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Research Paper

A STUDY ON TOTAL QUALITY MANAGEMENT IN BRAND BUILDING OF ENGINEERING INSTITUTIONS

Dr.P.RAJALAKSHMI || Assistant Professor
Department of Business Administration
Shasun School of Liberal Education
Chennai.

ABSTRACT **Amongst many service sectors, technical educational sector plays a pivotal role for socio economic development in any country since it deals with knowledge development and dissemination, technology transfer and collaborative works with industries. The demand and opportunities in technical educational sector resulted in mushrooming growth in number of technical institutes especially in the developing countries like India.**

KEYWORDS :Quality, Education, technical, Indian.

INTRODUCTION

IMPORTANCE OF TECHNICAL EDUCATION

The Indian technical educational system has been subjected to fast, radical and even revolutionary change over recent years. Indeed, this change is still in progress. Vitality of technical education is facing a considerable amount of uncertainty and is significantly impacted by the general changes to global economics and to the resulting social and cultural change that results.

Since technical education determines the development and socio-economic condition of a nation, there is a greater need for high quality technical education to produce technically skilled manpower in India. A high quality technician can obviously be created only through high quality technical and vocational teaching and training. If India wants to raise the standard of its economy to that of economy of developed nations such as USA, UK, France, Germany and Japan, it should move forward.

The history of imparting formal technical education in India can be traced back to mid 19th century, although it got momentum in 20th century. Since Independence in 1947, the Technical Education System has grown into a fairly large-sized system, offering opportunities for education and training in a wide variety of trades and disciplines and had become a major concern for the Government of India to face the new challenges and move the country forward. The system capacity increased very rapidly with the major role being played by the private sector and India now has the second largest number of technical students in the world.

Some of the industrially developed states such as Maharastra, Karnataka, Tamil Nadu and Andra Pradesh have experienced phenomenal growth both in numbers of students and technical institutions over the last two decades. There are technical institutes and colleges that are supported by the State and Central governments and also a large number of private technical colleges and institutes that provide technical education in India.

ENGINEERING EDUCATION IN INDIA

The concept of engineering education through formal instruction in a school or college was unknown at that time even in England. Consequently, the subjects of engineering were not properly classified and structured for teaching. The teachers of Roorkee College within the first 25 years of its inception did the pioneering work in systematizing the teaching of engineering and preparing education material. The printing press of the college played a great role in publishing 17 College Manuals and three volumes of Roorkee Treatise on Civil Engineering in India, which became standard texts in other engineering colleges.

ROLE OF MILITARY ENGINEERS IN ENGINEERING EDUCATION

The Royal Engineers in the Army in India played a major role in influencing the fortune of Roorkee College and the three other colleges in Kolkata, Mumbai and Chennai. Military engineers were the only type of engineers that came to India with the East India Company. As the Company assumed greater power for governing the country, all technical bs in engineering and science were entrusted to military engineers. Almost all the Public Work Department (PWD) officers came from this tribe and engineering education came under their purview. The principals and teachers of these colleges were also army engineers. These men ensured that military was the feeder for admission to these colleges and the colleges in turn served the army by running special courses for its officers and other ranks.

THE PERIOD OF WORLD WAR I AND THE PERIOD BETWEEN THE TWO WARS

Prolonged wars ironically fuel industrial activities. Although no concrete progress was made in technical education during the World War I, a change in approach following the reports of the Indian Industrial Commission (1916) and the Calcutta University Commission (1917) led to developments in technical education in the subsequent years. With the Government becoming more responsive to public demand, the technical education profile began to slowly improve.

Prior to 1919, the number of higher or university level technical or engineering institutions was only five , this rose to 21 in 1939 and the number of diploma schools increased from eight to 23. Nationalist will, private enterprise and Government assistance all played their parts in this change. To mention a few of the institutions which were established, Harcourt Butler Technological Institute, Kanpur (1920), Indian School of Mines, Dhanbad (1926), Maclagan College of Engineering, Lahore (1930), University Department of Chemical Technology, Mumbai (1934), Engineering College in Aligarh Muslim University (1935), Delhi Polytechnic (1941), Laxminarayan Institute of Technology, Nagpur (1943), Alagappa Chettiar College of Technology, Guindy (1944), Department of Engineering in Annamalai University (1945) and three other colleges in Madras Province in Coimbatore (1945), Kakinada and Anantapur (1946). In 1936-37, the total enrolment for technical education in India was 0.126 million which rose to 0.201 million at the time of Independence.

EARLY DEVELOPMENTS IN INDEPENDENT INDIA

In pursuance of the Sarkar Committee recommendations, five Indian Institutes of Technology were gradually established between 1950 and 1961. The Government of India appointed a Commission under the chairmanship of S. Radhakrishnan to examine the Indian University education including technical education and to suggest improvements and extensions. The Commission in its report emphasized the need of new types of engineering and technical institutions in India to produce men not only skilled in technology, but who were well integrated individuals. It was emphasized that

technical education must include elements of general education and engineering courses should have underlying scientific studies.

The Commission also advocated closer liaison between engineering colleges and universities so that the colleges would grow vigorously in an atmosphere of higher research in science. Wherever possible, the existing engineering and technical colleges should be upgraded for postgraduate training and re- search. The Commission further recommended starting higher technological institutes to produce much needed engineer-scientists and design and development engineers.

The Commission clearly advocated that engineering colleges be not controlled or dominated in their administration by the Government. These and other recommendations led to several developments in the succeeding years. The first year of all undergraduate degree courses were made common in all branches of engineering. Curricula were revised to include general education and basic physical and engineering sciences.

PRIVATE INITIATIVES

Technical education has always been and continues to be one of the more preferred areas of study with expectations for better career opportunities. During the last two decades, the growing demand for expansion of technical education and the inability of the Government (which traditionally has been establishing and running technical institutions), to meet the social aspirations, has resulted in private initiative to provide the alternatives. In recent years, private registered societies and trusts have established a phenomenally large number of technical institutions.

The self financing technical institutions now account for more than two-third of the admissions to engineering colleges and nearly half in polytechnics. According to the AICTE the intake in degree and diploma courses in engineering at the time of Independence. There is a significant imbalance in the geographical spread of technical education.

There are Engineering Institutes and Colleges that are supported by the state and central governments, and also a large number of private Engineering Colleges that provide technical education in India. The number of private institutions, mostly self-financing, is increasing rapidly. Since more than 60 per cent of these Colleges are concentrated in four southern states, (Ta- mil Nadu, Karnataka, Andhra Pradesh and Maharashtra) this is a lop-sided expansion.

In the small southern most state of Kerala alone the increase is from about a dozen to more than seven dozen Engineering Colleges, in a short span of three years. As a result of this proliferation, the country experiences an acute shortage of senior faculty , lack of critical mass of students, (in several institutions) needed for sustainable growth and market access to Engineering education sector, leading to corporate control of curriculum content and economic utililitarianism in the choice of courses and subjects.

QUALITY OF ENGINEERING EDUCATION

The students today, their engineering degree are an investment that requires them or their families to incur debt before graduating. With financial stakes increasing, even more importance is placed on the choice of institution and transforms student from a passive participant to an active consumer who is paying for quality education that promises a better career prospect after graduation. However, there are varying degrees of attitude as to what actually constitutes quality in engineering education by different groups of people.

Instead of providing education for a privileged few, engineering education has become more market-centered and international where many nations are making an education more broadly available in order to foster a knowledge economy. Finally, accreditation agencies place increasing importance on education providers to ensure progress to outcomes is measured and quality standards are met.

Admist this climate of change, many engineering education institutions are examining their identity and looking for ways to improve their academic quality and reputations. Leadership vision and commitment are a catalyst in many organizational change models based on the total quality management paradigm. Change models start with the organization mission and vision, which is cascaded throughout the structure to align units in a common direction that insures effective implementation. If institution leadership attains a reputation for a high level of academic quality and excellence among stakeholders, then more high quality students are expected to enroll and employers that are more reputation.

The strong brands feature quality, uniqueness and spirit as well as consistency and symbolism in their communication. The institutional success depends critically upon developing skills in brand-building by using all of an institution's particular assets to create unique entities that have a lasting personality. Brands without a personality have difficulties to establishing relationships with students and other relevant exchange partners. A strong brand personality represents the basis upon which relationships can be established and that this, subsequently will entice those who view personality as their ideal.

The benefits of a compelling brand identity in establishing a strong reputation in engineering education can be significant and long-term and increasingly, the use of branding in both domestic and international markets development indicates that globalization has reached the engineering education market.

STATEMENT OF PROBLEM

Quality of engineering education is the skill of building the abilities of assimilating the knowledge in the area of educational needs and the implementation of this knowledge to creating mechanisms allowing fulfilling expectations of customers and educational services. One should distinguish pupils, students, teachers and employers among the people who are interested in the quality of education.

The quality of the institution is perceived through the prism of many components, which together decide on the success in the realization of the proposed educational aims. It should be taken into account: the quality of the material potential, the quality of the immaterial potential, the processes quality and the quality of the results. Additionally, two groups of components – technical and functional will influence on each value.

Quality in engineering educational process is understood as the agreement with settled requirements or the degree of the fulfillment of stakeholders' requirements or other interested sides, or also the degree of the fulfillment of the settled assessment criteria (e.g. to didactic tools, lecturers, the results of teaching, needs, satisfaction etc.). Engineering educational process should also take into account that knowledge, which graduates leaving institutes have at present, becomes worthless very quickly. It is important to shape students' skill of self - learning and additional studying in the educational process. Helpful in this is undertaking activities serving to the reconstruction the students own motivation to gaining the knowledge and skills. Teachers should have the consciousness of the role, which they have to fulfill in the realization of this aim.

The dynamic interaction of teacher and students and the fact that the products of the system themselves have direct effects on the process again, are among the reasons. Difficulties in defining stakeholders'

requirements, while there is a variety of stakeholders (e.g. students, parents, employers, faculty members, government, and general society) having different interests, adds to the complexity.

The higher brand identity among student populations is more likely if the name of a collegiate institution is well respected/ regarded, is well known for academics, for achievements, for athletics, i.e. depending upon the scope and extent of same on a local, regional, national, and/or international basis. This is reflected in the level of brand identity that is attained in the respective market. Establishing and maintaining brand identity and brand equity necessitate the creation of well-known brands which have strong, favorable, and unique associations in the mind of the consumer.

In this context, the technical institutes in Tamil Nadu are currently facing a stiff competition because of opening of the off- shore campus of foreign universities and diminishing public funding. Highly competitive environment makes quality as a key competitive weapon for attracting primary customers (students). Therefore, the challenges ahead of technical institutions necessitate reassessing the brand equity and market positioning through sufficient control to follow the quality standards of education. The quality of education comprises various dimensions related to system level factors and improvement upon these dimensions may enable an institution to become an efficient one.

CONCLUSION

However, considering that most of their colleagues in their workplace will have degrees from less prestigious institutions, such an attitude will come in the way of teamwork that is becoming increasingly important in organizations today. A focus on real accomplishments rather than taking refuge in belonging to an elite group is likely to make these graduates more effective.

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