

IMPLEMENTATION OF EFQM BUSINESS EXCELLENCE MODEL FOR HIGHER EDUCATIONAL INSTITUTIONS IN INDIA

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Abstract: The paper strives to explain the implementation of EFQM business excellence Model for improving the performance of educational institution for future performance. Identifying an institutional strength is important; Excellence is about going beyond what is expected. Unlike auditing against a standard, an assessment gives the management team several opportunities and options. This paper will provide a guideline about how performance criteria, enabler to be defined with respect to educational institutions. Radar or measurement criteria to be consider as the prime driver to assess the performance of educational institutions.

Index Terms – Business Excellence model, EFQM, Educational institutions

I. INTRODUCTION

India holds an important place in the global education industry. The country has more than 1.5 million schools and 751 universities and 35,539 colleges. India's higher education systems is ranked third in the world after USA and China. Education sector has shown remarkable growth in recent years that could possibly transform the country into a knowledge hub; development of education infrastructure is expected to remain the key focus in the current decade.

According to The Human Resource Development Ministry, the Niti Aayog Government of India and the University Grants Commission the focus towards education sector is to create an easy and simple regulatory framework. According to CEO Niti Aayog Amitabh Kant many problems in the sector arises because education was termed as not-for-profit. Changes need to be made in policy frame work where institutions could make decent profit which could be ploughed back to the sector, the objective should be, to generate profit which could be re invested. India needs to expand the higher education sector for which there is a need for good institutions. Hence there is a need of higher education institutions to focus on their performance there lies a need of systematic performance excellence guidelines to address financial and non-financial measures and this paper strives to explain EFQM model for performance aspects with reference to educational institutions. EFQM(European Foundation for Quality Management) is a non-prescriptive business excellence model that provides the framework for organisational management to achieve strategic goals .It can be implemented regardless of sector, size, structure or maturity, organizations need to establish appropriate management systems to be successful. The EFQM excellence model is a tool to help organizations do this by measuring where they are on the path to excellence, helping them understand the gaps, and providing solutions.

II. Review of Literature

EFQM Model of Excellence

According to Herman van Rompuy (2013), President European Council EFQM excellence model provides a framework that encourages cooperation, collaboration, and innovation to be achieved by any organisation.

Need of the model

The EFQM Excellence Model is a framework to understand and manage complexity of a business. The Model is practical and pragmatic, developed by leading organisations, to stimulate continuous improvement.

The EFQM Excellence Model allows people to understand the cause and effect relationships between what their organisation does and the Results it achieves. It provides a framework allowing organisations to determine their current "level of excellence" and where they need to improve their efforts. This model helps to ensure that business decisions incorporate the needs of all stakeholders and are aligned with the organisation's objectives.

The Model comprises of a set of three integrated components:

* The **Fundamental Concepts** define the underlying principles that form the foundation for achieving sustainable excellence in any organisation.

* The **Enablers** provide a framework to help organisations to convert the Fundamental Concepts

***RADAR** is a simple but powerful tool for driving systematic improvement in all areas of the organisation. The strength of the Model is that it can be applied to any organisation, regardless of size, sector or maturity. It is non-prescriptive, and it considers several different concepts. It provides a common language that enables our members to effectively share their knowledge and experience, both inside and outside their own organisation.

III. EFQM Deployment model for Higher education sector; Analysis and Discussion

Considering the challenges related to the various dimensions of quality in education which varies greatly and customer (the students) need of practical knowledge to bridge the gap between academics and corporates there is a need for detail understanding and implementation of performance measure. EFQM Model comprises of a set of three integrated components that helps in understanding -

*Helps in understanding Fundamental Concepts underlying principles that form the foundation for achieving sustainable excellence in educational institutions.

* The Criteria provide guideline to help educational institutions to convert the Fundamental Concepts and RADAR thinking into practice.

* RADAR helps in driving systematic improvement in all areas of the organisation.

1.Fundamental concepts for excellence; 8 fundamental Concepts

1.1 Adding Value for Customers –

Robinson and Long (1987) classified the customer of educational institutions into three categories namely primary, secondary and tertiary, in accordance to order of relevance. To them, the primary customers are the students, the secondary customers are the education authorities and employers and the tertiary customers are the validating bodies, ex-students, families, employers, etc. According to Kotler and Fox (1985) current students, prospective students, faculty, parents of students, administration and staff, alumni, suppliers, competitors, government agencies, business community, mass media, foundations, trustees, accreditation organizations, local community and public are all customers of educational institution. Reavill (1998) as a part in TQM developed a specific methodology to the stakeholder's identification of higher education, he identified twelve stakeholders contribute to or benefit from higher education: students, employers, the family and dependants of the student, universities and their employees, the suppliers, the secondary education sector, other universities, commerce and industry, the nation, the government, taxpayers and finally professional bodies. According to Kanji and Tambi (1999) the customers of educational institutions can be illustrated through the below diagram.

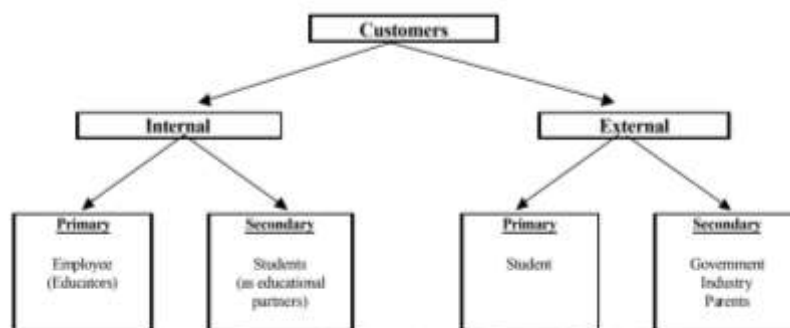


Figure 1 – Customers for higher education (Kanji and Tambi, 1999)

We need to focus on students and Employees. **Simon Boehme (2017)** students should be treated as partners, not receivers of information or products and services. Student engagement, student-centric policies, providing opportunities for students to work alongside faculty, administrators, quality assurance experts and policy-makers have proven potential to increase learner participation and, ultimately, a learner's ownership of his or her education. Increased communication between students and administrators reduces the need for protests and enhances better understanding between all stakeholders. Educational institutions with perfect relationships with students help in the institution success. Shared governance, participative process and shared power by feedback systems on various criteria are some of the methods to create value for the students. For employee's freedom of using innovative methods of teaching, Employee friendly policies, good pay, other benefits apart from pay like medical. Opportunities for attending seminars and developmental programs, work life balance are some of the methods that can help to create value for employees.

1.2. Creating Sustainable Future - Excellent educational institutions have impact on the society around they strive to create better economy through encouraging entrepreneurship, emphasizing upon research, involving in various developmental activities like rural development collaboration with government to implement various developmental schemes.

1.3. Developing Institutional Capability-Capacity development is the process of change initiated to help institutions to solve problems, innovate and respond to need of society.

According to 5 Capabilities approach for capacity development of organisations, capacity development takes place at three levels:

- Individual (professional development of teachers, principals, administrators, paraprofessionals, and other key education staff)
- Professional development can be measured with respect to the following conditions -
 courses/workshops (e.g. on subject matter or methods and/or other education-related topics) attended in last 18 months. Education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems) Attended in Last 18 months Higher qualification programmes attended – certification programmes observation visits to other institutions participation in a network of faculties formed specifically for the professional development individual or collaborative research on a topic of professional interest; and mentoring and/or peer observation and coaching.
- Institutional (development of rules and conditions which allow organisations to function properly)- According to Government of INDIA Ministry of Human Resources Development there are various bodies providing affiliation to higher educational institutions they are abided by rules to be followed. Time to time inspection by affiliation body ensures the adequate implementation and follow of the rules. Apart from abiding to the rules of affiliated body Institutions can frame their own rules related to timing, attendance, Leave policies for staff.

1.4. Building Creativity and Innovation - Excellent Institutions generate increased value and levels of performance through continual improvement in Academic and Placement aspects and systematic innovation by harnessing the creativity of their Students through start up and Patents.

1.5. Leading with Vision, Inspiration and Integrity-Excellent educational institutions will engage students, Inspire Change and Enrich Community. Institutional leaders shape the future and make it happen, acting as role models for its values and ethics.

1.6. Managing Agility-According to Diane Johnson 2015, Agility is an ever-increasing requirement of success in any industry and educational institutions are no exceptions. Challenges for educational institutions are to top the list with more modular approach. With the rapid evolution of new industries and the employer need for a better prepared workforce, a modular approach will allow institutions to transform their program and course offerings more quickly. Improved responsiveness puts an institution in a better position to increase its desirability and market share. More flexible scheduling is essential to attract and keep students. Universities would be wise to implement more liberal credit acceptance and transfer policies. We must remain relevant for our students and the employers who hire them or their success as entrepreneurs. Need to integrate more authentic measure of learning and competence. Our graduates need to be able to think critically.

1.7. Succeeding through the talent of people - Educational institutions strive to get talented people either academic or industrial expertise on board or through various committees like board of education, advisory committee. Good Educational institutions value their people and create a culture of empowerment for the achievement of both organisational and personal goals.

1.8. Sustaining through outstanding Results- Excellent educational institutions achieve sustained outstanding results of their students that meet both the short and long-term needs of all their stakeholders, Students within the context of their operating environment.

2.The Criteria

The EFQM Excellence Model allows people to understand the cause and effect relationships between what their organisation does, the Enablers, and the Results it achieves.

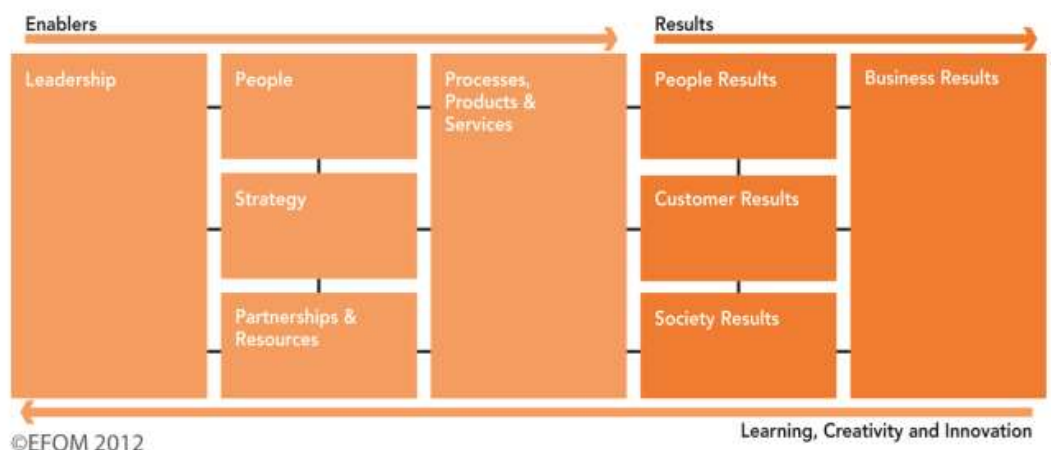


Figure 2 Learning creativity and Innovation

To achieve sustained success, an organisation needs strong leadership and clear strategic direction. They need to develop and improve their people, partnerships and processes to deliver value-adding products and services to their customers. If the right approaches are effectively implemented, they will achieve the results they, and their stakeholders, expect.

2.1 Enabler: There are 5 enablers, pictured on the left-hand side of the Model. These are the things an organisation needs to do to develop and implement their strategy.

- Leadership - Definition: Excellent organisations have leaders who shape the future and make it happen, acting as role models for its values and ethics and inspiring trust at all times. For any educational institutions the leaders are (a) The Chairperson (b) Head of Institution Five of the most important characteristics any effective educational leader should possess and demonstrate daily are (a) Self-Awareness (b) Excellent Communication skills (c) Resourceful (d) Lead by example (e) Power of teaching and learning Benham and Murakami's (2010) explain the following main dimensions of educational leadership –(a). Learning and living with integrity that sustains traditional value and Principles (b). Having concerns for community and places (physical and spiritual) (c). Developing sensitivity and sensibility about the thoughts of the other people (d) Clear understanding and individual, collective roles and responsibilities and relationship. (e). Building respectfulness which requires understanding of social network and across communities with in and external to the indigenous world. Educational leaders show reduces power distance relationship.
- Strategy: Strategy of any educational institution is reflected in their mission, vision, goal and objective A strategy in the education sector is the outcome of the strategic planning process that provides guideline on how to run an education system within a larger national development perspective, which is evolving by nature and often involves constraints (Chang, 2006) Strategic planning offers education institution(s) opportunity to identify how it will utilise resources over the long term in order to accomplish its mission (Hunt et al, 1997). It Projects forward as little as 3 to 5 years (Barry, 1986) or as much as 10-20 years (Herman, 1990; Hunt et al, 1997; Rumble, 1986). In educational institutions, strategic planning is the process which focuses on the learner and learner outcomes helps in transforming educational organizations equips building consensus and common vision to solve educational problems, by involving all educational stakeholders to achieve the preconceived goals and chart new ways. Strategic planning is an important approach to educational planning in modern world (Ndiku Judah and Ogenga Paul,2014) Therefore, excellent educational institutions implement their mission and vision by developing and deploying a stakeholder focused strategy. Policies, plans, objectives and processes are developed and deployed to deliver the strategy.
- People: For any educational institution people comprises of
 - a) Students
 - b) Employee
 - c) Industry experts
 - d) Parents
 - e) Government /regulatory authorities

People create a culture that supports mutually beneficial relationship for achievement of organisational and personal goals. They develop the capabilities of their people and promote fairness and equality. They care for, communicate, reward and recognise, in a way that motivates people, builds commitment and enables them to use their skills and knowledge for the benefit of the organisation. Responsibility of the heads is to keep others informing, ensuring and managing responsibilities.

- Partnership and Resources: Partnership and resources for educational institutions can be in the form of following-
 - a) Industry Expert
 - b) Vendor Partners
 - c) Facility
 - d) Infrastructure
 - e) Finances

Excellent educational institutions help in plan and manage external partnerships it can be in the form of industrial visits, guest lecturers or involving industrial experts during syllabus formulation, or in various advisory committees. Partnership can be in the form of improvising certification programs which will help in creating students fit to join organisations. Partnership can also be in the form of providing annual maintenance with respect to software's, hardware's or various equipment's used in the premises.

- Process Product and Service: For educational institution process, product and service comprises of
 - a) Quality students
 - b) Practices
 - c) Curriculum
 - d) Pedagogy

e) Collaborations

The product of any educational institution is the quality of students. Students should be more employable following ethical practices and concern towards holistic development of society. Practices followed in terms of seminar projects, plagiarism to encourage own contribution by students. Educational institutions need to follow norms lead by affiliation bodies. Education should be Approachable, Applicable, Adaptable and Appraisable. Introduction of relevant and fresh curricula assures the employability of a student. Any process introduced should be adaptable. Otherwise, there will be total dilution and the entire plan of the organisation will be collapsed. After adapting the scheme, it should be evaluated properly to know the results and identify the changes required for further improvement to generate increasing value for students and other stakeholders. Dr. D. Maria Antony Raj, Dr. M. Raguraman, Prof. R. Veerappan (2013). Pedagogy or teaching methodology adopted by the faculty should include both theoretical and practical approach it can be with the help of case studies or activities relevant to the topics. Presentations screened through projectors audio videos are some of the teaching mythology to retain attention in class and make classroom teaching interesting.

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|--|---|
| Assessing the enablers comprises of | |
| A. method adopted | |
| | ➤ Accepted |
| | ➤ Relevant |
| B. Implemented | |
| | ➤ Communicated |
| | ➤ Monitored |
| C. How it can be modified to make it more effective. | |
| | ➤ Learning |
| | ➤ Changes made |
| | ➤ Better result oriented and adaptability |

Figure 3, Assessing enablers

2.2 Results: There are 4 result areas, shown on the right-hand side of the Model. These are the results an educational institution achieves in line with their strategic goals. Excellent institution achieves and sustains outstanding results that meet or exceed the needs and expectations of their customer, People, society and business.

- People result comprises of:
 - a) Pass percentage of the subject of concerned teachers
 - b) Employee achievements (in terms of research paper published, certification courses completed, books published, PhD guided / awarded)
- Customer result can be defined in terms of:
 - a) Pass percentage of students
 - b) Placements of students
 - c) Parent satisfaction
- Society results comprises of –
 - a) Improvement towards society
 - b) CSR
 - c) Various developmental activities and projects to bring awareness about the social cause.
- Industry results comprises of –
 - a) Industry improvement
 - b) Parents feed back
 - c) Infrastructural modifications and development
 - d) Industry readiness to hire students.
 - e) Process of hiring students
 - f) Employability of students
 - g) Industrial Tie ups with institutions for preparing future employee.
 - h) Student feedback by industry.
 - i) College placement department feedback on industry

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|-----------------------------|
| Assessing Result |
| A. Progress of organisation |

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|---|
| B. Important criteria that need to be measured |
| C. Criteria that need to be changed |
| D. Organisational understanding about important drivers that leads to growth and better performance |

Figure 4, Assessing Result

3. The Radar the RADAR logic is a dynamic assessment framework and powerful management tool that provides a structured approach to questioning the performance of an organisation. At the highest level, RADAR logic states that an educational institution needs to:

3.1 Determine Objectives to achieve as a part of the strategy

- What are we trying to achieve?
- Plan the methods/approaches to achieve required outcome

3.2 Ensure systematic way for implementation

3.3 Monitor and analysis the result ensuring planned results and improvement if any

IV. Conclusion

The Paper explains the implementation of EFQM model for educational institution. The frame work is developed will provide a guideline for educational institutions to achieve excellence.

Framework of EFQM model for educational institution

1. Enablers (Need to Do) to get Result (Define the outcome)

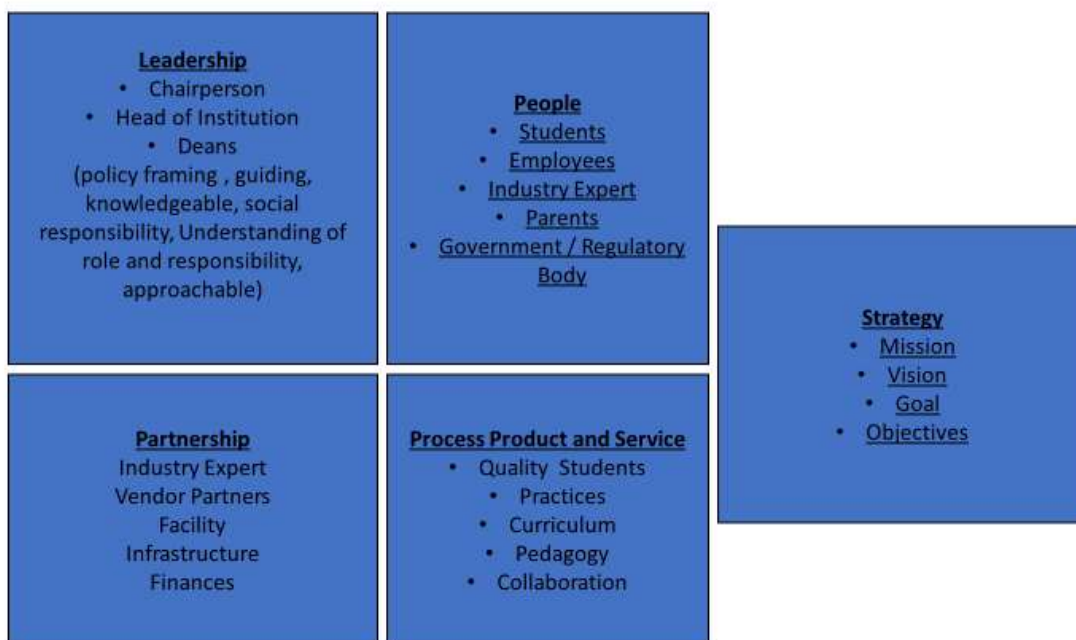


Figure 5; Enablers

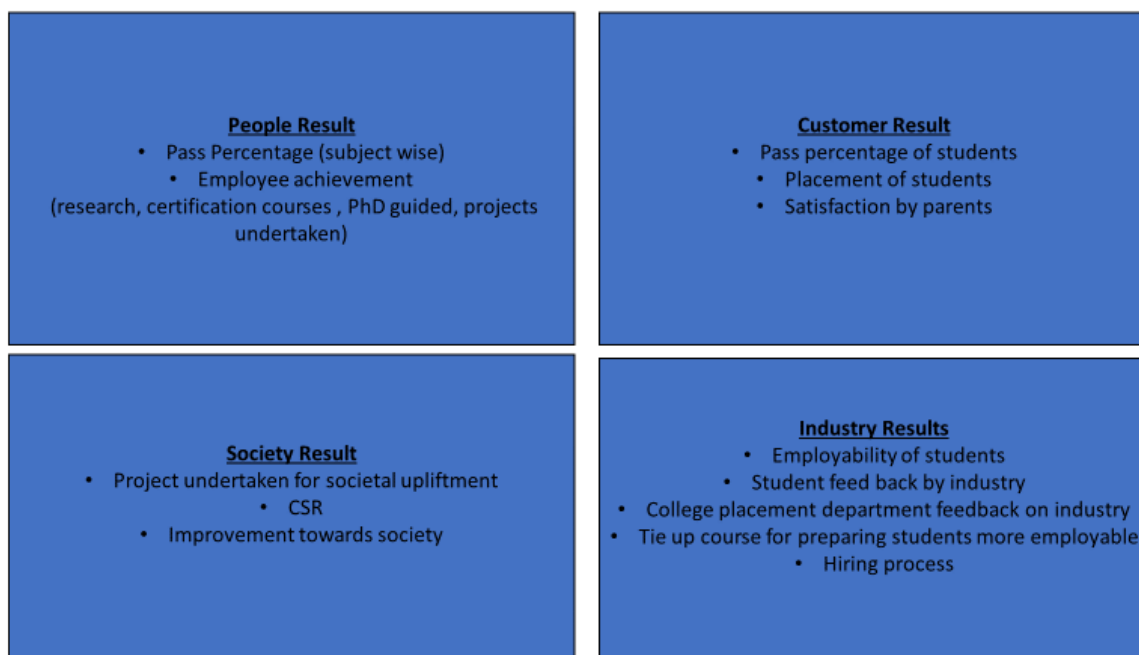


Figure 6; Result

2. The Radar; Assessment

- Objectives ----Activities -----Monitor and control



Figure 7; The Radar

The framework explains variables of EFQM with reference to educational institution. The will help educational institutions to clarify the parameters to focus in order to achieve academic and institutional excellence. Further research in this area specifically to assess the variables are suggested which will help to benchmark institution, comparative analysis and creating institutional standards. The paper is a overall guideline suggested to educational institution on the basis of EFQM. Specifically, for developing country like India, for upliftment of the standard of higher education specially Tier-2 and Tier 3 educational institutions struggle to strive the competition this paper will be a guideline on the area to focus to create excellence quality standards apart from accreditation norms.

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