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We welcome feedback in the form of suggestions, additional inputs and opinions to enable us to further improve the approach and content of TQM in education.

(Dr. Latha Pillai)  
Adviser  
NAAC

(Lukose Vallatharai)  
Commissioner for  
Collegiate Education
If you are planning for ONE year, grow rice……
If you are planning for TEN years, grow trees……
If you are planning for HUNDRED years, EDUCATE your children……

- Confucius

A small body of determined spirits fixed by unquenchable faith in their mission can alter the course of history.

- M. K. Gandhi

Education is the basis of all growth. The quality of human capital in the state, that is the physical and mental capabilities of the population, will determine its future progress. Education not only improves the facilities and skills of people but also dramatically contributes to their physical well being.

- Human Development in Karnataka 1999
PART ONE

Introduction
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The Handbook
Preface

Students are our beacons of hope. Teachers train them to be leaders of tomorrow. If we are to benefit from the huge investment that we have made in education, our teachers must be enabled and motivated to commit themselves, personally and professionally, to the all-round development of students for efficiency and effectiveness in providing quality education.

Quality assurance in education assumes a lot of importance in this context. We have to initiate several interventions in the realm of Total Quality Management (TQM) in Higher Education towards continuous improvements, in tune with the roadmap of progress envisaged under “Karnataka Eduvision 2002”. To achieve this vision, it is imperative to have an institutional arrangement to usher in quality education.

Thus, the starting point for a series of project interventions, which are important and urgent, would be to create an environment for continuous improvement and change and thereafter to introduce TQM in education.

The initiative for creation of an institutional delivery mechanism, namely, TQM in Education has been taken up by the Department of Collegiate Education at a time when the educational scenario at the tertiary level is undergoing sweeping changes the world over - in terms of curriculum, content, methodology, delivery, evaluation systems and the imparting of skills.

TQM is not a project. It is the establishment of systems that assure a continuous improvement.
More specifically the State of Karnataka needs to overcome the lack of ownership, commitment and motivation among all stakeholders at all levels in the education sector. Besides it has become mandatory to obtain NAAC (National Assessment and Accreditation Council) Certification to avail certain benefits under UGC (University Grants Commission). The main purpose of the assessment and accreditation exercise of NAAC is improvement and enhancement of quality by means of self-regulation, peer review and self-imposed integrity in all spheres of activity.

However, no amount of improvement in material resources can bring about quality in education unless the attitude and mindsets are changed. A lukewarm approach at the Unit (College) level can cause irreparable damage to the task of nation building at a time when the whole world has come under one common economic world order. Hence, the initiative taken for a TQM movement in Higher Education in Karnataka with the support of NAAC.

TQM is the ‘Complete Food’ – with principles, methods, work habits, systems, tools and techniques, all integrated harmoniously. It is a whole new world. Yet, when we understand TQM, we are likely to say: “But this is all common sense”. This is because we can intuitively see that it is simple, yet powerful. We have to keep in mind perhaps, that simple though the principles sound, they represent paradigm shifts, sometimes of 180 degrees. TQM propounds a radically different way of working.

When we begin TQM, there are some questions that we ask ourselves. What is the purpose of our organization? What is our accountability to our stakeholders? What results do we seek? What are the measures needed to be initiated?

In untransformed colleges, such questions are not easy to answer. Nevertheless, we must ask them.

Unlike in the current systems that we have developed, which continue to produce poor results year after year, in TQM our effort is towards continuous improvement. Therefore, it is
critical under TQM to bring our problems to the surface rather than sweep them under the carpet. But while doing so, we do it as a part of re-engineering, without pointing an accusing finger at any one. This is because acrimony and prejudice not only hinder solutions but also prevent collective or universal responsibility and ownership in addressing problems and issues. Thus, if we want to do away with our problems the functioning of our work place must also change. We have to understand that if we continue to work in the same way the results would not be different either.

When TQM is implemented, the hierarchy among colleagues, the environment, the culture and the ambience of the organization will undergo a change. New questions get asked. For example, are our activities creating value for the students? From the outset, we must be open to major changes. This point may be lost easily in the initial stages of introduction of TQM when focus is on housekeeping or in improving the processes to reduce errors and complaints. If we think that with small improvements alone we can align our institution to its central purposes, our TQM implementation would be perfunctory and we must expect only trivial results.

In preparing the TQM movement for higher education in Karnataka, we were driven by the fact that the end products of education are not what they are desired to be. Most graduates are not employable - knowledge alone is no guarantee of skills, attitude and values. We are aware of the fact that knowledge, marks and certificates are not indicators of the quality of individuals. Yet, institutions do not have a roadmap for conforming to quality standards despite being aware that traditional systems of education do not meet the needs of the students. This need is the ability to think and the ability to learn to use the available resource to complete the given task efficiently.

However, these have not been focused upon, as priorities of managements are extremely narrow. They are more concerned with the pass percentage and reputation of the institution than
with ushering in qualitative changes. Student groups are uninterested because they have no proper guidance. Teachers are unable to satisfy student needs other than the teacher centric teaching, because specific skills for teaching have not been developed by them. Yet, there is no systematic training, development and project intervention for college teachers.

Even so, one need not lose heart. It is not impossible to foster change because most college teachers as well as institutions are interested in professional development. The teacher is both motivated and trainable. We are sure that authority exercised with persuasion can guarantee quality and the Department of Collegiate Education is an appropriate authority to persuade teachers to take up the project.

An opportunity knocks at our door. Every one who participates in our TQM movement will benefit a great deal through personal enrichment too. Let us seize this moment and commit ourselves to work together and build a quality educational system in Karnataka and a better India, no matter what the difficulties are.

In writing this handbook, we have tried to keep in mind the needs of the busy reader whose main concern is to get access to some of the fundamental issues of TQM in higher education, without having to work through a lot of theory and jargon.

We have planned the book so that the reader can go directly to the topic of immediate interest. However, to get the best use from this handbook, we suggest that the reader –

- Get the essence of TQM by reading the entire book.
- Select an idea or guidelines from the handbook vis-à-vis one’s mission and vision for the institution, class or faculty.
- Carefully think through the implications of using the idea or guideline with one’s stakeholders, including students, teachers and managements in order to adapt the idea to the situation.
The guidelines need not be adhered to rigidly or uncritically. A judicious selection of paradigms is what is needed.

- Write out a plan of how one will actually use the idea or guidelines and implement it according to one's plan.

It is necessary that the Facilitator of this Total Quality Management project reviews the chances of success of the idea and plans with students, teachers and other relevant stakeholders and re-plan and re-introduce themes based on reflections and reviews.

We wish to state that wherever “he” or “his” is used in this text, it also refers to “she”, “her” or “hers” respectively.
TQM is not a single individual’s initiative. It is a collective effort towards achievements.

03
Overview

01. Higher Education in the modern sense was introduced in India in 1857. Since then our degree education system has been going around in circles plodding the same beaten track. The only change that it has undergone is in its size. Over the last twenty five years we find an approximately fifteen fold increase in the number of students, teachers and colleges and in the expenditure incurred. It is true that when a public activity like education goes through a phase of rapid expansion quality tends to get neglected. In fact, there has been an almost total systemic neglect of quality in college education. A great deal has been written about the prevailing shortcomings and defects of our system.

The Traditional Classroom

Covering the syllabus
02. The built-in failures of the present system have been known for a long time. A few examples of these are the rigid curriculum and the lack of relevance of the present degree courses and their insensitivity to both the needs of the students and the requirements of the present day society; the far from satisfactory teaching-learning situation in our colleges; an examination system that requires and rewards only rote learning from students; and the general air of disinterestedness that characterizes the student population. To understand this situation it is necessary that we identify the causes. Of the many causative factors there are two that stand out as the most important:

Assessment Systems which Test Rote Learning

(a) All the academic activities in colleges have been sought to be regulated by the affiliating universities through the curriculum and examinations. Consequently, there has been no attempt at quality enhancement or quality assurance involving innovative practices and going beyond the curriculum.

(b) The Department of Collegiate Education, which is the biggest stakeholder in the State incurring an
Affiliation to Universities

expenditure of nearly rupees five hundred crores a year, until recently, confined itself to the regulation of colleges through administrative controls, under the assumption that academic matters did not come under its purview.

Department of Collegiate Education - Only a Funding Authority and Administrator.
03. However, under the impact of liberalization and globalization there is no aspect of public life which has remained untouched. Simply stated, the quality of life is both a national and an international concern today. In this endeavor, it has now become imperative that we take determined and decisive steps to review higher education so that we are able to educate and train students to be enlightened and responsible citizens, who have the attributes of the work force required for the twenty first century, who have knowledge, who are multi-skilled and who can think and act, contributing significantly to the continuous improvement of the quality of life.

04. In Karnataka there is now an air of renewal and regeneration in higher education, largely due to the initiatives emanating from the Karnataka Eduvision 2002. The Commissionerate of Collegiate Education (CCE) which is entrusted with the responsibility of promoting and regulating collegiate education in the state has now embarked upon this project of ushering excellence in higher education. After extensive deliberations involving experts in higher education as well as Quality and HRD Management experts from the corporate sector, the CCE has evolved a policy framework which is now known as ‘Roadmap for TQM for Higher Education in Karnataka.’ TQM is an approach, which has worked wonders in the corporate sector the world over. A simple definition states that TQM aims at producing remarkable and continuously improving results for all the stakeholders through an approach that is at once scientific and humanistic, and involves everyone in the process. It is clear that this approach is ideally suited to our purpose.

05. The ‘Roadmap for TQM and HRD’ clearly shows the pre-eminent role of the NATIONAL ASSESMENT and ACCREDITATION COUNCIL (NAAC) in this project. NAAC is the specified authority established by the UGC for enabling quality assurance in higher education in the country. The institutional arrangements for this project
entail the involvement of all the stakeholders from the state level to the district level and finally the unit level which is the college.

06. The growth of higher education institutions in the nineties has been phenomenal in Karnataka. Between 1995-96 and 1998-99, the number of degree colleges increased from 749 to 932 and is more than 1400 at present. Most of this increase was in the private self-financing sector. The number of Government colleges also increased substantially, though not in the same proportion. Because of the freeze imposed by the Government, there has been no increase in the number of private aided institutions.

07. Karnataka can take pride in achieving a rapid expansion of institutional facilities for higher education. But in the global knowledge society, the real benchmark of progress in higher education lies in its comparability with national and international standards. Is the system of higher education in Karnataka comparable with global standards? Can it withstand global competition in terms of the nature of programmes offered and the quality of the output produced? Seen from this angle, Karnataka is at the crossroads in shaping its higher education system. Options are limited both in terms of the nature of changes demanded of the system and the time frame for implementing the changes. The traditional approach of ad hoc and incremental reforms will not do. The state has to make a big leap with a programme of total restructuring of the system to bring it on par with international formats and standards. It is difficult to present all the details of action to be initiated for achieving a radical transformation of the system in a time bound fashion, based on the observations emerging from the sub sector study of higher education in Karnataka (Eduvision 2002) and other available empirical data. But a movement for TQM in higher education is one of the critical components in this direction.
04

**Educational Leadership**

01. Leadership is an essential ingredient in TQM. Total quality should be a passion and way of life for those institutions who strive for TQM. Excellence in leadership is required to achieve TQM in tertiary education. An excellent leader needs the following perspectives:

- A leader must communicate the institution’s values to the staff, students and other members of the community.
- A leader should encourage innovation among staff and be prepared for failures.
- A leader should create a sense of family among staff, students, parents and teachers.
- A leader should have a holistic perspective of the entire institution, its rhythm, passion, integrity and enthusiasm.

02. The leader in an institution undertaking TQM should have the following objectives:

- To have a vision of total quality for the institution.
The Leader - Communicating the Vision and the Quality Message

- To have a clear commitment to the quality improvement process.
- To communicate the quality message to staff, teachers, parents, students, community.
- To ensure that the customer’s needs are of primary concern to the institution, its policies and practices.
- To ensure that there are adequate channels for the voices of customers.
- To avoid pointing fingers and apportioning blame, especially without the support of adequate analysis of the problem.
- To lead innovations within the institutions.
- To ensure that institutional structures clearly define responsibilities and provide the maximum delegation compatible with accountability.
- To lead staff development activities.
- To be committed to remove artificial barriers, whether they arise from management policies.
or culture of the organization.

- To build effective teams.
- To develop appropriate mechanisms for monitoring and evaluation of success.

03. A key aspect of the leadership role in education is to empower staff members, both teaching and non-teaching, and to improve the learning outcome of the students. In a quality based approach, the college leadership should rely on the empowerment of teachers and others, who are involved in the teaching/learning process.

A good and committed leader who is entrusted with TQM should take the following steps to empower the staff:

- Involve teachers and all the staff in problem solving activities.
- Consult rather than instruct.
- Share as much information as possible to help foster commitment.
- Enquire about the systems and procedures, which are preventing the staff from delivering quality to the students, parents and co-workers.

_TQM - Delivering Quality to Partner_
Conflict Management - A necessary Skill

- Understand that the desire for meaningful improvement of teachers is not compatible with a top down approach.

- Rejuvenate professional growth by shifting responsibility and control of professional development directly to the teachers and other staff.

- Develop skills in conflict resolution, problem solving and negotiations among staff. The objective is to create an attitude wherein the staff members learn to display greater tolerance and appreciation of conflict.

- Be helpful without having to provide all answers and without being condescending.

- Organize training programmes and workshops on themes such as team building, process management, customer service, communication and leadership.
- Become a model himself by personally exhibiting desired characteristics and also spending quality time in listening to teachers, students and parents.

- Interact more like a coach, less like a boss.

- Provide autonomy and allow risk taking while being fair and compassionate.

- Engage in the delicate balancing act of ensuring quality to students, parents and the community as a whole.
PART TWO

Total Quality
TQM is not a remedial procedure for better products. It is a march towards excellence and perfection.

05

What is TQM?

01. What is Quality?

Quality is generally defined as conformance to requirements. It is also conformance to a standard that is required. However, many consider that quality need not just be conformance to requirements but should be an assurance of being the best in the world of that type. In addition, it should also keep a constancy of purpose.

02. What is Total Quality?

Total quality refers not only to the product but also to the way the product is made as well as presented to the customer. Total quality asks for customer orientation, process orientation, people management and leadership. All these are continuous processes.

03. What is TQM?

TQM is a people driven process. It involves changes in people's attitudes primarily. In addition, it deals with process orientation and continuous improvement of the
process. It strives for empowerment and autonomy of the people involved in using processes of production. It asks people to continuously look for new ways to adapt to the changing environment. It is a continuous improvement plan, with an effort to bring out the best for the stakeholders as well as for the institution.

04. Misconceptions about TQM

It is not an imposition from top downwards. It is not done through inspections. It can work only when stakeholders understand the importance of guaranteeing quality and improving continuously. Unless the institution and the stakeholders have a keen desire and a constancy of purpose, TQM cannot be introduced. TQM is not about working according to some one else’s agenda, it should be owned by the institution and the members should feel for the cause and act for it.

05. Continuous Learning

If TQM is to have relevance in education, it needs to address the quality of the learner’s experience. Learners are all different and adapt to the learning process in a style
suited to their individual needs and interests. An educational institution with TQM must evolve strategies for individualisation and differentiation in learning as the learner is the primary customer. Thus educational institutions and teachers have an obligation to make learners aware of the variety of student centered learning methods.

Similarly, the learning loop is one of periodic reflection, introspection, innovation and improvements.

\[ \text{Continuous Learning Process.} \]

06. **The Quality Element**

Quality control formerly meant end of the line inspection. But total quality does not mean this. An advocate of total quality is not satisfied with the improvement or increase in the top management quality only or in any other single level. TQM is an improvement in all levels of functioning. Total quality management can guarantee not only greater amount of production or improved service but also the conformance to specific standards without fail.
07. Total Quality Managers

They believe in a learning organization. They want people not only to learn but also to internalize the learning. Statistical control of quality is very important to them. They believe that work ethic is an important part of any organization’s growth process. They don’t believe that there is a substitute for work ethic, which should become a part of every individual.

08. Total Quality Management in Education

If TQM has been relevant for the industry in the second half of the twentieth century, it is relevant in the field of education in the twenty first century. People interested in education have to take on the leadership of applying TQM concepts and tools for a continuous improvement plan for educational institutions. Such people are those who are endowed with a commitment to education and a passion for work associated with such commitment. They can guarantee total quality in education.

09. TQM and Dr. Edward Deming

Dr. Deming was recruited by the Supreme Commander for Allied Powers to help prepare for the 1957 Japanese census. Though an American, he did not closet himself with American companies that sprang up in postwar Japan. Associating himself with Japanese scientists and engineers, numbering at that time fewer than a dozen, he proceeded to improve the conditions of Japanese industry. Deming conducted several seminars for several groups of people. On his instructions, more than twenty thousand engineers were trained in rudimentary statistical methods within the next ten years. Among various interventions that he made, there was one for a camera company which was producing 200 cameras per month, which increased its production to 400 per month. It had some additional facilities too, with no increase in workers or hours, as he said, ‘Simply better control of quality.’
10. **TQM and the Toast maker’s Story**

A toast maker started a wayside shop to sell toasts. He used a toaster to make fifty toasts in a couple of hours in the evening, all of which got sold. He regretted having to disappoint customers who asked for more. So, he bought one more toaster and hired an assistant. While all the fifty toasts that the toast maker made were of good quality, his assistant could make only forty five, with the remaining five getting burnt. Yet, to cope with the increasing demand more assistants had to be appointed. However, though the sales increased, most of the assistants would burn five to ten toasts on an average everyday. So, he appointed an inspector who could monitor five of them. From the wayside shop, he moved on to a factory, with several units of assistants as well as inspectors. He found the need for a supervisor for every five or six units. Still, some of the toasts continued to get burnt.

As the factory grew, with greater amount of production and more number of toast makers and more number of inspectors as well as supervisors, he appointed a manager to look after the supervisors, thereafter a general manager and ultimately, a Managing Director. Yet, at the ground
level as the number of toasts being sold increased, the number of toasts getting burnt also increased. As he was making profits he consoled himself by convincing himself that burning toasts was a part of toast making.

A Total Quality Manager would not accept this. Instead of appointing an inspector he would ask the toast makers to find out why they burnt five toasts when they could make forty five good ones. They would have to improve quality and they would have to discover it for themselves. The total quality manager would also be willing to share a part of the profits when the number of toasts sold would equal the number of toasts made.

Leadership with an orientation of the processes and orientation towards the customer through management of the people (that becomes a continuous process) certainly guarantees total quality.
**Elements of TQM**

01. **Customer Focus**

It is important to focus on the customer, both internal and external i.e., the employees and the users of the end product - the students. In TQM parlance, the customer is the next process and not just a person who pays for the product or service. This concept helps to strengthen the co-operation within the organisation, eliminate internal competition and drives away fear.

02. **Employee involvement**

People at all levels make up an organisation and their full involvement enables their abilities to be used for an institution's benefit.

03. **Continuous Improvement**

There is a beginning to the process of TQM, but there is no end. Checking, rechecking, valuation, revaluation, engineering and re-engineering are essential to ensure continuous improvement.
04. **Universal Responsibility**

A TQM leader has to learn that inspection is not a means to achieve quality. One eliminates the need for inspection by building quality into the product in the first place. TQM helps us to recognize the fact that it is we ourselves who are responsible for quality work, not someone else who will check it after it is done.

05. **A Sustained Management Commitment to Quality**

An organisation's performance and culture will ultimately reflect its senior management's values. If an organisation is serious about implementing TQM, the commitment to do so has to start at the top, and the organisation's senior management has to be unwavering in its commitment to quality.

06. **Addressing Deficiencies**

TQM is a management philosophy that seeks to prevent poor quality in products and services, rather than simply to detect and sort out defects. "An ounce of prevention is worth a pound of cure".
07. **Quality Measurement**

"If you do not know where you are going, you will probably end up somewhere" is a saying particularly relevant to TQM. The quality measurement aspect of TQM asks the question: where are we and where are we going? A basic TQM concept is that quality is a measurable commodity, and in order to improve, we need to know where we are (or stated differently, what the current quality levels are), and we need to have some idea of where we are going (or what quality levels we aspire to reach).

![Quality Measurement](image)

08. **Benchmarking**

Benchmarking consists of identifying other organisations that perform well and incorporating their wisdom into one's organisation. This TQM philosophy consists of defining the competitors' best features from both internal and customer perspectives, and then adapting the best practices of these organisations to one's functioning.
9. **Value Improvement**

The essence of value improvement is the ability to meet or exceed customer expectations while eliminating unnecessary expenditure. Removing unnecessary costs while simultaneously satisfying customer expectations and requirements can only serve to increase customer satisfaction (after all, the customer is receiving the same level of quality for a lower cost). Simply cutting costs, however, will not improve value if the focus does not remain on satisfying customer requirements and expectations.

10. **Training**

Training is basic to the TQM process. Several concepts and technologies are inherent to TQM. In order to use these concepts and technologies effectively, people have to be trained. Yet another saying comes to mind: "If you think training is expensive try ignorance."
07

Teamwork for Quality

01. TQM through Teamwork

Teamwork is an essential component of the implementation of TQM, for it builds trust, improves communication and develops independence.

Institutions which become involved in TQM discover the benefits of having effective teams. We are aware of the fact that, in most institutions, application of teamwork has often been limited to management related functions. TQM teamwork should include both academic and support staff and has to be used in a wide range of decision making and problem solving situations. The divisions between teaching and support staff and those in other hierarchical grades have often prevented the necessary extension of teamwork and these barriers need to be broken down.

TQM teams are not just there to administer various projects or activities. They can also be used to achieve specific goals. TQM teams should become the engines of quality improvement.
02. **Team Functions**

Quality improvement is hard work, and this is best approached with the support of others. The teams may have the following functions:

- Being accountable for quality of learning.
- Being a vehicle for monitoring, evaluating and improving quality.
- Acting as a conduit of information to the management on the changes necessary for improvisation.

Teamwork, however, does not happen automatically. Being part of a team is not a natural human function, it is learned. Training in teamwork is necessary. The members of the team should learn to work together. Teams are made up of individuals with different personalities, ideas, strengths, weaknesses, and levels of enthusiasm. Teams
need nurturing and monitoring if they are to function well and give their best. Their contribution has to be recognised and supported.

03. Stages of team formation

- Forming
- Storming
- Norming
- Performing

**Forming Stage**

At this stage, people are not made into a team. It is just a collection of individuals. There is a range of emotions associated with this stage, from excitement, optimism, pride, and anticipation to fear, suspicion and anxiety. At this stage the team may be easily distracted and can start dealing with matters outside its purview. Some of the members may be only concerned with stamping their identity on the group, than working on the task. But these are normal, necessary and essential processes which any team may go through. The team leader should give directions and impart sufficient knowledge to the team members to enable the team to function effectively.

**Storming Stage**

Some teams never form, they directly proceed to the next stage known as Storming. This is a most uncomfortable period. In this stage members of the team realise the scale of the
tasks ahead and start reacting negatively to the challenges. Some of them may try to lay down personal agendas. Interpersonal hostilities may arise. It is a period when members begin to understand each other. Humour and patience are important qualities for team leaders at this stage.

**Norming Stage**

At this stage, the team decides and develops its method of working. The team establishes its own rules or norms and sorts out the roles of the members. If the rules are well defined and understood by the team members, there is a good chance of the team performing well.

**Performing Stage**

This is the fourth stage in the process of group formation. By this time members have worked out their differences and are pretty well aware of their tasks and have merged together into a mature team. This is the stage of performance.

**04. Effective Teams**

Effective teams should keep the following points in mind to successfully complete their tasks:

- The team needs to have the roles of its members clearly defined.
- The team needs clear purposes and goals.
- The team needs basic resources to operate.
- The team needs to know its accountability and
limits of its authority.

- The team needs a plan to work.
- The team needs a set of rules to work.
- The team needs to use appropriate tools to tackle problems and to arrive at solutions.
- The team needs to develop beneficial team behaviour.
- The team should have control over the process.

05. **Behaviour and Skills**

Beneficial team behaviour is the key to a team’s success. These demand skills. They include the ability to:

- Initiate discussions
- Seek information.
- Suggest procedures for reaching goals.
- Clarify or elaborate on ideas
- Summarize different ideas
- Act as gatekeepers: Direct conversational traffic, avoid simulations, deal with dominating speakers, elicit information, prevent conversation from digressing
- Compromise and be creative in resolving differences
- Try to ease tensions in the group
- Get the group to agree on standards.
- Refer to documentation and data
- Praise and correct others with equal fairness, accept both praise and complaints with equanimity.
Tools and Techniques for Quality Improvement

Tools and Techniques

Quality control tools and techniques are the means of identifying and creatively solving problems. One of the powerful aspects of TQM is the bringing together of a range of useful tools. However, the power of the tools can only be experienced by regular use. Following are seven quality control tools (7 QC) usually mentioned in any guide of tools for continuous improvement and effective planning.

TQM is not achieved through inspectors and supervisors. It is achieved through experimenters and innovators.
01. **Checksheets**

The function of a checksheet is to present information in an efficient, graphical format. This may be accomplished with a simple listing of items. However, the utility of the checksheet may be significantly enhanced, in some instances, by incorporating a depiction of the system under analysis in a simple item-wise form, which has to be referred to from time to time.

02. **Pareto Chart**

Pareto charts are extremely useful because they can be used to identify those factors that have the greatest cumulative effect on the system, and thus screen out the less significant factors in an analysis. Ideally, this allows the user to focus attention on a few important factors in a process.

They are created by plotting the cumulative frequencies of the relative frequency data (event count data), in descending order. When this is done, the most essential factors for the analysis are graphically apparent, and in an orderly format.

03. **Flowchart**

Flowcharts are pictorial representations of a process. By breaking the process down into its constituent steps, flowcharts can be useful in
identifying where errors are likely to be found in the system.

04. **Cause and Effect Diagram**

This diagram, also called an Ishikawa diagram (or fish bone diagram), is used to associate multiple possible causes with a single effect. Thus, given a particular effect, the diagram is constructed to identify and organize possible causes for it.

The primary branch represents the effect (the quality characteristic that is intended to be improved and controlled) and is typically labelled on the right side of the diagram. Each major branch of the diagram corresponds to a major cause (or class of causes) that directly relates to the effect. Minor branches correspond to more detailed causal factors. This type of diagram is useful in any analysis, as it illustrates the relationship between cause and effect in a rational manner.

05. **Histogram**

Histograms provide a simple, graphical view of accumulated data, including its dispersion and central tendency. In addition to the ease with which they can be constructed, histograms provide the easiest way to evaluate the distribution of data.
06. **Scatter Diagram**

Scatter diagrams are graphical tools that attempt to depict the influence that one variable has on another. A common diagram of this type usually displays points representing the observed value of one variable corresponding to the value of another variable.

07. **Control Chart**

The control chart is the fundamental tool of statistical process control, as it indicates the range of variability that is built into a system (known as common cause variation). Thus, it helps to determine whether or not a process is operating consistently or if a special cause has occurred to change the process mean or variance.

The bounds of the control chart are marked by upper and lower control limits that are calculated by applying statistical formulas to data from the process. Data points that fall outside these bounds represent variations due to special causes, which can typically be found and eliminated. On the other hand, improvements in common cause variation require fundamental changes in the process.

**Additional Quality Control Tools**

There are several other quality control tools which have been used by several institutions and organizations. The following
are the new seven Quality Control tools.

1. Affinity Diagrams
2. Relations Diagrams
3. Tree Diagrams
4. Matrix Diagrams
5. Arrow Diagrams
6. Process Decision Program Charts
7. Matrix Data Analysis

**Other Supportive Tools**

Some of these have become standardized in their definitions though they don't come under the 7 QC tools. These are particularly useful for educational institutions.

01. **Brain Storming**

Brainstorming is a simple and ideal TQM tool. It taps the creativity of a team and allows team members to generate ideas and issues quickly. The team using brainstorming should follow certain simple techniques. It is necessary to be clear what the brainstorming is about. Someone has to be nominated to write the ideas clearly in a manner visible to all. He or she should list all the ideas as they are presented without any reservations expressed by other members or the idea getting criticized.

Members may even build on previous ideas. Once the list is ready the team has to go through the list
through a discussion to select the most valuable and acceptable idea. It is here that the team leader's skill is needed.

02. Career Path Mapping

A valuable exercise for an institution is to establish the students' career path and to identify each milestone and quality characteristics and set it against quality standards that should be in place. It is based on the idea that there are two opposing forces to change. One force is for providing the change, while the other is opposing it or insisting on the continuance. The document prepared becomes a useful tool.

03. Benchmarking

A benchmark is a standard against which the product or performance can be measured. Every product or performance conforming to the set standards assures quality. Every member of every team will be involving in activities associated with the end product or its performance to reach the standards set by the benchmark. The benchmark ultimately becomes a goal towards which the management and the employees will be collectively working.
04. **Quality Circles**

There may be many people doing the same type of work. They can join together and consult each other for improvement in both the quality of the product and the quality of processes. This can lead to new discoveries and quality assurances. Quality circles, once formed, can function through regular meetings and establish new methods of functioning.

![Quality Circles](image)

05. **Strategic Planning**

Quality does not just happen. It must be planned for. Quality needs to be approached systematically using rigorous strategic planning techniques. Strategic planning is one of the major planks of TQM. Institutions should have a clear long-term vision. A strong vision is one of the most important success factors for any institution. Strategic planning supports long-term priorities and it enables institutional change to be tackled in a rational manner. Strategic planning also is a continuous process.
06. Continuous Learning Processes

TQM asks for continuous learning processes. An institution has to be a continuous learner to improve the quality of the product or its performance. People who have closed mindsets will not be able to contribute to any learning whereas a continuous learner continues to discover new methods of learning. TQ Managers have to identify people, to start with, who are willing to learn new things towards innovations or experimentation. Of course, all learning will have to contribute to customer satisfaction.

07. Evaluation Processes

Quality performance is possible only when every experiment or innovation done is evaluated. Evaluations themselves cannot be of one type. Also, evaluations are necessary at every level of performance and every stage of improvement. Systematic evaluations have to be built into any process of improvement. Compiling grades available in various areas and comparing them also have to be done to discover areas of improvement.
Barriers to Overcome

There are several factors that may stand against a movement for Total Quality Management. It is not possible to ensure an environment in which all sections of the organization wholeheartedly agree to TQM in principle. There can be individual differences of opinion as well as collective opposition to a total quality approach. There are seemingly justifiable reasons for resistance whenever innovations are introduced. This need not make the project leader feel disheartened. It only indicates that greater amount of work needs to be done.

01. Vision and Mission of Top Management

Sheer lack of vision and mission of an institution or an organization can become the greatest barrier for any TQM movement. The workforce has joined the institution for employment and its members will continue to work as long as they are directed to work. They would be satisfied as long as the job specifications are achieved. Unless the top management has a vision and it takes such vision to the workforce, the members will not be able to share the vision. There may be several missions which can be successfully conducted by the workforce. It is possible that the leadership of the management has not thought about sharing its vision with the workforce.

TQM is not an inventory of material resources. It is concerned with human resource.
A TQM movement should primarily get its vision cleared. This is the responsibility of the top management. The institutional vision has to be put in clear terms so that every member of the workforce is able to understand it. It may be necessary that the mission statement itself is made with the help of the members of the workforce so that it becomes their own product. Once they have accepted the vision, they may be led to the necessary missions to achieve the vision. It is also possible that every member of each team will visualize the result of each one's or each team's missions. Undoubtedly, this would ask for using tools like strategic planning or brainstorming.

02. Complacency and Satisfaction

A large number of staff serving in different sections of the workforce may be satisfied with whatever work they had been doing. Sometimes it so happens that customers do not complain against mediocrity. They are seemingly satisfied. In the absence of challenges from customers the workforce is likely to repeatedly perform in the same manner. This would result in complacency and an unwillingness to change. This attitude would mostly come from the senior members of the workforce.

Success of TQM will depend on the long-term devotion of the senior members of any stream of the workforce. Strategic planning to convince them would be an important part of environment building for Total Quality Management. Once convinced they would back it and buttress it. Most often these people would like the TQM project to be achieved but will be unwilling to do extra work. Also, most of them even after being convinced would like to return to the traditional methods and forget about the innovations and experiments.
03. **Volume of Work**

A workforce who had been performing with a particular design will be unwilling to comply if asked to perform more. TQM would definitely demand more work from the workforce. It will ask for preparation of statistical documents. There will be a need for systematic evaluations. All these put together would amount to plenty of work for each member of the workforce. Therefore, TQ Managers have to design and define work in such a manner that the members of various teams are not burdened with the sheer volume of the work itself.

TQ Managers will have to involve everyone in such a manner that they do not feel pressurized to work but are willing to work voluntarily. Every result has to be highlighted and the team’s success and the contribution of its members necessarily acknowledged. The increase in the quantum of work should be seen by everyone as a need for successful production or performance. This is possible only when problem solving techniques are used. Therefore TQM cannot be an order from the top to work more; it has to be a decision by every stream of the workforce. As participatory approaches become more common, the workforce will understand the need for different types of work to be done.
04. Resource Crunch

One of the problems that a TQ movement may face is lack of adequate resources - material as well as human. Financial resources may not be available at the right time.

However, a committed group of workers led by an equally committed top management is bound to come up with innovative ideas and improvise. More importantly, the human resource available may not need financial support to become more powerful and capable.

05. Middle Management Power

Middle managers are the regulators of day to day activities and as such their support to a movement is very important for success. Unless the middle managers are convinced, they are unlikely to support the cause of quality. Also, they may not be familiar with the needs of other stakeholders and therefore they may not see the need for qualitative changes.

The TQ managers, therefore should take the middle managers into confidence right at the beginning. They should be made the advocates of several aspects of total quality management. They should be given adequate knowledge about the quality movement, so much so that they will become the pillars around which most in the team can work.

06. Fear of Empowerment

Most managers of teams will be cautious about the empowerment of the lower level workforce. They may not be willing to accept the idea of people subordinate to them taking decisions. They may have been used to passing orders and the prospect of their juniors becoming independent may not be acceptable to them. If they were people with a very high sense of values of hierarchy, they
would like to preserve them. Any activity that may possibly reduce their power will not be acceptable to them.

Promoters of TQM movement have to assure every employee that each person has a specific job to do. Team building has to take place in such a way that everyone understands the importance of each member of the team. Experiences have to be offered to such employees to make them realize that their position has not eroded just because others have been assigned tasks previously assigned to them. There is nothing to replace experiential learning.

07. Skeptics and Cynics

Skepticism and cynicism are characteristic factors of a workforce that has been successful in completing needed tasks. They become suspicious of any experiment or innovation that is mooted by the top management. They have a tendency to disbelieve anything that is going to change the existing patterns of work. They would see a TQ Movement as an intervention which is bound to fail.

It is necessary that any quality assurance has to take into consideration the need to guarantee success stories in the beginning. The activities taken up should be such that they are bound to be successful and therefore skeptics and cynics would see a different pattern. More importantly, the movement should be led by members of the staff who are acceptable to the rest. A TQ Manager’s success is in identifying such members of the staff who will be acceptable to the others. Selection of initiators of TQ movement, therefore, is crucial.

08. Accountability and Transparency

Members of any workforce are generally accountable only to their own definitions of their jobs. For most anything beyond that is unacceptable. The accountability and transparency of such people are limited to the limited performances that they would have been doing. Therefore,
they will not be willing to take on more, which they have to account for. They will also be unwilling to start new systems which will ask them to be more transparent.

Participation of such members of the workforce in TQM teams will have a spread effect that is passed on from the initiators. Therefore, initiators have to be clearly trained and developed so that they will be able to convince any member of the workforce who will be unwilling to become accountable and transparent. Repeated discussions on these two values are likely to make such employees believe in the new pattern of work.

*Accountability and Transparency in Functioning*
PART THREE

The TQM Roadmap
10
Important Elements in Initiating TQM

01. SWOT Analysis

SWOT analysis has become a common tool of strategic planning in organizations. SWOT is an acronym, which stands for Strengths, Weaknesses, Opportunities and Threats. It is the most effective means of locating an organization’s potential in order to decide on promotions, replacements or rehabilitation. SWOT analysis is an effective way of identifying strengths and weaknesses which can lead to an examination of the available opportunities and possible threats. The SWOT tool can automatically lead to useful changes in the structure or functioning of an organization.

02. Strengths

To identify strengths an analyst has to answer a few questions and list the answers. What are the positive aspects of the systems, methods, techniques, services and products of the institution? When does the institution do well? What makes the institution different from other similar institutions? What is the networth of the institution?

TQM is not about product perfection alone. It is about customer satisfaction as an objective in itself.
as well as its people? What sort of support is available from customers or even the general public? What type of financial investment is responsible for maintaining the institution?

03. Weaknesses

To identify weaknesses an analyst has to answer a few other questions and list the answers. What are the areas of work which could be improved? What is not working effectively? Why is it not working effectively? Which are the jobs that are badly done? Which are the offices that are not working to standard? What actions are to be avoided? What is responsible for low productivity? Which process is responsible for inferior quality production or performance?

04. Opportunities

To identify opportunities an analyst has to ask some other questions and list the answers. What are the chances of improvement? Which are the places where one could sell the products? What action can assure better quality of the product? What new technology will guarantee quality? What policy will help increase production? What are the new trends in the area of work? What area of the organization needs improvement for producing better?

05. Threats

To identify threats an analyst has to ask different questions and list the answers. What are the obstacles on the way to success? Who are the competitors in the field? Are the standards set too ambitious? Are there people who are not competent? Has the approach become obsolete? Is the demand lesser? Is there any value addition in the services or products? Is the gap between investment for product and proceeds of sales getting reduced? Are the products performing badly in their places of choice? Are there legitimate complaints from customers?
The following is a sample SWOT analysis of an educational institution.

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
</table>
| • Enthusiastic management team  
• Excellent examination results  
• Strong departments  
• Strong parental support  
• Good staff morale  
• Good support from the Government. | • Old buildings in poor condition.  
• High average age of staff  
• Inadequate budget  
• Lack of playgrounds  
• Inadequate sports facilities  
• Inadequate library  
• No feeder schools |

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
</table>
| • Merger with local institutions with an excellent infrastructure but mediocre reputation.  
• Develop reputation in sports.  
• The excitement of establishing a new institution.  
• The opportunity to enlarge staff expertise in order to increase the range of activities.  
• Willingness of the faculty to undergo training and development.  
• Possibility of help from old students. | • Loss of identity, strengths and reputation.  
• Risk of losing experienced teachers who may take up early retirement or move to other institutions.  
• The ethos of another institution, in case of a merger, may change existing culture.  
• Large numbers that may make handling unwieldy.  
• Unforeseen changes in work ethics due to cross cultural behaviour.  
• Pressure for admissions from locals. |
06. Analysis

Once a matrix is ready the analysts will have to divide the matrix into external and internal. They will also identify issues after which action plans will be drawn up to ensure that something is done about every issue. Brainstorming sessions may be needed. All Quality Control Tools become useful once the SWOT analysis is ready. The SWOT analysis has to be reviewed from time to time to examine whether anything has changed. This will also help in measuring achievements.

07. Values and Principles

A SWOT analysis automatically leads towards a clarification of values and principles of an organization or institution. Once these are clarified the vision will become clearer. The vision will have to be taken to all the people involved, for their understanding as well as approval. An accepted vision demands several missions to be fulfilled. Quality control tools will have to be used to promote and monitor activities of the organization. However, it is empowering the people to function better that is going to help in the use of quality control tools.
08. **The 5 Ss**

Any organization or institution which initiates a TQM movement has to go through the 5 Ss.

**S No. 1 - Sorting**

SWOT analysis would have brought up plenty of matter. There is a need to segregate the necessary from the unnecessary. There must be a process for removing dead wood and nurturing processes or departments that show promise.

**S No. 2 - Systematizing**

Setting up systems is not enough. Right systems have to be in the right places. Everything has a place and everything should be in its place. Systems become habits and then they become a part of regular functioning.

**S No. 3 - Sanitizing**

However accurately any system may work, it needs spring cleaning from time to time. Systems have to be continuously checked for their effectiveness and successes. A sort of housekeeping has to be done so that the house remains clean.

**S No. 4 - Standardizing**

Each institution or organization has to set its own process checks, systems and standards for improvement. This process of development from an existing standard to a higher standard has to have its own parameters for checking improvements. Each time a standard is fixed systems have to be developed and implemented to reach it.
**S No. 5 - Self-Discipline**

If or when the first four are taken care of in implementation, the completion of TQM tasks becomes a habit and there is no need for anyone else to pressurise people or groups to do what they are expected to do. This becomes a discipline or habit, which is embedded in the self, which continues to be productive.

**09. Top Management Initiative**

It is the responsibility of the top management of any organization or institution to take the initiative or recognize a demand for an initiative for total quality management. In consultation with the senior officers the top management should either do a SWOT analysis or hire a consultant to do a SWOT analysis.

Once a core team consisting of the most efficient members of the staff is ready, they should be given the task of environment building. Discussions have to take place at every level right up to the last class of employees, both as separate units and as cross sections. TQM means participation of all involved.

**10. Vision Statement**

The institution or organization will have to make a vision statement. It is better to make a vision statement by involving all the stakeholders. The vision statement has to be ratified by every person who will join the TQM movement. Once the vision statement is ready, several missions have to be defined. Each mission may have several streams of tasks. Once the tasks are described, methodology and techniques of implementation have to be identified and action plans drawn up.
11. Decision Making and Problem Solving

TQM involves plenty of decision making and problem solving. For achieving both of these satisfactorily, identification and descriptions of tasks is the base. There will be a need for macro and micro level planning to map decisions and solutions. Implementing these tasks would necessarily ask for checking and verifying. Further, they may have to be standardized and care taken for assuring the upkeep of such standards. Prioritization of problems and fixing teams to work on them will be necessary. All these can happen only when a basic understanding of definitions of TQM is available to all involved in the movement.

Collective Decision Making and Problem Solving

12. Long Term Action Plans

As the TQ movement gathers strength, it is indeed necessary to establish long term plans. Though TQM asks the involved parties to brainstorm ideas, to fix standards, to develop competencies, to establish systems or to identify processes, it will be worthwhile to make use of the advice of experts or build on the experience of other institutions who would have conducted similar activities.
13. **Values and Principles**

Identified and declared values of the institution that are converted to principles to become beacons of operations will help the vision and its missions. They express the aspirations and desires of the institution. They influence the employees to be driven by such declared values and to check from time to time whether these declared values have become the principles that govern their everyday actions.

14. **Goal Setting**

The vision and mission, clearly understood by everyone will ask for setting short term and long term goals. As each task gets described, the goals also will have to be set and made clear to the doers of the task. A transformation of vision and mission into achievable goals helps an institution become transparent to its own employees and associated stakeholders.

15. **Team Building**

Clear vision, achievable mission and set goals will naturally lead to building teams. Teams have to be built so that described tasks can be performed through desired methodologies and designed techniques. There will not only be teams for specific tasks or for a particular area of development but also cross-functional teams for general purposes.

16. **Continuous Learning**

Teams have to continue to work for quality control. This is possible only when they become continuous learning teams. Innovations and experiments will lead every member of the team to learn new things. However successful a team is, the members have to understand that
there is no end to learning. Successes themselves should assure better quality. This is possible only when there is continuous learning.

17. **Critical Success Factors (CSF)**

Critical success factors are indicators of what must be achieved if an institution is not only to satisfy its customers but also move ahead on the paths of its vision statements. There could be internal critical success factors as well as external critical success factors. An accessible admission system, properly functioning teams, improved examination pass rates, learner development of ethical values, improvement in teaching-learning strategies and involvement of majority of staff in activities are examples of internal CSFs. Greater customer satisfaction, increased participation of disadvantaged groups, greater community participation and care and stronger relationship with industry and commerce are examples of external CSFs.
Implementing TQM

In any institution a TQM movement has to be initiated and implemented by the top management. Nevertheless, it is possible that the initiative can come from the middle or the lowest rung too. Yet unless the top management feels the need for quality improvement, implementing TQM would be difficult. Thus, TQM can begin only when the necessity of quality in education is felt by one and all.

The implementation of TQM in educational institutions will begin by first identifying the reasons for change. This exercise may be initiated through brainstorming among key functionaries. In this exercise a sincere effort should be made to identify core problems and issues and to bring to surface, deficiencies and inadequacies. Once it is decided to introduce TQM, then an environment building exercise should be followed through workshops and seminars to create awareness about quality issues and to open up the communication channels. TQM planning teams headed by the Principal of the college or Head of the Institution (Management) or his nominee should be constituted. The planning team will provide guidance and leadership to the TQM movement.

TQM is not a simple learning. It is a system of measuring one’s own performance with regard to the proclaimed mission.
Development of vision and mission statements as well as strategic action plan could be taken up through workshops. The assistance of trained facilitators may be taken to organize the workshops. Based on the framework of the mission statements and the strategic objectives evolved from the vision statement, specific Core Teams/Improvement Teams may be identified to address the issues.

Simultaneously, flow charts of the core processes which require change may be drawn up. Thereafter attempts must be made to develop norms and standards for key processes. Special training and skills in TQM tools and techniques may be imparted to the members of the planning team as well as the Core Teams/Improvement Teams in the change process. The stakeholders too may be imparted training to appreciate the importance of data driven decision making and systematic problem solving processes.

For every theme or activity identified under TQM, the Core Team/Improvement Team or taskforce will be primarily responsible. The said teams must identify strategies and techniques for addressing the theme/issue.

The improvement team must fix dates and the time for team meetings. The teams should be encouraged to complete their task in a time bound manner.

It would be useful for the Improvement Team to benchmark important processes with similar organizations. The Improvement Teams must document the status of the processes before and after initiating TQM - Base Line Study, Mid term assessment and continuous monitoring and assessment. This will enable the institution to measure tangible results.
The TQM initiatives must also entail -

- Improving communication with the faculty, staff and students and among faculty.
- Focusing on training of key functionaries, including students, if need be.
- Improving capacity utilization.
- Improving internal channeling of resources.
- Preparing long-term plan based on the mission and vision statement.
- Making periodic surveys of stakeholders to measure satisfaction levels.
- Instituting reward and recognition systems.
- Training of stakeholders in the use of TQM tools and techniques.
- Developing habit of continuous improvement and problem solving processes.
- Encouraging learning loop, namely, reflection, introspection, verifying ground experience against set goals and refining of goals and processes.
- Developing job charts and standards of performance for the members of staff.
- Developing performance indicators and measurement for key process.
- Evolving continuous and periodical sharing meetings and training programmes.
- Developing standards for physical infrastructure and housekeeping and institute systems of maintenance.
- Developing EMIS for decision making, implementation and monitoring of all programmes.
Other aspects of TQM implementation:

- Baseline study and periodic assessment.
- Development of assessors - internal and external examiners.
- More cohesive support services.
- Initiatives to reduce wastage.
- Professional development programmes for faculty and staff.
- Establishment of public grievances redressal mechanism and its effective monitoring.
- Transparency in administration and self-disclosure scheme with regard to cash flow and payouts.
- Introduction of the concept of universal responsibility.
- In-house Newsletter.
- Display of ‘Kaizen Board’ to show continuous improvement efforts.
- Institutional arrangement for quality assurance within the department and at the college level.
- Creation of human resource developers among teaching and non-teaching staff.
- Selection of collaborators for building TQM improvement teams.
- Nurturing excellence in teaching.
- Nurturing active learning.
- Maintaining infrastructure and responsive atmosphere.
- Inculcating high moral values.
- Achieving good results.
- Innovative teaching methodology.
- Commitment and involvement of students, faculty and community.
12

Resource Development

TQM is successful only when resource development becomes a way of life in an institution. There is material resource development and human resource development. The latter is more important as it can lead to the former.

01. Human Resource Capital

An institution’s important asset is its human resource capital. Very often the top management is considered the institutional resource asset. In truth, when a TQ movement is applied one understands that every individual involved in the institution or organization is a part of the human resource capital. Identification, development, mobilization and management of human resource are mandatory for quality assurance.
02. **Capacity Building**

A large number of people have the capacity to do much more work than what they normally do.

They may not understand the need to do more or they may not be in the habit of doing more. Both ask for interventions to get a change in the attitude. Capacity building therefore, is essential to make people believe that they can achieve set goals. Capacity building assures employees that they are capable of achieving set goals. It also helps in the understanding of vision and mission as well as values and principles.

![Capacity Building - An Empowerment Process](image)

03. **Competence and Potential**

Every institution's potential depends on the competence of its people. Competence is a combination of clarified concepts and developed skills associated. Both need interventions by experts who can guide the employees of
each stream of activity through empowerment programmes. Attitudinal changes including willingness to work more are possible only when an individual believes in herself or himself, especially in her or his capacity and competence to perform a described task. This also has to be a continuous process. Each time a new or greater quality has to be assured there is a need to make the people involved more competent.

04. Commitment and Passion

While large number of people are committed to their professions and believe in quality improvement, their desire to improve may not be converted into possible successes. This is because they don't have a definiteness of purpose and passion for work. While a value like commitment is to be very highly respected, its results may not be satisfactory unless it is associated with a passion for the work. TQ Managers will have to motivate people to develop a passion for work so that their commitment is productive.

05. Areas of Human Resource Development

All individuals involved with education need an enhancement of their own human resource effectiveness. Some may need development of their personal and some others need a development of the interpersonal side of their personalities. They need to develop their managerial skills to function effectively with others, leading to successes. Their organizational skills need development so that they would be able to organize themselves as well as organize others and the environment.
06. Strategies, Methods and Techniques

Each institution has to design its own strategies for human resource development. Once the areas are identified training programmes have to be organized for the entire institution so that all function with similar attitudes. In some cases individuals may have to be deputed for training to external centres to improve their efficiency. Assessment centres may have to be set up at the institution itself to measure the levels of efficiency of different streams of the workforce. Likewise, different methods and techniques may have to be used to empower people to become more efficient and effective.

07. Value Influence and Principle-centredness

The values that are enshrined in the vision statement and the principles that are practiced at the institution should be reflected through the quality displayed by the employees of the institution. This can happen only when the TQ managers conduct value clarifications through programmes like workshops, seminars, symposia, conferences, conventions and other methods of interpersonal exchange of ideas, concepts or theories to make everyone resourceful. They also have to be continuous processes instead of onetime activities. These activities have to have as their aim the projection of principle centredness by all concerned.

08. Material Resources Development

Equally important is to work for material resources development. Infrastructural facilities have to be improved and these will be possible when resourceful people plan together. Different stakeholders will have to be involved so that local funds are made available for material resources development. It will also be necessary to do this for identifying possible untraditional fund flow.
09. Intellectual Property and Capital

The networth of any institution increases when its intellectual property is made into a collective capital. TQ Managers have to do everything possible so that the intellectual property of every member of the staff and other stakeholders is available for the institution and becomes the intellectual capital of the institution. Material resources can only assist the use of the intellectual capital of an institution. It is the intellectual capital that is the base for all quality assurances offered by an institution.
PART FOUR

The Handbook
A state level Advisory Body (SLAB) on TQM for Higher Education has been established, comprising eminent resource persons drawn from different streams of society.

One of the Directors in the Department of Collegiate Education was nominated for training in TQM and HRD to lead a core team of State Level Resource Persons instrumental in implementing TQM and NAAC accreditation processes. The Commissioner, Department of Collegiate Education, as per the recommendations of the SLAB, made the nomination and the National Assessment and Accreditation Council met the expenses for the training.

The State Level Consultative Meeting was held, comprising an assorted group of leaders; Principals, Office bearers of staff associations, selected teachers, Management representatives and Members of Management and Industry forums, for a feedback on the proposed TQM and Quality Assurance movement.

The Department of Collegiate Education nominated thirty professors (not necessarily Principals) - one from each
district, to undergo facilitator training in TQM and HRD. The trainees from different government colleges and selected private-aided colleges of the district were provided training and NAAC met the expenses of the exercise.

- Two senior professors - willing to spare time as Master Resource Persons (MRP) [Dean of Student Welfare and Director of CDC] from each of the six Universities, were nominated by the respective Vice - Chancellors at the request of the CCE, for training in TQM and HRD along with 30 other selected trainees. The expenses of the training of the two nominees from the varsities were borne by the respective varsities.

- A State Level Resource Group has been formed, which serves as the first tier of the TQM/HRD Resource Group. A few of the MRPs were drafted to the State Level Advisory Body of which the Director is the Ex-officio Coordinator.

- Lead Colleges: 18 DTF have been constituted among the 27 Districts, which had the facilitators to coordinate the Task Force activities. The Lead Colleges have been selected with specific criteria. They are:
  - The ability to play a catalytic role to promote the Quality Movement.
  - Quality and standing in society.
  - Eminent in every way so as to provide leadership.
  - Ability to mobilise funds and attract sponsorship.
  - Ability to absorb sundry expenses to conduct District Lead/ Taluk level training programmes.
  - Sufficient infrastructure and availability of accommodation to host DTF activities.
  - Willingness on the part of the college to make available its auditorium and other accommodation.
• Ability and willingness to reach out to other institutions as support for quality improvement.

• The lead college would enjoy the privilege of such a status for a period of three years only and will be entitled for a re-nomination for a further period.

• One professor from each of the lead colleges selected from each district in the state was drafted for training as a facilitator cum HR coordinator.

• The State Level Advisory Body would be vested with the decision making power with regard to all the TQM and NAAC activities and on behalf of the State, it will monitor the functions of the DLTF/lead colleges. The State Resource Group assists the SLAB in the matters of TQM.

• The Regional Joint Director in close coordination with the district level TQM task force, identified 175 colleges as the taluk level lead colleges from among the Government/Private aided colleges as per the requirement, and the colleges were identified, keeping in view the available infrastructure and space. The taluk level lead colleges must be willing to raise funds for the training programmes to be set up at respective centres. The training expenses of the taluk level facilitators would be borne by the taluk lead college from where the teachers of the rank of selection grade have been drafted for such training. The district level training programmes will be in a cascading mode through the DTF and its MRPs.

• Such well-made institutional arrangements constitute the base for professional development programmes for the individual staff and institutions. The professional development programmes would constitute programmes for managerial and organisational capacity building and college development programmes.

• **Formation of consortia:** The district task force believes that every college has a comparative individual ability/
competitive advantage in terms of one or the other innate abilities or performance indicators/parameters. Therefore, in respect of that specific element the college would be the lead college for other colleges. For example, a college, which has expertise in academic counselling and mentorship, is expected to provide leadership to other colleges and extend its strength to other colleges. A consortium of colleges with different strengths would be a strong body with common concerns and shared vision. The strength of each college is the strength of the other colleges as a combined force and vice versa.

- **Networking**: One of the pivots on which the TQM is taken forward as a movement in the districts is to institutionalise the mechanism of networking for evolving:
  - Shared vision
  - Shared concern
  - Exchange of best practices
  - Appreciation of widely shared problems in totality
  - Development of a unique body of learning
  - To empower the constituent members

- **Coordinators**: The district level task force coordinators will spearhead the quality movement. Along with the state level MRPs, the trained facilitators of lead colleges at the district level may be considered for the position of the coordinator at the district level. The facilitators/ coordinators:
  - Shall act as fountain head of resource and guidance
  - Shall help the task force in organising all of its activities for promoting TQM - HRD
  - Shall help the DTF in organising workshops/seminars, etc.
 Assist DTF in identifying the taluk lead college
 Assist DTF in preparing the action plan, calendar of events, monitoring, reporting and documentation.
 Assist the DTF in assessment/accreditation, etc.
 Help DTF in maintaining the office, i.e., DTF secretariat.

**Treasurer:** The treasurer will be responsible for the maintenance of all accounts of the DLTF. He shall:

- Effectively manage the financial transactions of the DLTF and pass the bills based on the mandate given by the DTF/Patron/Working President.
- Carefully monitor the fund flow and its utilisation.
- Maintain books of accounts, issue receipts and get the accounts periodically audited.
- Maintain prudence and transparency in all financial transactions.

The Deputy Commissioner of each district is the Chief Patron of the DTF and would be assisted by a Working President who would be from the academia. The district task force is composed of about ten members from various streams of society. They include academicians, industrialists, NGO representatives, social workers and people of repute from the district.

Regular performance appraisals would be made of the activities and quality of the programmes conducted by the task force at the district/taluk/college levels for continuous improvement.
Memorandum of Understanding
Signed between the Department of Collegiate Education and NAAC

A. The NAAC and CCE shall jointly constitute a State Level Apex Body (SLAB) headed by an eminent TQM Resource person and comprising – Director, NAAC + three other NAAC nominees, Vice chancellors of three universities; Registrars of other three universities; CCE + one other nominee of the department; Director I.I.I.T, Deputy Director General, Confederation of Indian Industries (CII), Six Resource Persons from the Industries, including one lady Resource person, UGC Regional Director, Bangalore, Regional Director, AICTE, Deputy Secretary-I, Education Department etc. Director of Collegiate Education Will be the Member-Secretary of the Apex body. The role of the apex governing body will be to provide policy framework, direction, coordination and leadership for disseminating TQM in all the institution leading upto NAAC accreditation in the long term.

B. Co-ordination and facilitation to achieve NAAC Accreditation as set out in G.O.No. ED 168 URC 2002, Dated 24-10-2002. In terms of:

1. State level co-ordination committee [SLCC.]
2. Working group of SLCC
3. Quality Assurance cell of SLCC

“Quality standards are contiguous..... spread them thorough the organisation.”
4. Conduct 6 Regional Committees of SLCC at Bangalore, Mysore, Mangalore, Dharwad, Gulbarga, and Shimoga

1. **Working Group**

   Since the Apex Governing Body of TQM and SLCC may meet not more than three times a year, a working group will be constituted comprising of about eight people including two NAAC representatives to carry out the day-to-day supervision and facilitation of the above action plan/programmes at the district and institutional levels.

   The Apex Governing Body, SLCC and the Working Group could have a common set of three to four coordinators to carry forward the Action Plan and to harmoniously facilitate the events and the activities on the day-to-day basis. One out of the said four coordinators of the Apex Governing Body-cum-Working group would be from the stream of NAAC and the other three from the CCE.

   The Third level of Institutional arrangements will be the constitution of the District Level Task Force (DLTF), which will have the District Commissioner-cum-District Magistrate as the Chief Patron and one eminent academician as its Working President. However, for large metropolitan cities such as Bangalore, Mysore and Belgaum, there could be more than one Task Force in a district to give direction and supervision in terms of implementing the objectives and tasks of TQM and NAAC Accreditation.

   The expected outcome of the above institutional arrangements borne out of this MOU would be as follows:

   1. To enable institutions to take up quality assurance activities for achieving nationally acceptable quality standards.
2. To facilitate Colleges to improve their academic performance and all round development of the colleges.

3. To facilitate Institutions to seek NAAC accreditation.

4. To motivate teachers, students, managements and other stakeholders to strive for continuous improvement of the institution.

5. To facilitate imparting of knowledge with skills, aptitude and values in graduates so as make them employable and useful and responsible citizens.

6. To facilitate systemic changes and project interventions for the development of institutions and teachers, by making the stakeholders realise that continuous improvement development is every one's responsibility.

7. To impart motivation and training to the teachers

8. To enhance ownership and commitment at all levels.

**Process**

1. The NAAC and Department of Collegiate Education would nominate about 30 Resource Persons / Professors, Ordinarily one from each district to undergo Facilitators Training in TQM and HRD. They should belong to different Government colleges and different Private Aided Colleges of the District. The selected Professors need not be the Principals of the colleges. The office of the NAAC will pay the expenses for training for the 30 Facilitators.

2. From among the group of Facilitators including those already trained as Facilitators who have undergone training as Master Resource Persons or Facilitators, a State Level Resource Group would be formed. They will constitute the Ist Tier of TQM/ HRD Resource Group for the State.
3. The State Level Advisory Body [SLAB] on TQM assisted by the State Resource Group [SRG] will take decisions relating to the activities for the State and will monitor the functioning of the District Level Task Force/activities of the Lead Colleges.

4. The District level Lead College must be able to provide space and facilitation and if need be raise funds towards administrative expenses to conduct District level/Taluk level training programmes and should consider it an honour to be selected as the Lead College. The respective college from where teachers/non-teachers have been nominated to undergo Facilitators Training, shall pay the training expenses of the selected MRPs. The Lead colleges will be District Lead Colleges for a period of three years only.

5. The NAAC/CCE will identify a Lead College from each District. In exceptional cases there could be more than one District level Lead College.

6. Colleges will be identified in a phased manner, by the two parties, as far as possible, at the Taluk level so as to assume the role of a Taluk level Lead College, from among/private aided or Government college as the case may be. They may be identified by the Regional Director under the guidance of the District Level TQM Task Force. These colleges should have spare space and infra-structure to become the Taluk Lead Colleges. The Taluk Level Lead College should be willing to raise resources for setting the Training Programmes for the colleges within its fold. Training expenses of Taluk level Facilitators as far as possible shall be borne by the respective Taluk Lead Colleges from where the resource persons/lecturers have been nominated. The training expenses shall be borne by respective colleges out of the Library funds in respect of Government Colleges and other funds in the case of aided Colleges.
7. There shall be performance appraisals conducted in terms of the activities and quality of the programmes conducted at the district, taluk and college levels.

3.3.1 To bring about, a new outlook in TEACHERS, to look upon education as an enduring system through which transformational changes can be brought about in the individual as well as society.

3.3.2 To bring about a qualitative change in the outlook of STUDENTS, to look upon education as a relevant system of intervention, aimed at transforming individual’s communication, perception, cognition, to enable him or her to face challenges of life boldly with a problem solving approach.

3.3.3 To bring about a qualitative change in the MANAGEMENT of higher education, when management, public and government, will actively collaborate, cooperate and co-ordinate to bring about quantum changes intended to change the educational processes and support such changes continuously.

3.3.4 **PURPOSE:** To continuously strive for better quality of education

3.3.5 **GOALS:**

- To identify the stakeholders and communicate to them, the concept of TQM in HE (Higher Education).
- To conduct a series of training programmes aimed at educating the management, principals, teachers, non-teaching staff and students, to change their approaches to processes of education.
• To conduct a special training programme, aimed at enabling the Master Facilitators to understand the concept of TQM, as applied in the education sector, to understand the concept of quality circles and their functioning, as QCs play an important role in the TQM process.

• Establish institutional arrangement for quality assurance at State, District, College level.

• Create human resource developers from among the teaching, non-teaching staff who will act as facilitators.

• Discover/Select collaborators and associates for building TQM task forces at all levels.

• To design administrative structure for HRD and TQM process.
15

The District Task Force

Objectives of DTF

Within the broad framework, chalked out by the Vision and Mission statements, the objectives of the DTF would be to translate the Vision into a reality as follows:

- To provide a platform to address the issues of Higher Education, by providing leadership and direction for the TQM movement. Development of all educational institutions, teachers, administrative staff and the human capital of students – the inexhaustible reservoir of skill and potential.
- To establish a system of networking between all Colleges of a district, to address shared concerns and to thus promote levels of academic excellence.
- To promote a consortium approach to share the best practices among colleges.

Functional Objectives

5.1 To be an associate in helping Karnataka emerge as the educational capital of the country.

5.2 To enable our educational institutions to reach global standards and adopt global practices, in the wake of education becoming a tradable commodity.

“Quality levels must not only be attained, but also maintained, and improved.”
“If you don’t keep ‘doing it better’.... your competition will.”
5.3 To enrich and empower our students so as to make them globally competitive and employees of choice

5.4 To have an inbuilt mechanism for innovations, research, ability to think and other value addition programmes for students.

5.5 To identify, collect, allocate the necessary finances for DTF activities

5.6 To create a team of HR and TQM developers in the District

5.7 To convert the District into an Academic Leader as a model for the entire State/Nation.

5.8 To help the institutions to attain the status of world-class colleges.

5.9 To offer training to students and staff members towards excellence

5.10 To conduct training programmes for members of the general public and different professionals for developing their human resources.

5.11 To provide continuing education facilities for students as well as staff.

**Basic Functions**

Improving the quality of the educational systems would invoke the following interventions:

**A. Continuous upgradation of the quality of education**

**(i) Improving Pedagogy**

Pedagogy means study of teaching methods. There must be improvement in the methods employed for classroom teaching. The Teaching-Learning process should be planned based on the science of active learning and encourage the spirit of enquiry among students, which ultimately results in more learning, reasoning and self-confidence.
(ii) **Strengthening the classroom agenda and Student-Centered Learning**

Instead of mere Lecture methods, the following activities may be introduced to make the Teaching Learning process more effective, interesting, student-centred and activity oriented:

1. Case studies
2. Group discussions
3. Seminars
4. Peer group Teaching - Learning
5. Surveys and Interviews
6. Assignments
7. Preparation of reports regarding innovations in the core subjects.
8. Curriculum related quiz
9. Elocutions
10. Paper presentations

(iii) (a) **Improvement of Student Assessment System.**

The existing student assessment system is inadequate to increase competence and gauge the different degrees of excellence achieved by the students.

(b) **Performance Management System (PMS) or Performance Self Appraisal of Teachers (PSAT)**

There must be provision for scientific assessment of the teachers. The PSAT format already evolved may be used for determining the parameters for the professional development of teachers.
(iv) **Facilitating Teacher Sharing meetings**

There can be intra college and inter college teacher experience sharing activities or sessions. This will enable others to adapt good practices practiced by other innovative teachers. This will also promote sharing of mutual experience and in identifying problem areas and help create a congenial atmosphere.

(v) **Planning and Monitoring Teachers’ training**

Continuous training modules on various aspects like academic upgradation, effective communication and teaching skills, personality development, use of computers and audio/visual aids in teaching. - measuring performance after training by suitable quantification techniques and monitoring towards improvements in the desired directions.

(vi) **Reviewing Teachers’ performances**

In terms of their subject knowledge upgradation and their ability to act as mentors, and to work effectively in a team.

(vii) **Activating Departmental activities**

To assist the Principal and the institution in the College Improvement Plan.

(viii) **Facilitating NAAC assessments**

Encouraging the Colleges in the districts in regard to preparation of the self study report, counseling regarding improvements, facilitating visits to NAAC accredited colleges, inviting their staff for guidance etc.,
B. Preventing abuse of the Educational system

The prime responsibility of each D.T.F., would be to ensure that abuse of the educational system is prevented. This would include monitoring and reporting malpractices in the following areas.

i) Taking Private Tuitions.

ii) Managing parallel Colleges/institutes.

iii) Irregular attendance of staff.

iv) Disobedience of rules regarding proximity of residence of staff members to the College.

v) Avoidance of examination duty and student evaluation.

vi) Engaging in dual income earning activities.

vii) Creation of bogus workload, etc.,

The D.T.F. should regularly organize visits to all institutions, keep a vigil on the coaching classes functioning in the district, engage in timely teacher counselling, take preventive measures and report defaulting cases.

C. Strengthening Performance Reviews / Appraisals

“What cannot be measured, cannot be managed” Hence, performance reviews are a must. The scope would include the individual teacher, departments and colleges. Parameters should be worked out, against which performance is to be evaluated. Following are examples of some of the parameters:

1. Enrolment of students:

   Demand in the student community to seek admission to the College, admission rates, drop out rates, absenteeism, student unrest etc.
2. **Educational Performance:**

Quality of entrance tests, passing percentage, distinctions conferred, ranks procured, innovative and improved teaching methods, improvement in attendance, use of library / infrastructure, improvement in reading habits, learning outcome, etc.

3. **Contribution towards co-curricular activities:**

Overall development of the College in terms of participation in multifarious activities, academic counselling and monitoring, extra efforts put in, to encourage creative thinking in students, teachers’ availability outside the classroom, willingness to shoulder extra responsibilities and help the Principal in administrative work, functioning of various student development Clubs/Associations, etc.,

D. **Facilitating Overall Developmental activities**

The activities would focus upon areas like:

- Physical infrastructural growth and all round development
- Productive use of available facilities
- Strengthening College Development Councils in Universities and within the institution.
- Recognition of talent and appreciation - institution of awards, chairs and scholarships.
- Facilitating student loans and adoption of poor students.
- Improving libraries and laboratories.
- Establishing career guidance cells and information centres.
• Co-ordinating and conducting seminars, workshops on local, specific and current topics.
• Encouraging research in pertinent areas
• Setting up quality circles in colleges/universities, subject-wise, department wise, to address urgent and important matters/themes.

Thus, the basic functions of the D.T.F. would be aimed at upgrading an institution, from good to better and from better to best and always bearing in mind that one can always “BETTER ONE’s BEST”.
Composition of Task Force

Composition of DTF

1. The following is the suggested composition of District Task Force.

   Deputy Commissioner and District Magistrate-Chief Patron.

   An Academic Emeritus (Retired VCs) of the District-Working President
   Academicians - 2 Members
   Representatives of Industries - 2 Members
   Trade organizations - 2 Members
   JD / his nominee - Member
   NAAC nominee - Member
   Parents - 2 Members
   District Lead College Principal - Convener Treasurer
   Trained Facilitator - Co-ordinator

2. Tenure of the DTF will be 3 years.

3. If the Lead College is a Government College, then the Government College Principal will be both Convener and Treasurer. Otherwise, the Principal of the Government College will be treasurer and lead college principal will be only the convener.

“Quality, not quantity, is the measure. Well done is better than well said.”
4. Lead College Principal/Convener will take steps for the constitution of the DTF.

5. Lead college principal/convener will also act as member/secretary and maintain proceedings of the meeting and issue notice of the meeting in consultation with the patron and working president.

6. DTF will meet at least once in two months.

7. DTF secretariat will be housed at Lead college.

8. Lead College will provide Secretarial assistance for DTF.

9. Six months prior to the expiry date, a new body must be constituted.

10. The committee is of consultative nature, not a statutory body.

11. The meetings are meant to consult and evolve work plan.

12. No quorum is required if more than 3 people are present including the Patron or the Working President.

13. Service motto is the cardinal principle.

14. The suggestions of each member should be respected.

15. The decisions are based on consensus and not on voting.

16. The service is honorary, not remunerative.

17. The DTF can co-opt members as Special invitees to get specialized guidance or expertise.

**Other Tasks of the DTF**

1. Designing write ups, pamphlets etc., for TQM, HRD and DTF activities.

2. Raising the required funds for DTF from non government sources and operate the fund as a separate entity vis-à-vis government funds received.

3. Meeting at least once in two months to discuss and chalk out future programmes/action plans/working plans.
4. Helping constituent colleges to embark on self-disclosure scheme.

5. Planning, designing and implementing both short and long term activities.

6. Developing appropriate strategies to achieve academic excellence.

7. Drawing up work plans for the implementation and monitoring of TQM – HRD in the district.


9. Arranging for training of District level and Taluk level facilitators.

10. Organizing training/orientation programmes/workshops for stake holders
   - Teachers
   - Parents
   - Students
   - Managements
   - Industrialists
   - Non-teaching Staff

11. Implementing the programmes of the Commissioner for Collegiate Education on TQM

12. Maintaining the accounts of DTF.

13. Maintaining a Statistical Data base at District Level.

14. Selecting Taluk Lead College and nurture Lead Colleges

15. Preparation of Calendar of events and its display

16. Reporting to CCE /SLAB periodically


18. Preparation of Annual Report

19. Annual Auditing of Accounts and publishing of the same.
17

Roles and Responsibilities

Roles And Responsibilities of The Key Functionaries

The following are roles and responsibilities of various functionaries of the DTF.

01. Patron

- He shall provide dynamic leadership to DTF.
- He shall convene and preside over the meeting of the DTF periodically as stipulated and review the progress.
- Co-ordinate the convergence of different components and ensure that the desired synergy is realised.
- He shall identify the resource persons and co-operate with them.
- He can take the initiative to innovate and implement novel programmes to strengthen the course of TQM – HRD.
- He shall take appropriate steps for redressing grievances and difficulties.
02. **Working President**

- He shall conduct meetings, which should be result oriented, in a meaningful manner.
- He shall provide dynamic leadership, particularly in academic matters.
- He shall maintain effective communication with all the functionaries, issue circulars and guidelines and obtain reports.
- He shall monitor the progress of TQM programmes and their impact.

03. **Co-ordinator - DTF**

- He shall act as per the instructions of the Commissioner for Collegiate Education and the DTF in implementing the TQM.
- He shall arrange to convene the meeting of the District Task Force, prepare the agenda for the meeting and bring out proceedings.
- He shall be responsible for the correspondence, budgeting, accounting and implementing of the programme in consultation with the Chairman/Working President.
- He shall extend facilities and support to build the capacities of other Colleges.
- He shall strive towards constituent colleges obtaining NAAC’s Certification.
- He shall act as a role model.
04. **Treasurer**

- He shall effectively manage the financial transactions of the DLTF and pass bills based on the mandate given by the DTF/Patron/Working President.
- He shall carefully monitor the fund flow and its utilization.
- He shall maintain books of accounts, issue receipts, and get the accounts periodically audited.
- He shall observe prudence and transparency in all financial transactions.

05. **Role of Facilitator/Co-Ordinator - District Level**

- He shall act as fountainhead of resource and guidance.
- He shall help the TASKFORCE in organizing all its activities for promoting TQM –HRD.
- He shall help the DTF in organising workshops/seminars etc.
- He shall assist the DTF in identifying the Taluk Lead College.
- He shall assist the DTF in preparation of Action plan, Calendar of events, Monitoring and Reporting.
- He shall assist the DTF in Documentation.
- He shall assist the DTF in Assessments/Accreditation etc.
- He shall help the DTF in maintaining the office i.e., DTF Secretariat.

06. **Role of Lead Colleges**

Every district as well as taluk will have a lead college. The District lead college will not be the Taluk lead college of that taluk. In other words, even in a taluk where there is a district lead college there will be yet another Taluk lead
college. Lead colleges are the training centers for HRD and TQM and the pivot for executing activities. The details of the functions of a lead college are provided below.

- In every district as well as in every taluk there will be a lead college which will be selected by the District level Taskforce and CCE.
- The nominated college will be informed about its nomination and once the college authorities accept the nomination it will be declared as the lead college for HRD and TQM for higher education for that particular district or taluk.
- The basic reason for which a college will be nominated a lead college will be its quality and standing in the society.
- A lead college will function as one for a period of three years. It is entitled for a re-nomination for a further period.
- It is expected that a lead college will be a centre for service to other institutions in the district or taluk.
- A lead college should be willing to make available its infrastructure for conducting various activities connected with the roadmap for HRD and TQM for the district or taluk.
- A lead college should be willing to spend some amount of money for providing infrastructural facilities for the conduct of various types of programmes associated with HRD and TQM.
- Activities such as meetings of the district or taluk task force, conduct of one-day to three-day training programmes for teachers, students, parents, management representatives or administrative staff will have to be organised at the lead colleges.
- The Principals or their nominees at the college will be the organizers of these programmes.
The District as well as the Taluk lead college should nominate a small committee of teachers for functioning as organizers for HRD and TQM activities of the district.

The college should be willing to spare its auditorium, seminar hall or classrooms for the conduct of meetings and training programmes.

If necessary the college may also provide accommodation at the hostels for the participants of training programmes and meetings.

More than anything else, the lead college should act as a model for reaching out to other institutions as support for quality improvement, by showcasing the unique strength of individual colleges under the consortium approach.

Since all expenditure relating to Government funds on TQM will be passed on D.C. bill basis, the lead college may incur the same initially and get reimbursed through D.C. bills, pending ratification by the DTF/Patron.
It should be the duty of the Co-ordinator and Treasurer of the DTF to oversee the proper maintenance of accounts. The functionaries may engage the services of the ministerial staff of the lead college for this purpose or any other competent person. The person so engaged may be provided with a token honorarium. The DTF can decide on the honorarium after taking into consideration its financial position and the level of non-government funds generated.

The following guidelines are required to be observed while maintaining the accounts.

- All transactions through Bank only
- All receipts are through cheques/DDs/MTs etc.
- All receipts must be acknowledged and proper receipt to be issued.
- Treasurer is responsible for maintaining accounts.
- All payments are through cheques only.
- Joint account must be opened in a Nationalized or Scheduled Bank.
- Joint signatures of working President and Co-ordinator are required for the Treasurer to accept bills.
- Day to day cash book shall be maintained.
- Budget shall be approved by DTF
- All admissible expenditure should be approved by the DTF, before or after the event.
- Treasurer to submit expenditure statements to DTF meeting for approval.
- Proper Vouchers should be maintained for every expenditure.
- Advances may be paid to the co-ordinators for organizing training/workshops / seminars/any activities – But it should be paid through cheques only.
- Co-ordinators shall settle the accounts of such activities within 72 hours of the completion of the activities.
- As far as possible low-cost or no cost activities should be organized, such as through sponsorship.
- The lead College may provide assistance to maintain the accounts.
- The person responsible for maintaining the accounts by providing assistance may be provided with an honorarium not less than Rs.200 per month.
- The instructions of the Government of Karnataka/Commissioner for Collegiate Education will be followed.
- Normal financial/expenditure rules are to be followed, in respect of Government funds.
Important Files and Registers to be maintained:

- Cash Book
- Receipt Book
- Vouchers
- Orders for Expenditure
- Property Register
- Donation register
- Audit file
Monitoring and Evaluations

Quality Systems always need a feedback loop. Monitoring systems must be in place to ensure that outcomes can be analysed against the Plan. Monitoring and Evaluation (M & E) are key elements in strategic planning.

Monitoring and Evaluation of DTF

Monitoring is the lifeline of any programme or activity. In the absence of effective monitoring, there is every possibility that the progress of the programme will be affected. The possibilities of keeping track of the programme are more when there is continuous monitoring.

Why Monitoring and Evaluation?

- To reach desired goal / objective.
- To implement the programme in the desired and planned way.
- To encourage the personnel involved in the programme.
- To evolve solutions to the problems, which may surface during the implementation.
- To provide guidance.
- To have mid course correcting.

“When you’re out of quality you are out of business. “The guarantee of continuity is quality.”
To complete the task within the specified time.
To document the achievements in an authenticated process.
To assess the programmes or activities.
To assess the achievements of the programme.
To assess the quality of the programme and activities.
To measure the commitment of the participants.

What/When to Monitor and Evaluate?

- Pre-implementation activities/preparation.
- All training/ Orientation programmes.
- Involvement of the Facilitators.
- Participation of the TTF.
- Participation of the Lead College.
- TQM activities in each college.
- Action / Calendar of events / Annual report.
- Finance / Maintenance of Accounts / Providing of Accounts.
- Documentation of the programme.
- Competence and involvement of the key functioneries.
- Involvement stakeholders.
- Innovative practices in TQM – HRD at all levels.
- Percentage of DTF / TTF.
- Reporting to CCE / STF / DTF.
How

- By collecting information in the prescribed formats and analysing them.
- From reports / Write ups.
- By Visits / Discussions / Meetings
- By constituting evaluation / monitoring teams.
- By constituting internal evaluation committees.
- By appraising external agencies to evaluate the programme.
- Self evaluation processes.
- Evaluation by participants at the end of the activities.
ANNEXURES
PERFORMANCE LINKED FUNDING OF UGC

One-third of the General Development Grant to the universities in the X Plan to be based on the performance of the universities in the IX Plan.

UNIVERSITY DEVELOPMENT PROFILES

DEVELOPMENT RADARS

- Academic performance
- Research Performance
- Governance

PARAMETERS

- Self-defining
- Value judgment

A) ACADEMIC PERFORMANCE - 14 INDICATORS

<table>
<thead>
<tr>
<th>SUGGESTED INDICATOR</th>
<th>SUGGESTED METHOD OF COMPUTING</th>
<th>MINIMUM LEVEL OF ATTAINMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of syllabus revision</td>
<td>Number of subjects in which major syllabus revision was done in IX Plan/Number of subjects</td>
<td>100%</td>
</tr>
<tr>
<td>Average working hours of the Library</td>
<td>Number of hours Library is open/Total number of hours in a year</td>
<td>60%</td>
</tr>
<tr>
<td>Percentage of teachers having Ph.D.</td>
<td>Number of teachers having Ph.D./Total number of teachers</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage increase in books/journals in IX Plan</td>
<td>Number of books/journals purchased during IX Plan/ Number of books/journals available at the beginning of IX Plan</td>
<td>5%</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Utilization of central library</td>
<td>Number of visits of the students &amp; teachers to the central library/ Total number of students &amp; teachers</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment of teachers by students</td>
<td>Number of courses in which the student assessment has been introduced/Total number of courses</td>
<td>5%</td>
</tr>
<tr>
<td>Examination reforms such as grades/semester examination/ internal evaluation</td>
<td>Number of academic programmes in which the examination reforms have been introduced till now/ Total number of programmes</td>
<td>30%</td>
</tr>
<tr>
<td>Percentage of autonomous colleges</td>
<td>Number of autonomous colleges/ Total number of colleges</td>
<td>10%</td>
</tr>
<tr>
<td>Average number of academic activities like workshops/ seminars/ symposia lectures (invited/ endowment &amp; such other of similar status)/conference conducted per year</td>
<td>Number of workshops/ seminars/ conferences conducted in IX Plan/5</td>
<td>50 per year</td>
</tr>
<tr>
<td>Demand indicator New degree</td>
<td>Total number of candidates getting admission/Number of candidates who applied New degree programmes</td>
<td>1:10</td>
</tr>
</tbody>
</table>
### TQM Handbook

<table>
<thead>
<tr>
<th>programmes (UG &amp; PG) introduced in IX Plan</th>
<th>(UG &amp; PG) launched in IX Plan/Total number of programmes</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of NET/SET/GATE qualified candi-dates</td>
<td>Number of NET/SET/GATE qualified candidates/Total number of candidates who appeared</td>
<td>5%</td>
</tr>
<tr>
<td>Inter-disciplinary programmes</td>
<td>Number of inter-disciplinary programmes introduced during IX Plan/Total number of programmes</td>
<td>10%</td>
</tr>
<tr>
<td>NAAC rating</td>
<td>NAAC rating for academic performance</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### B) GOVERNANCE - 13 INDICATORS

<table>
<thead>
<tr>
<th>SUGGESTED INDICATOR</th>
<th>SUGGESTED METHOD OF COMPUTING</th>
<th>MINIMUM LEVEL OF ATTAINMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual teaching days per year</td>
<td>Number of actual teaching days in the IX Plan/5</td>
<td>180 days</td>
</tr>
<tr>
<td>Work load for the teachers</td>
<td>Number of hours the teacher on an average spends in the university in one week</td>
<td>40 hours</td>
</tr>
<tr>
<td>Percentage of teaching posts filled up. Regular meeting of Executive Council/Syndicate/</td>
<td>Teaching posts filled/Total number of teaching posts Number of meetings actually held/number of meetings required as per Act</td>
<td>100%</td>
</tr>
<tr>
<td>Section</td>
<td>Indicator</td>
<td>Details</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>UGC Regulations - whether UGC directions followed:</td>
<td></td>
<td>a) Minimum qualification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Specification of degrees</td>
</tr>
<tr>
<td>Result declaration</td>
<td>Number of examinations where the result was declared in time/Total number of examinations</td>
<td></td>
</tr>
<tr>
<td>Percentage utilization of UGC grant</td>
<td>Utilization of UGC grant/Total grant received</td>
<td></td>
</tr>
<tr>
<td>Reservation policy</td>
<td>Percentage of reserved posts filled for teaching, non-teaching and technical cadres</td>
<td></td>
</tr>
<tr>
<td>Resources generated through external sources in the IX Plan</td>
<td>Resources generated through external sources/Total Plan budget of the IX Plan</td>
<td></td>
</tr>
<tr>
<td>Percentage of departments collaborating with other universities/institutes/research laboratories in operation</td>
<td>Number of such collaborations/ Number of departments</td>
<td></td>
</tr>
<tr>
<td>Colleges included under Section 2f/12B of the UGC Act</td>
<td>Colleges in 2f/12B/Total number of colleges affiliated to university</td>
<td></td>
</tr>
</tbody>
</table>
Percentage increase in physical infrastructure | Increase in physical space during IX Plan for laboratories, class rooms, hostels, teachers' quarters, library, common facilities, other buildings, etc., /Space at the beginning of IX Plan | 5%
---|---|---
NAAC rating | NAAC rating with regard to governance | 100%

DEPARTMENT OF COLLEGIATE EDUCATION

Part A

SELF EVALUATION OF TEACHERS

<table>
<thead>
<tr>
<th>Name of the College</th>
<th>College I.D.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the lecturer</td>
<td>Designation</td>
</tr>
<tr>
<td>Subject &amp; Paper</td>
<td>Class:</td>
</tr>
</tbody>
</table>

Please give your frank opinion on your ability with regard to the following skills.

Select any ONE by putting tick mark

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Rating factors</th>
<th>Excellent</th>
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<th>Satisfactory</th>
<th>Un Satisfactory</th>
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<tbody>
<tr>
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<td>Preparation for the class.</td>
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<td>2</td>
<td>Punctuality in conducting classes.</td>
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<td>3</td>
<td>Planning and completion of the syllabus on time.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Clarity of Presentation (ideas, concepts, explanation, etc)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Select any **ONE** by putting **tick** mark

<table>
<thead>
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<th>Un Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Clarity of Expression like language and voice</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Methodology used to impart the knowledge (Use of blackboard, charts, teaching aids, etc.)</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Active learning methodology used like Group Discussions, Tutorials, Assignments and Seminars, field visit, quiz etc</td>
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<td>Involvement in Co-curricular activities, sports, culture, NSS, NCC, study tour etc</td>
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<td>9</td>
<td>Availability to students outside class hours for clarification, counseling, career guidance, etc</td>
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<tr>
<td>11</td>
<td>The examinations/assignments were graded fairly</td>
<td></td>
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</tbody>
</table>
### PART B

**Teaching and Learning Processes of the College**

*Select any ONE by putting X mark*

<table>
<thead>
<tr>
<th>Sl. No.</th>
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<tr>
<td>1</td>
<td>Library facilities</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Playground/ Sports Facilities</td>
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<tr>
<td>3</td>
<td>Cultural activities / NSS / NCC</td>
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<tr>
<td>4</td>
<td>Cleanliness in the campus</td>
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<td>5</td>
<td>Reading room</td>
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<td>7</td>
<td>Disbursal of salary</td>
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</table>
Part C

Milestones

Please provide the following information for 2002-2003.

1. Academic improvement in the form of earning Ph.D/M.Phil degree. Yes /No
   If YES, mention the title of the Thesis, Name of the University and year of award:

2. Research Activities
   No. of papers published in 2002-2003
   International journals
   National Journals
   No. of papers presented in 2002-2003
   International conference
   National Conferences.

3. Awards received (National / State) Yes/No
   If YES, mention the area/subject and year of the award

4. Books written
   If YES, mention the titles and publisher. Yes/No

5. Computer Proficiency (Give details)

6. Have you adopted any new teaching methods? Yes/No
   If YES, please specify.

7. Participation in HRD / TQM activities on voluntary basis
   (Specify)
8. Results in the subjects taught in the Annual examinations:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Subject/Paper</th>
<th>No. of students who appeared</th>
<th>No. of students with I Class</th>
<th>No. of Students with II Class</th>
<th>No. of students with Pass Class</th>
<th>Pass Percentage</th>
</tr>
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</table>

9. Participation in Extra curricular activities:
(Sports, Debate/Elocution, Music/Dance/NSS/NCC, Any other)

10. Assisting the Principal in the Developmental activities of the college.

11. Multifunctional competence in subjects beyond those specialized,
Industry, Consultation, Social work, Any other field:

12. Do you have any aptitude/skills relevant to any other branch of functional/academic area?

13. Any other special achievements, which exceeded expectations/Targets

14. Constraints/shortcomings faced by you, if any, in achieving your targets.

15. Your comments/suggestions in overcoming shortcomings.
# TQM Handbook

**DEPARTMENT OF COLLEGIATE EDUCATION**

[FORM No. 1]

## STUDENT APPRAISAL OF TEACHER

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*Please give your frank opinion on your ability with regard to the following skills.*

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## DEPARTMENT OF COLLEGIATE EDUCATION

### [FORM No. 1]

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<tr>
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<td>Remedial classes/tutorials</td>
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</table>

Part B

Select any **ONE** by putting a tick mark
Total Quality Management

for Tertiary Education

The Karnataka Initiative
TOTAL QUALITY MANAGEMENT
for
Tertiary Education

Government of Karnataka Initiative

Prepared by

National Assessment and Accreditation Council
and
Office of the Commissionerate
Department of Collegiate Education
Govt. of Karnataka

Published by

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
Total Quality Management

for Tertiary Education

Government of Karnataka Initiative

National Assessment and Accreditation Council
An Autonomous Institution of the University Grants Commission
Commissionerate of Collegiate Education
Government of Karnataka
Address : National Assessment and Accreditation Council
          2/4, Aragini Bhavana, Dr. Rajkumar Road,
          P.O. Box No. 1075, Rajajinagar, Bangalore - 560 010

Phones : +91-80-3124045, 3124048 / 49,  3133600, 3134181

Fax : +91-80-3124047

E-mail : naac@blr.vsnl.net.in

Website : www.naac-india.com
NAAC is an autonomous institution, established by the University Grants Commission (UGC) in 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. NAAC is a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) comprising of over 120 different national agencies engaged in Assessment and Accreditation & Academic Audit.

Criteria for Assessment:

- Curricular Aspects
- Research, Consultancy and Extension
- Student Support and Progression
- Teaching-learning and Evaluation
- Infrastructure and Learning Resources
- Organisation and Management
- Healthy Practices

Process for Assessment and Accreditation:

1. Preparation of the Self-study Report by the institution/department based on the parameters defined by NAAC.
2. Validation of the Self-study Report by a team of peers through on-site visit; presentation of detailed quality report to the institution and
3. The final decision on assessment and accreditation by the Executive Committee (EC) of NAAC.

The accreditation process involves preparation of a self-study report by the institution itself, validation of this report by a 3-4 member peer-team consisting of Vice-Chancellors, Principals, Deans or Senior teachers, eminent educationists/scientists from outside the State, evaluation of the performance of the institution with respect to various criteria for assessment. Based on a detailed criterion wise evaluation considering several parameters and key aspects a percentage institutional score will be arrived at. Institutions scoring above 55% will only be accredited. In addition, an in-depth analysis of the institution’s strengths, weaknesses and opportunities and areas of concerns will be presented to the institution and discussed with the authorities concerned, the University and the State Government. The accreditation status is valid for a period of five years. NAAC is at present processing more than 2000 institutions, including colleges from all over the country for assessment and accreditation. The UGC has made it mandatory for all the colleges to get accredited before December 2003.

Benefits of Accreditation:

- Helps the institution to know its strengths, weaknesses, opportunities through an informed review.
- Identifies internal areas of planning and resource allocation.
- Enhances collegiality on the campus.
- The outcome of the process provides the funding agencies with objective and systematic database for performance funding.
- Initiates institution into innovative and modern methods of pedagogy.
- Gives the institution a new sense of direction and identity.
- Provides the society with reliable information on the quality of education offered by the institution.
- Employers have access to information on standards in recruitment.
- Promotes intra-institutional and inter-institutional interactions.

For details contact: THE DIRECTOR, NAAC
P. O. Box No.1075, Rajajinagar, Bangalore-560 010
Phones: 080-3124045, 48, 49  Fax: 080-3124047
E-mail: naac@blr.vsnl.net.in  Website: www.naac-india.com
Accreditation & TQM in Collegiate Education: MoU with Government of Karnataka

TQM in Education has been taken up by the Department of Collegiate Education at a time when the educational scenario at the tertiary level is undergoing sweeping changes the world over— in terms of curriculum, content, methodology, delivery, evaluation systems and the imparting of skills.

To foster the Quality of Higher Education in Karnataka the Ministry of Education, Government of Karnataka and National Assessment and Accreditation Council has signed an MoU for “Total Quality Management and Assessment and Accreditation of Colleges in Karnataka”.

The Facilitators training has been sponsored jointly by NAAC and Dept. of Collegiate Education. It was conducted in Mangalore at CLHRD in the months of August 2002 and February 2003 (by College for Leadership and Human Resource Development). More than 100 facilitators have been trained from different districts from all over Karnataka. A road map for establishing quality in higher education through district level TQM task force was launched jointly by the Dept. of Collegiate Education and NAAC. Many districts have setup district level task force on TQM and the facilitators have conducted several workshops at regional level to impart quality in higher education.