

Chapter 2

Higher Education Approach to Quality Management

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ABSTRACT

The situation of higher education in India does not concur with the worldwide benchmarks. Consequently, there is sufficient defense for an expanded evaluation of the quality of the nation's instructive foundations. Traditionally, these foundations accepted that quality is controllable by intrinsic assets, for example, knowledgeable and learned faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, and extrinsic assets like huge library rich with number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc. This chapter aims at reviewing the higher education approach to quality management from an Indian perspective and deliberates on the tools and techniques like SIX SIGMA, LEAN, and TQM, most commonly used in higher education.

INTRODUCTION

Quality has a different definitions and ideas. For few, quality is in connection to the importance of predominance and perfection, and to others quality is a confirmation that there are less administrations or items with imperfections. Most of these definitions center on clients and their fulfillment (Takalo, Abadi, Vesal, Mizaei, & Nawaser, 2013). According to Green (1994), quality is a great and exciting challenge to Higher Education (HE). Giving quality administrations from Higher Education Institutions is the way to separate between contenders just as guaranteeing supportability for an extensive stretch (Govender, Veerasamy, & Noel, 2014). According to Nadim and Al-Hinai (2016), quality in education is a very vital issue because HEIs are accountable to several stakeholders such as students, society and other. In addition, quality of HE is a standout amongst the most of parts of the making of learning, human asset improvement and social power for any country. According to Becket and Brooks (2008) in

DOI: 10.4018/978-1-7998-1017-9.ch002

many countries and many cultures, the issue of Quality Management has been steadily on the agenda of HEIs. The issues of QM have become one of the most basic ingredients and strengths within HEIs all over the world (Ganguly, 2015). Quality Management is about creating a quality culture where the aim of every member of staff is to delight their clients and where the structure of their organization allows them to do so. The aim of this chapter is to focus on approaches to quality management in higher education, with particularly focus on India, and to enhance the scope in the field of Quality Management in Higher Education.

This study underlines the issues that influence the successful implementation of Quality Management such as obstacles to Quality Management implementation. This is necessary because knowledge of these drives to improvement of Quality Management. One of the most known Quality Management models implemented in HE is Quality Management. SIX SIGMA has been successfully used in product and service improvement in the business environment. Lean means creating more value for customers with fewer resources, by minimizing waste. Although traditionally this concept is applied in manufacturing, the Lean management improvement principles can be also applied in the case of educational institutions. Total Quality Management (TQM) incorporates quality assurance, and extends and develops it. Here some quality tools used in higher education like SIX SIGMA, LEAN and TQM. Although SIX SIGMA has been successfully used in product and service improvement in the business environment. Lean means creating more value for customers with fewer resources, by minimizing waste. Although traditionally this concept is applied in manufacturing, the Lean management and improvement principles can be also applied in the case of educational institutions. Total Quality Management incorporates quality assurance, and extends and develops it. TQM is about creating a quality culture where the aim of every member of staff is to delight their customers and where the structure of their organization allows them to do so.

“Education should also be autonomous and free from politics. The modernization of the curriculum and skilled personnel in the profession would help India to achieve the set goals. Better qualified people should come to the noble profession of teaching to develop innovative mechanisms in Indian education system.” - Montek Singh Ahluwalia, Deputy Chairman, Planning Commission. Quality in businesses could be characterized as holding fast to the expressed or suggested execution prerequisites of the customer; however with translations as fluctuated as the people, it is somewhat hard to characterize the Quality in educational institutions. Although, the Quality management concept in business and education stay same, there are sure constraints in receiving the corporate strategies for Quality management in light of the fact that instructive foundations cannot be considered as industry and the items are not their students, but rather it is the training granted to the students. Students, their parents, and their future employers are the clients of this product as education.

OBJECTIVES

This perspective of deciding Quality in higher education, prominently named as the “Value addition” approach, does not gauge the skills understudies create through the courses offered. The skills are review, comprehension, and critical thinking. “Recall” amounts to a competency of picking up information by method for reading, viewing, listening in, and demonstrating it when required. “Understanding” is

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