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QUALITY CONCEPT AND DIMENSIONS IN HIGHER EDUCATION

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ABSTRACT

The study finds out that the quality of higher education purely in the hands of quality students and quality faculty supporting system. The quality in higher education institutions consist of quality design, quality conformance, quality performance. The quality concept and dimensions has been using the higher education institutions towards overall development of education system. To maintain consistency in delivery of quality educational services to the student's community. If we have been adopting quality concept and dimensions as an integrated philosophy in higher education system and motivate to improve the quality at each and every level of education sector. Such a thing will be possible only through continuous and frequent and assessment guidelines given by statutory bodies of higher education department. These statutory bodies have made serious efforts to improve the quality of education and also to match standards with the international norms. The quality concept and dimension will help attain excellence which only a guarantee, the survival of institutions in a highly competitive world in future.

KEYWORDS

quality concept, dimensions in higher education.

INTRODUCTION

Higher education is a powerful tool to build knowledge for an information based society. The mission and vision of higher education is to educate, train, undertake, research and provide service to community. The system of higher education is available to the society a dedicated, committed, devoted and professionally in term of human resources to desire the future of nation. This is possible only when the concept of quality and dimensions are inculcated in the system of higher education. Quality is inevitably common factor that will shape the strategies of higher educational institutions in their attempt to satisfy various stakeholders including students, teachers, parents, industry and society as a whole. It deals with issues pertaining quality concepts and dimensions in higher education and moves on to identify variables influencing in the higher education. There is a great use of quality concept in the manufacturing industries but it is application in the higher education sector seems less. Now several higher education institutions have started using the concept of quality and its values. High increasing rate of student's enrolment in the higher educational institution provides that the quality of education has been improved and is improving. But still there is a demand of great improvement to improve the quality of education in future. A successful quality will surely raise the standard and market value of the educational institutions and also these institutions will become able to face any challenge from its competitors.

QUALITY IN EDUCATION

Deming defines quality as "a predictable degree of uniformity and dependability at low cost and suited to market". For instance, the quality of education is judged not only by the quality of faculty, student and also course offering. Quality is an attribute which can be seen or observe when no one is watching you. A quality higher education depends upon what your objective and what you are going to do with the education system. In simple word quality is cent present purity of knowledge acquired by faculty and standards are set up by the higher education institutions to transform the present state of knowledge of the student community to face upcoming challenges effectively and efficiently. Quality concepts and dimensions in higher education's consist of quality assurance, quality control and quality improvements.

QUALITY CONCEPT

The most commonly used quality concept in higher education is students, faculty and organization. The quality concept may have expressed in various aspects. The several institutions have used quality concept to improve organization performance. The quality concept of education is considered into internal environment and external environment. The internal environment is in teaching and learning it take place and external environment in which institution operates. The quality concept approach to higher education comprises of input and output process. The students, faculty and employers understands the concept of quality input and output process in higher education at different level. They are

Inputs		Outputs
Students	↔	Examination Result
Faculty	↔	Employment
Administrator	↔	Earning
Organization	↔	Satisfaction

Quality Input and Output Process

The input and output process in which input refers to entry requirement i.e., students and output refers to the employability and academic standards. The quality attributes is in accordance with the institution's operation system of converting the input into output via the process by teaching and learning process. It can associate the quality improvements with the effective operating system of higher education institution.

QUALITY DIMENSIONS

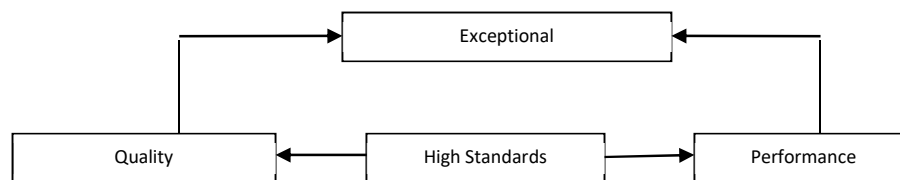
The quality of higher education is very important for its stakeholder. In the higher education the quality dimensions which are plays as vital roll. The quality dimensions in higher education referred to as

- *Quality As exceptional*
- *Quality As consistency*
- *Quality As fitness for purpose*
- *Quality As value for money*
- *Quality As transformative*

Quality as exceptional

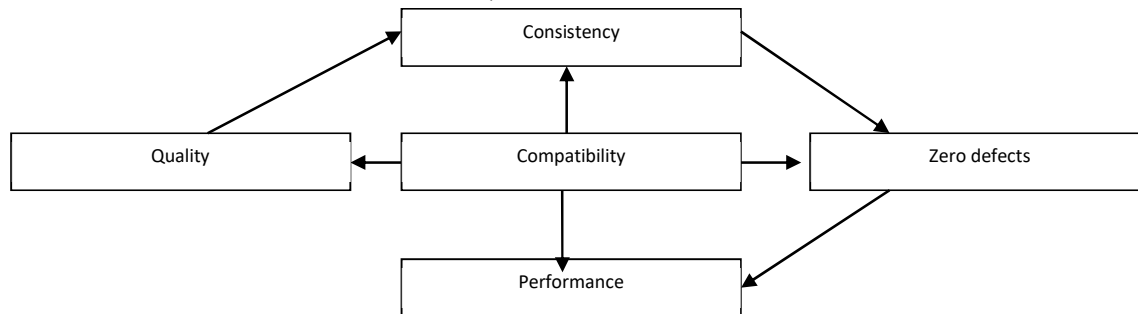
It is a set of goal for higher education and academic communities to be always the best, belongs to the elite and achieves better outcomes than the others. It can be possible only admitting the best inputs (students). The level where the standards are within a quality concept that applies to the higher education. The higher education institution formulates standards, i.e., high standards is already a fact, still to what extend are these standard adopted to the requirements of the teaching learning process within the higher education institution. The match and compatibility of these high standards applicable to higher education institution and with those according to which stakeholders and society eventually are being governed.

FIG. 1: QUALITY AS EXCEPTIONAL

**Quality as consistency**

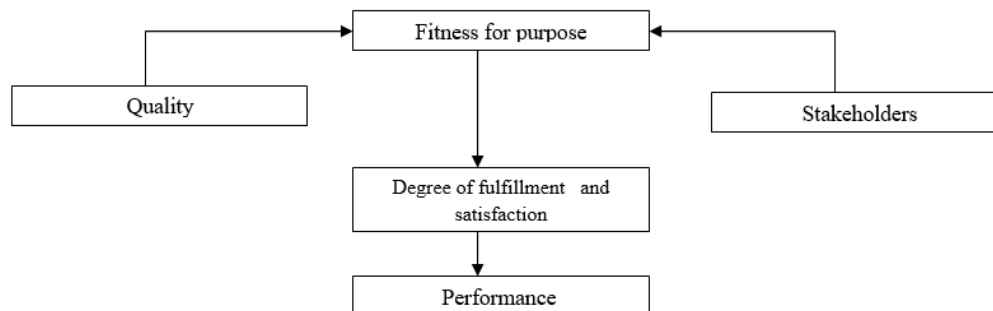
The consistency referred as teaching learning process in a logical manner, using the most suitable examples and case studies so that its makes the knowledge as consistent. The quality of teaching and learning process is consistent in the sense that pieces of knowledge from one field to another are integrated and put together. The higher education institution's standards are reached the stakeholder's needs and their expectations are met. The zero defects imply cent present compliances with standard and norms. The zero defects conclude that by achieving no defects and performance is reached.

FIG. 2: QUALITY AS CONSISTENCY

**Quality as fitness for purpose**

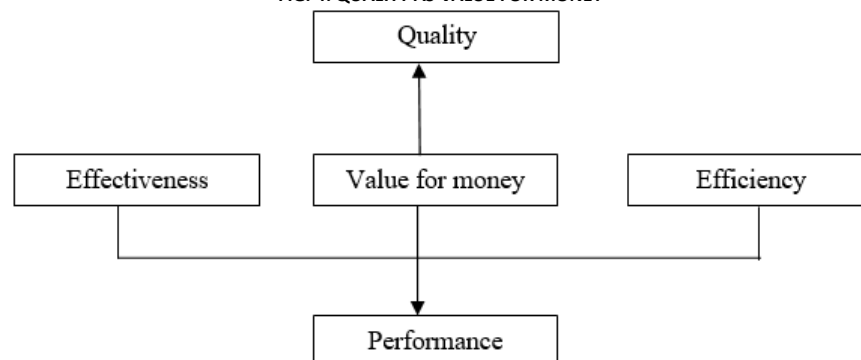
The goals of higher education institutions are presented on the general level in the mission statement and more concentrate academic level in the expected learning outcomes. The aims and expectations of internal and external stakeholders (teachers, student's employers, and parents) need to be met. The stakeholders are satisfied depends upon the degree of quality is understood and applied within the higher education institutions or others. The quality as fitness for purpose the role of higher education institutions in the society is important. Weather the stakeholder's purposes are explicit respectively implicit and what extend by the higher education institutions.

FIG. 3: QUALITY AS FITNESS FOR PURPOSE

**Quality as value for money**

In higher education the quality of teaching is linked to the effectiveness and efficiency. The effectiveness connected with the objective of the course and efficiency connected with resources used to meet the objective. The value for money refer better outcome can be achieved at the same cost than the quality of service. In general, quality as value for money, being measured according to the efficiency and effectiveness of stakeholders. The cost, and benefits analysis are also issues related to the higher educational institutions.

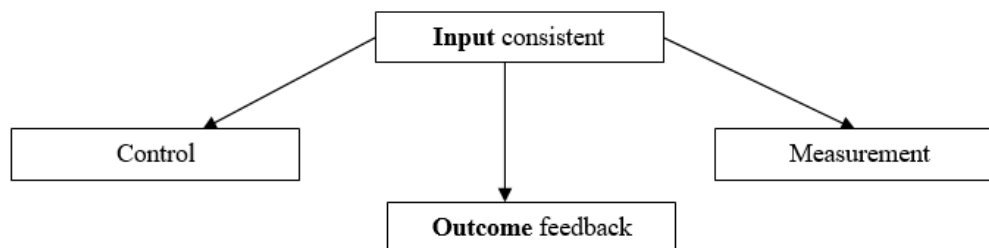
FIG. 4: QUALITY AS VALUE FOR MONEY

**Quality as transformative**

The quality as transformative and incorporate to the above four dimensions to some extent. The better the graduates can manage in the future working life with the help of knowledge and skills acquired from the institutions. There is a lot of subjective in quality concept. The higher education institutions influence the comparison with the past period. It is also important for transformation. The transformation is made as a set of process that change continuously improved

outcomes. The transformative is an ongoing process, it includes empowerment and enhancement of the students. The transformative concept can be measured by way of input and outcome.

FIG. 5: QUALITY AS TRANSFORMATIVE



Quality as transformative

It is the attempt to measure performance by identifying those aspects that integrated the quality dimensions for theoretical purpose. It is a quality concept based performance measures the above five dimensions have been implemented in higher education.

QUALITY FRAME WORK

The several higher education institutions have used quality frame work measurement as means to gain competitive advantage to improve organizations performance. The formal use of a quality framework would bring discipline to the quality concept process and benefit in the continuous improvement effects. Their quality framework is comprised of three components. They are quality of design, quality of conformance and quality of performance. It builds a set of measures and tools to evaluate each of three components of quality framework with the respect to research and development in higher education institutions.

➤ Quality of Design

The Quality of design as to do with how well the design captures the student's requirements in the higher education institution. The quality of the insights gains above the students and depth of understanding for their requirements. The process used to translate these insights that provide value to the students and improve in the design process.

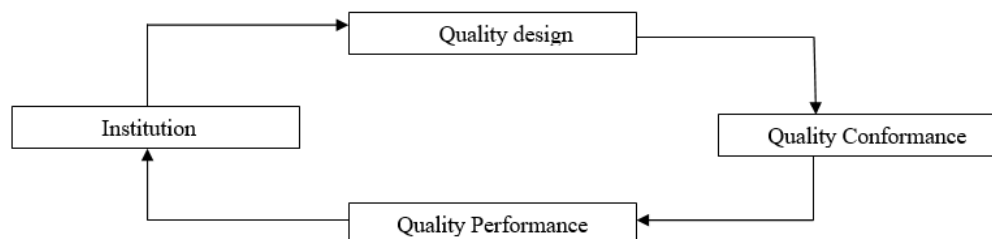
➤ Quality of Conformance

The quality of conformance deals with how well the design requirements are satisfied. It implies the uniformity, dependability, and cost requirements. Proper measures should be developed in order to make sure that design requirements are being met.

➤ Quality of Performance

It deals with how well a service performs in the eyes of the student by internal and external. The internal performance is measured by course design. The external performance measurement is always to the institutions being measured.

FIG. 6: QUALITY FRAMEWORK



CONCLUSION

The quality of higher education purely in the hands of quality students and quality faculty supporting system. The quality in higher education institutions consist of quality design, quality conformance, quality performance. The quality concept and dimensions has been using the higher education institutions towards overall development of education system. To maintain consistency in delivery of quality educational services to the student's community. If we have been adopting quality concept and dimensions as an integrated philosophy in higher education system and motivate to improve the quality at each and every level of education sector. Such a thing will be possible only through continuous and frequent and assessment guidelines given by statutory bodies of higher education department. These statutory bodies have made serious efforts to improve the quality of education and also to match standards with the international norms. The quality concept and dimension will help attain excellence which only a guarantee, the survival of institutions in a highly competitive world in future.

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