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Service Quality Criteria for Polytechnic Education Institution in the State of Madhya Pradesh, India-A Case Study

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ABSTRACT: The paper is focused on polytechnic education institutions (PEIs) for the service quality criteria. The survey can be absolute to find the weightage of these criteria's to ensure quality enhancement in polytechnic institutions. The survey is conducted among polytechnic education institutions situated in the state of Madhya Pradesh, India on service quality issues that affects the quality enhancement.

I. INTRODUCTION

PEIs are offering diploma level of education for the target population of 10+2 students. The polytechnic education in general have change is driven by multiple factors. Demands from industry, mindset of the students, increased competition and the renewed chase of educational community. To ensure deal with market and technological changes coupled with global requirements, it is important for institutions offering polytechnic education to use appropriate curricula, course materials and teaching methodologies that are not only up-to-date, but also effective from learner's point of view. The exponential growth of knowledge, exploding instructional technologies, enhanced access to practices of premier institutions, accessibility to knowledge, globalization of education etc. requires educators and faculty members to continuously evaluate themselves and improve upon their service quality criteria.

II. QUALITY IN EDUCATION

The quality is defined by British Standards Institution, 1978 as "The totality of features and characteristic of a product or service that bear on its ability to satisfy stated or implicit needs"

Quality in Education can be defined as:

- The development of intellectual skills and knowledge. (R. Natrajan, 1999)
- The ability of a product to satisfy the requirements of the customer. (Roma Mitra et al. 2007)
- Quality in engineering education is an open system at various levels (Kulkarni P., 1999)

III. NEED OF QUALITY CRITERIA IN POLYTECHNIC EDUCATION INSTITUTION

1. To have a good reputation among society and industry.
2. To enhance students satisfaction and to develop assurance.
3. To enhance the creativeness of students and faculty for growth of the institution.
4. To offer careers to the faculty instead of jobs.
5. To offer quality satisfaction to all stakeholders.
6. To remove the waste of resources at all level.

IV. SERVICE QUALITY CRITERIA FOR POLYTECHNIC EDUCATION INSTITUTION:-

In order to attain the goal of producing well competent and skilled manpower, an institution has to effort competently. Every polytechnic education institution strives towards imparting technical competence to the student by creating an

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environment for their personality development and to enabling them to achieve employment respective to their fields. Various input criteria responsible for quality enhancement in Polytechnic Education Institution are summarized. The literature indicates that there are different criteria's which directly or indirectly controls the service quality in polytechnic education institution. Here we group these criteria's under six wide head as discuss below

5.1. Administration:-

The administration of polytechnic education institution plays vital role in its execution and its responsibilities includes-

1. Set objectives for the execution of the institution.
2. Formulate policy and programs to achieve it.
3. Controlling the functions which directly or indirectly influence the competence.

5.2. Extracurricular activities:-

Overall personality development of the student requires to organize various extra- curricular activities like arranging, debates, quizzes, group discussions, guest lectures, seminars ,NCC, NSS, sports, games, cultural activities. These extracurricular activities improve the inherent capabilities of the students.

5.3. Infrastructure:-

An institution should contain sufficient land, essential buildings, hostels, physical amenities, library, well equipped laboratories and workshop. Availabilities of modern teaching aids like OHP, LCD projector, seminar halls conference room and advance computing facilities. These facilities are initial prerequisite for any institution which must be present to ensure proper functioning.

5.4. Interaction with industry and society:-

The fresh diploma engineers from polytechnic education institution need to be trained in industries to give them practical exposure. There is a need of competent curricula, industry oriented programs and to establish a link between an educational program and society.

5.5. Students:-

The students are the input of the education system. The process of imparting knowledge should be in such an environment to enhance their self enthusiasm to learn and excel. Student's own attentiveness for knowledge and the intrinsic ability to grasp is successful completion of his course. All these aspects when vigilantly implemented resulting enhance quality of education.

5.6. Teaching effectiveness:-

The quality of student's appearance of the polytechnic education institution mainly depends ahead the quality of the faculty employed. The faculty has to update themselves through enhancing their qualifications and attend diverse quality enhancement programs like, seminars, conference, workshops etc. the institutions has to provide a proper and conductive environment for the teacher to make them effective in teaching.

VI. METHODOLOGY AND SUMMARY OF RESPONDENTS:-

In order to evaluate how important each of the service quality criteria for the polytechnic education institutions, a comprehensive questionnaire set has been developed. In spite of the efforts accomplished by the author to increase the response rate, unfortunately, the rate has been not encouraged. The author decisive to conduct the survey by visiting polytechnic education institutions to obtain a better response rate.

A pilot survey has been carried out in government, government aided, and self-financing polytechnic education institutions of Madhya Pradesh (India) for service quality criteria. Data is collected from the polytechnic affiliated to recognized and approved by All India Council for Technical Education (AICTE), New Delhi (India). The faculty and students of polytechnic Institutions were the respondents for the work.

Respondents have been asked to respond and rate the importance of 06 service quality criteria as in table -1

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Table:-1

Sno.	Responses from	Received Responses	Valid Responses
1	Faculty	36	26
2	Students	28	14
Total responses		64	40

Ranking of Service quality criteria:-

Table:-2

Criterion	5	4	3	2	1	0	Mean	Mode
Infrastructure	26	14	0	0	0	0	4.650	5
Teaching Effectiveness	14	19	7	0	0	0	4.175	4
Students	0	4	11	14	9	2	2.150	2
Interaction with Industry and Society	0	1	11	8	14	6	1.675	1
Administration	0	2	11	5	12	10	1.575	1
Extra Curricular Activities	0	0	0	13	5	22	0.775	0

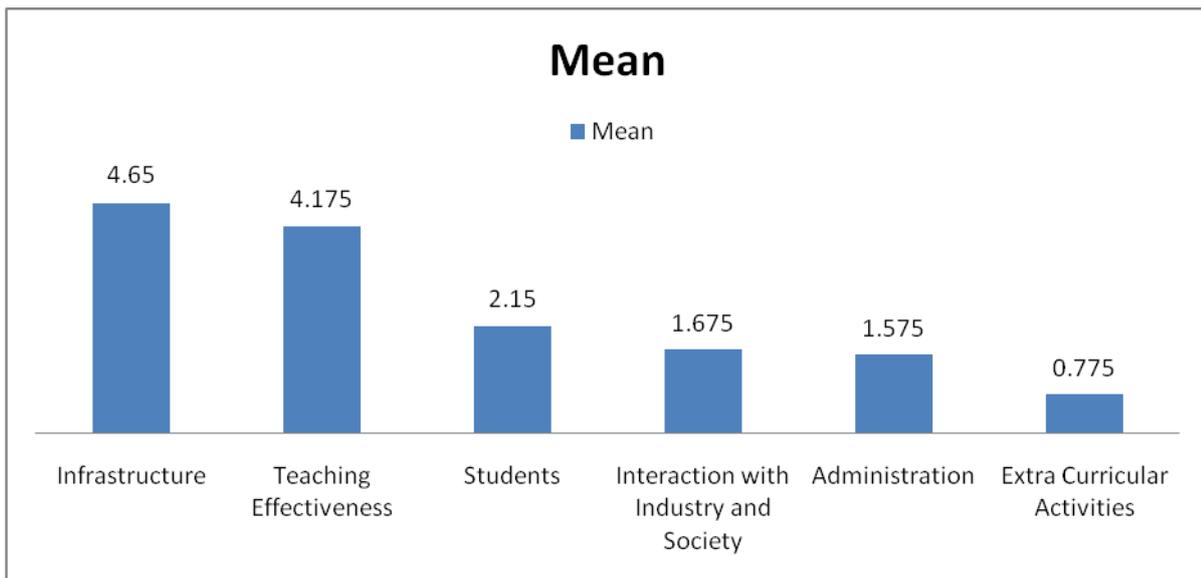


Fig 1

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VII. RESULTS AND DISCUSSION

The respondents were asked to rate the level of importance for each the service quality criteria based on a five-point Likert scale. The answers were rated from 1-5, to represent the criteria of not important, not very important, somewhat important, important, and very important. The respondents were requested to use a ranking scale (0-5) points when considering the 6 major criteria for service quality. Scale of 5 is given for the most important criteria and 0 for the least important criteria. Table 2 indicates that most important criteria are infrastructure (26 respondents rank 5), and followed by teaching effectiveness (14 respondents rank 5). The mean and mode for infrastructure criteria are 4.65 & 5; while mean and mode are 4.165 & 4 for the teaching effectiveness. The results of mean and mode show a consistency of the ranking. Based on the mean analysis, Students is ranked as the third important category after infrastructure and teaching effectiveness, at a value of 2.15; follow by Interaction with industry and society and administration. The mean for the extracurricular activities is only 0.775. There are 11 respondents select students, interaction with industry and society and administration as the third important criteria. The result shows that there is no specific preference on the third important service quality criteria. However, the result from the mode analysis shows that students are slightly more important than the other criterion with value of 2. It can be concluded that the extracurricular activities is the least important amongst the 6 major criteria.

VIII. CONCLUSION

This paper reports the findings associated with the service quality criteria in the polytechnic education institutions situated in Madhya Pradesh, (India). It is incredibly essential for these institutions to observe their services for the continued existence. It would be a challenge for the polytechnic institutions to provide quality services to the students. The creation of polytechnic institutions has been raised the issue of maintaining the service quality of polytechnic education in Madhya Pradesh, (India). The paper will certainly facilitate the authority of the polytechnic institutions and the set of students for services with service quality criteria.

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