion:** Promotional opportunities seem to have a varying effect on job satisfaction. This is because promotions take some different forms and have a variety of accompanying rewards.

5. **Initiation and Leadership:** If an employee is given an equal number of opportunities to show their talent, take the lead and initiate then the chances of having a higher level of job satisfaction is more. Suppose in an organization; no employee is asked to give suggestions, nobody is bothered to inform them of the decision.

6. **Safety and Security:** These days companies are taking endless measures in order to see that an employee is catered to a different kind of facilities like health care and medical checkups. In this pandemic situation it's a need to having medical insurance. There are a few institutions that also provide insurance policies at a lower rate. Hence, this aspect of safety and security plays a major role. If an employee didn't feel safe and secured at the organization that he or she works in, the level of job satisfaction is ultimately going to fall.

7. **Responsibilities:** This suggests that when an employee is given a bigger responsibility it makes him or her conscious about the fact that the employers think him or her as a capable and trustworthy candidate**.**

8. **Creativity in Job:** Job satisfaction is always higher wherever creativity is involved. The creative freedom gives a sense of fulfillment whenever any project is complete.

9. **Personal Interest and Hobbies**: People who pursue their hobbies and interest as their career, gain the highest level of satisfaction in whatever they do at their workplace. This is because their job is not a job for them, but a way of getting closer to their interest and making money. Whatever, they will be more than just to have a promotion.

10 **Feedback**: Not receiving feedback on their work can be quite discouraging for most people. Effective feedback will help the team members know where they are and how they can improve. In the case of negative feedback, it's not enough to simply point out what is wrong. One should explain the reason something they did isn't working, and how it might be corrected.

For each working personal job satisfaction has a different meaning. There are different factors that influence the level of job satisfaction. The ones that are listed above are the most common ones. It is vital for an employee to have a satisfaction level derived from the job that he or she is doing.

Check your progress:

•   How culture is effect on Quality Education?

- What are different challenges in Leadership?

- Which factors affecting commitment?

- Define job satisfaction? And what are different aspects of it.

6.3 ASSESSING SERVICE QUALITY WITHIN THE EDUCATIONAL ENVIRONMENT.

Service quality is one of the most important determinants of customer satisfaction and it has been related to customer satisfaction and service delight (Ahrholdt, Gudergan, and Ringle 2017) as relevant antecedents of customer loyalty in different service contexts. service quality is a judgment about overall excellence of services, and it is more descriptive and factual.In the educational context, quality assessment is widely debated and accepted as relevant given the current competitiveness requirements that demand greater transparency and responsibility to society.

Quality is way tougher and complicated to define in the service sector, which is usually named as Service Quality. Within the current socioeconomic context, the service sector has become progressively more important. Continuous improvement of customer service is essential to successful development of business in today's competitive, dynamic and complicated business environment. From the past three decades measuring service quality in educational activity, attained greater concentration thanks to high competition among the institutes evolved globally. Here, the education sector is treated as service sector and students are treated as the customers. Andtherefore the government, entrepreneurs, parents, students, industry and society are considered as the secondary customers of education .The academic staff and other employees may also be considered service recipients.Hill (1995) stated that students play a key role within the pedagogy service and that they should be regarded as primary customers of upper education services. The institutions also strive to provide quality of education and recognition for the institutional contributions to draw in more number of scholars. Higher education institutions are competing uncompromisingly to realize competitive advantage through service quality. Service Quality plays an important role within the success of upper education sector. Today quality management and assessment of service quality is extremely important for an organization to sustain during this cutthroat competition world. During this scenario there are number of studies took place, various models and scales are developed extensively to live service quality to maximum extent in educational activity.

Service quality: Concept:

Service quality concept is defined by many authors in different perspectives and difficult to consensus the definition. Lewis & Booms (1983) defined service quality as a measure of how well the service matches customer expectations. Gronroos (1984) identified two service

quality dimensions namely functional quality and technical quality. The functional quality involves performance in which service delivered and technical quality the actual outcome of delivered service.The concept service quality is mainly based on the perception of the customers. When service provider came to an understanding how the customer evaluation and assessing the service, it become easy to manage the expectations and to influence them in an effective manner.The management of quality needs a different approach when it comes to the services sector. Among all the service sectors, higher education needs a special emphasis on evaluating the issues related to quality of services and its measurement.The importance of service quality in higher education has been gradually realized and the role of service quality in higher education has attracted increased attention in the last two decades. Higher education institutions must determine their needs and demands, as students are stakeholders and customers in this setting, and customer satisfaction is attached to service quality.The development of higher education service quality was attached to the organization's ability to ensure an overall climate and culture for change through its various decision-making and operating systems and human resource activities.

Service Quality Dimensions:

- **Assurance**: Refers to the ability of faculty and staff to provide trust and confidence to students. According to Parasuraman et al.(1988)assurance is known as the level of the service delivered to customers that is believable and can be trusted.

- **Empathy**: The empathy dimension of service quality is defined as showing care and provides individualized attention to students. A good academic environment in a higher learning institution is not only to establish a good teaching and learning culture for sharing of knowledge but also to be able to involve in the student's personal development as well as academic matters by giving care and advice.

- **Reliability**: It is defined as the level of the knowledge and information learnt is accurate (Yong, 2000; Garvin, 1987). The reliability dimension of service quality is defined to which extent the correct, accurate and up-to-date knowledge and information are fulfilling and also perform the services promised to students.

- **Responsiveness**: Defined as the level of services provided is able to help customer promptly (Yong, 2000). It involves the willingness to provide prompt or favorable services by the faculty and staff to students.

- **Tangibles**: The tangibles dimension of service quality refers to the tangible condition and facilities in higher learning institutions. It is important for setting up a clear transmission of knowledge in the learning and teaching process with the presence of equipment and facilities like well-equipped laboratories; adequate stocked library with textbooks, reference books and etc; updated computer facilities;

comprehensive information system and also the support facilities like sports and recreation centers.

Improvements in service quality at higher education institutions can have a direct bearing on the students' performance within the institution and in so doing contribute to improving their overall quality of qualifications obtained. Thus service quality can improve performance or encourage performance by the student.

Check your progress:

- What is Service Quality?

- What are different dimensions of service quality?

6.4 ROLE OF RESEARCH, AND COLLABORATION IN QUALITY MANAGEMENT IN HIGHER EDUCATION

Research is one of the two major functions of a university the other being teaching. In the established universities, faculty members are expected to demonstrate a commitment to research, and most departments have important on-going research projects sponsored by different funding agencies. Some departments in the colleges, which conduct postgraduate programmes, are also undertaking research though to a limited extent. The general understanding is that research contributes to excellence in teaching, as it keeps the teacher updated in knowledge, and should, therefore, be considered as being a primary function of teachers.'Research activity include articles in newspapers and magazines, preliminary findings of surveys and results of routine testing and analysis.. It has to be understood that research leads to the generation of new and meaningful data, to the development of new ideas, hypotheses and concepts, and to novel and relevant interpretations. The University Funding Council of UK, for its Research Assessment Exercise (RAE), conducted in 1989, defined research as follows: "Research for the purpose of the Council's review, is to be understood as original investigation, undertaken in order to gain knowledge and understanding. In the humanities it includes scholarship that leads to new or substantially improved insights, in science and technology it includes the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products and processes, including design and construction. It excludes routine testing and analysis if materials, components and processes-for maintenance of national standards as distinct from the development of new analytical techniques" (Jones, 1989).

Importance of Research in Quality Management in Higher Education:

Whatever type of educational research you are pursuing in Quality management in Higher Education , though, recall that the purpose of educational research is to improve educational practice. Having an understanding of educational research and conducting high quality

educational research can have the following benefits for educational practice:

- Provide instruction that maximizes students' learning.

- Understand and support the developmental needs of pupils.

- Develop an educational environment that supports students' motivation.

- Provide solutions to educational problems.

- Research plays a crucial role in knowledge advancement across different fields of study.

- It provides answers to practical educational challenges using scientific methods.

- Findings from educational research; especially applied research, are instrumental in policy reformulation.

- Identify problems /challenges in field of Quality management in Higher Education. In addition, suggest remedies for the same.

Therefore, develop a research study that can have a significant impact on improving the teaching-learning situation.Research in the established and reputed departments, revolves around individuals and groups, and there is a harmonious interaction between mature and fresh minds. Sharing of information, free discussions and cooperation are the characteristics of a good department.

Research is one of the two basic functions of a university, and every effort must be made to achieve excellence. It is the responsibility of university managers to provide adequate research facilities to its faculty and also help in creating a proper ethos. The nature of research to be encouraged depends upon a number of factors, including the traditions of the university and the expectations of society. However, there has to be a conscious effort to cultivate excellence and this implies proper evaluation and introspection.

Check your progress:

- Define Research in quality management in Higher Education.

- Illustrate Importance of Research

6.5 LET US SUM-UP

In this unit, we learn different challenges in higher education. In Quality Management culture play important role.These include the complex interrelatedness of the daily life challenges facing students regarding the forming and the importance of intercultural relations, which is impacted by gender, the presence of tradition custom, and languages spoken. We

also discussed Leadership and its challenges. Job satisfaction and commitment is major factor in Quality management. This chapter focus on service quality.It is evident from the studies that the service quality dimensions vary across industries, county and culture. For identifying various factor and to overcome on it, Research play vital role in quality management in higher education.

6.6 UNIT END EXERCISE

- What is culture? How it affect to quality management in Higher education? Suggest implication on it.

- "Modern quality management requires customer satisfaction", Explain, with examples, why it is important for quality management.

- What is Job satisfaction? Explain, with examples, why this is important for quality management.

- What is difference in job commitment and job satisfaction?

- Why Quality service is important in higher education?

- What is research in quality management in higher education? What is role of research in it?

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