



## Canteen Enhancement

### 2009 BEQET - Project 1st Position

Smt. P. N. Doshi Women's College's project on "Enhancement of Canteen Facilities" was adjudged the "Best Quality Enhancement Team – 2009" amongst several teams from different educational Institutes by The National Centre for Quality Management.

The project scientifically evaluated the canteen facilities by using pre-tested questionnaires on various stakeholders, visits to other college canteens and several brainstorming sessions. Opinions of canteen staff members were also considered. The project was carried out for 6 months from January to May 2009. The quality cost was to improve level of satisfaction among students and staff, health issues and enhance image of the college

Observations of other canteens revealed that they offered a greater variety at almost the same cost and larger portions. Standardization of recipes in terms of size and quantity served canteen needed improvement. After the data collection and statistical analysis of the questionnaires following problem areas identified were:

- Menu: There was a need to introduce variety in menu. Standardization was needed in taste and portion of food served.
- Hygiene: The need was felt to maintain cleanliness in the kitchen and around the canteen.
- Infrastructure: Proper seating arrangement and improvement in ambience of the canteen need to be enhanced.
- Service: Canteen staff should be trained professionally.

Fishbone diagram was made with identified possible causes. Each cause was discussed in detail and action plan was prepared. Some solutions in the action plan were as follows:

- Canteen should be operated on contract basis – professional management of the canteen is essential.
- Cyclic menu should be followed which will include mini meals and nutritious snacks

- Proper infrastructure should be provided for the staff and students at the ground floor
- To display the menu for next day in advance
- Increasing the staff by hiring skilled cooks.
- Coupon system to be introduced

The facilities were upgraded in all the critical areas leading to the improved quality of canteen. The canteen is now more appealing for students and staff. The over crowding of canteen is minimized. Proper seating arrangements are made. The cleanliness is enhanced. A proper and regular menu is provided at the canteen. The satisfaction level of the stakeholders increased from 30% to 80% after the project. Canteen looks cheerful and the customers get good, clean food at reasonable price. Students are happy to be in the canteen.

The project team members were Smt. Manisha Parelkar, Smt. Hemani Malhotra, Smt. Alka Pai, Smt. Seethalakshmi and Smt. Anitha Venugopal. Our trustees Shri. Chamanbhai Vora, Smt. Meena ben Khetani (SPRJ Kanyashala trust) and our Principal Dr. (Smt.) S. Kumudhavalli extended their kind cooperation, guidance and support in successful completion of this project.



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Distant Learning Mode

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Course Co-ordinator,

National Centre for Quality Management, Mumbai

(Brochure can also be downloaded  
from [www.ncqm.com](http://www.ncqm.com))



# Quality Improvement in Examination Results

2009 BEQET - Project 2nd Position

## Introduction:

The spectrum of quality improvement is a perspective of each and every organization today. There is a need of time to incorporate Continuous Quality Improvement (CQI) revolving around customer gain via tools like long term perspective, customer focus, system thinking, training and tools in quality with increased employee participation, measuring tools and reporting system and improved commitment among customer, employee and management.

Specific to engineering curriculum, there was a need for the educators to change from a method based exclusively on lectures to incorporate student centered and interactive methods. Therefore the project undertaken describes how a continuous quality improvement framework was used to introduce innovative instructional methods of nurturing the students with better results.

## Objectives:

The Objective set was "Quality Improvement in Examination Results", a combined and consistent effort made by each and every faculty. The data employed were (a) insights about student learning (b) variation in students' performance in internal and university examination based on their attendance and (c) the psychology of students to improve upon their learning process.

The three major areas of concern were:

- 1) Less number of First Class rangers (approx 40% -50%).
- 2) Live ATKTs affecting the results.
- 3) Reduction in placements on account of not sustaining the eligibility criteria set by corporates.

Therefore the regular meetings and brain storming sessions were carried out to find the solutions for the above problems. The concrete steps taken for CQI were:

## Academic improvement:

- Structured course files for every subject

comprising of syllabus, notes, question bank etc.

- Minimum two assignments in each subject with two term test in a semester.
- Personal attention under Teacher-Guardian scheme.
- Orientation lectures are delivered by Principal and Class-Incharge to ensure a smooth transition of F.E. students to Institute.

## Measurement and monitoring for CQI:

- A correlation of attendance of students with the performance in examinations both internal and university were carried out clearly stating out the better performance for more attendees.
- Remedial assignments were proposed for attendance-defaulter students to incur academic loss.
- Teacher-Guardian scheme with 1:20 teacher-student ratio was identified for reducing Live ATKTs and other lacunas to improve the results.
- Make up test was introduced for the failures in the two term tests.
- Students' feedback about faculty was monitored twice in a semester to enhance in teaching-learning process.

## Other improvements:

- Student Development Programmes (SDP) were conducted to benefit in the areas of Soft Skills, Technical Skills, Group Discussion and Personal Interviews.
- Faculty Development Programmes (FDP) were arranged on regular basis to update in their respective subjects and teaching methodologies.
- Well equipped Library facilities were provided with e-resources and also a book bank facility for the benefit of poor students.
- Faculty attrition rate was reduced by providing conducive environment for their personal and professional growth.

## Achieved Benefits:

- The Lacunas in teaching process are well



identified with the provision of qualified and experienced faculty.

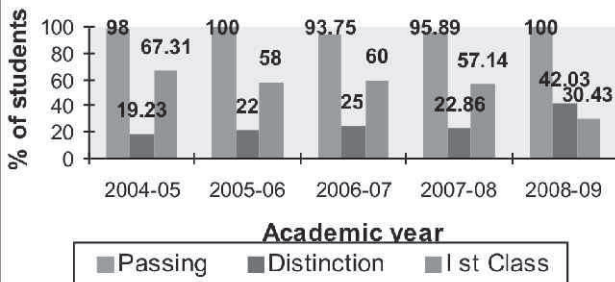
- Students' performance is enhanced achieving positions at Mumbai University

e.g.

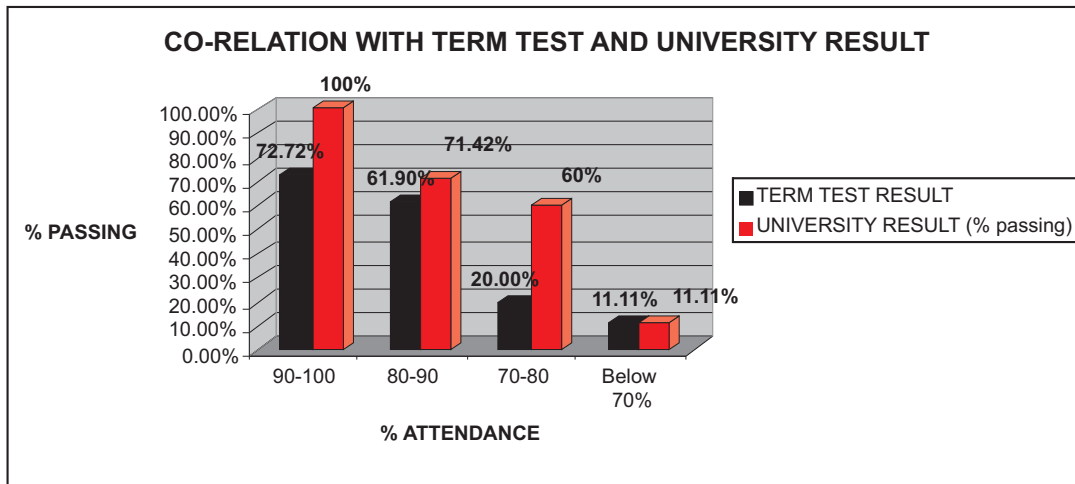
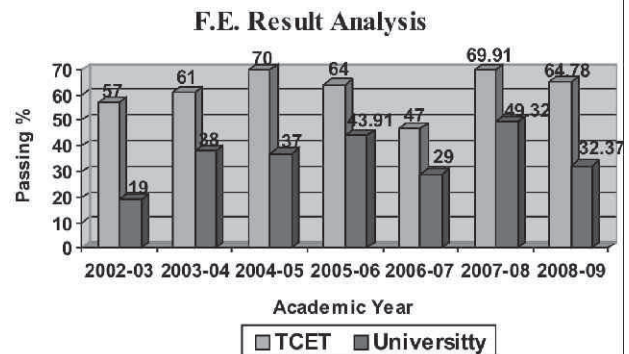
- In May 2008, Nagesh Nayak, BE (Electronics and Telecommunication) was a topper of Mumbai University securing 80.90%

- In May 2009, Surabhi Khandelwal, BE (Information Technology) was a topper in Mumbai University scoring 83%
- The percentage of First Class students in each branch improved with increasing percentage of placement
- Post-implementation benefit will still reflect in the forthcoming results.

**Computer Engineering Result Analysis**



**Computer Engineering Result Analysis**



**Conclusion:**

From the last two years, the processes are well established and implemented not only in the teaching-learning areas but other areas as well such as training & placements and administration to meet the regulatory body requirements. Documentation and record keeping are mandatorily monitored for the effectiveness through ISO 9001:2008 audits for continual improvement of the new age students in this self financed Institution.

**Thakur College Team**

Ms. Anuradha Singh (Team Leader-Lecturer), Dr. Rajni Bahuguna (Sr. Lecturer), Mr. Amol Dapkekar (Lecturer), Mr. Krishnakant Mishra (Lecturer), Mr. Shivaji Londhe (Lecturer) and Mr. Uday Waskar (Lab. Assistant), Thakur College of Engineering and Technology, Kandivali (E), Mumbai - 400 101.



## Quality Circles: A Tool To Bond Better

2009 BEQET - Project 3rd Position

At Shri M D Shah Mahila College of Arts & Commerce, Malad (West), Mumbai, we are committed to take up quality enhancement strategies for continuous improvement. We believe that whatever we are doing can be done in a better way and we continue to better it. Changes in our working are the key, howsoever, small they may be. We believe that most quality problems are built into the system and the system can be improved only when it is previewed from a prevention mindset rather than an inspection mindset. This does not limit itself to any select group of individuals, ranks, categories and\or positions. Philip Crosby rightly stated that “all that is necessary for Quality Management is People”.

An institution has to approach Quality with the aim to integrate TQM methods and the systems of work in the organization. Since the Japanese approach to management defines Quality Circles as a participatory philosophy woven around quality control and problem solving, individuals working at all levels play important roles in the organization. This privilege of participation enables change, growth and progress. Another concomitant to this process is the enhanced level of satisfaction among the stakeholders. And as Dr. K. Ishikawa writes, “One of the greatest principles behind QC is consumer satisfaction. Within a company, the next process is the customer. If this way of thinking is driven home, the walls of sectionalism will crumble and fresh air will breeze through the company.”

The shift from a traditional educational setup to a quality approach backed process was gradual at our college. From general exposure and guidance in Quality methods to specialized Quality training enabled the advent of a quality atmosphere. The knowledge acquired by the teaching staff percolated to the administrative and support staff and also the students. Quality projects by quality groups among teachers, students, administrative and support staff were realized. Inroads in this relationship led to various combinations with teachers and administrative and support staff

and\or with students. The circles lived upto the description of involving people, providing opportunities for participation and recognizing the contribution of its members.

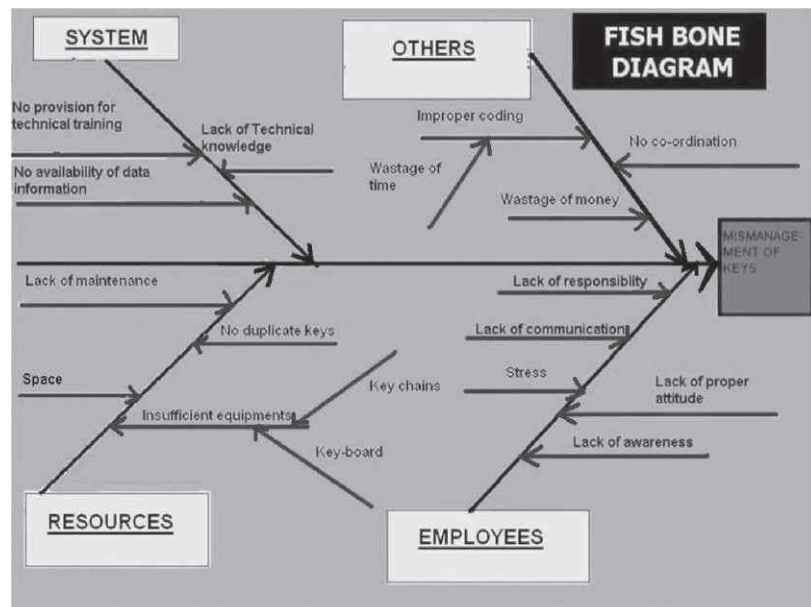
The association with NCQM and the guidance under our Principal, Dr. Deepa Sharma (doctorate in Quality Circles in Educational Institutes) helped in the conception, development and execution of quality concept through TQM. The three year linkage with NCQM provided a platform to showcase the efforts of the Quality Circles. The recognition received in the form of prizes at National and International forums on Quality further motivated us to continue the process. The recently concluded BEQET Awards Competition at NCQM saw the combined efforts of a teacher'-students' Quality Circle presentation on General Key Management Systems. This presentation was well received by the Quality stalwarts and won the third prize among 10 other presentations.

The said Quality Circle encountered certain problems during their QC meetings. After a brain storming session, they arrived at a consensus that mismanagement of keys was a recurrent problem. They analysed the problem and realized that it was ignorance of the right keys and\or missing keys to particular rooms and cupboards which led to loss of precious time, energy and heightened level of anxiety among the users.

After many brainstorming sessions they identified the main causes and sub-causes for the problem of mismanagement of keys.

The QC members worked on the PDCA method to eliminate the root causes of mismanagement of keys and ensured that the work proceeds smoothly. The steps taken were –

- Survey of the existing procedures
- New key coding system to the classrooms and cupboards
- Labeling of all resources
- Feedback from users and maintenance staff
- Action on feedback



The organized pattern of working resulted in –

- Keys being maintained at one central location.
- Keys of different departments identified by different color key-chains (Coding & labeling system)
- Communication gap bridged amongst the key users & maintainers
- Systematic arrangement of keys
- Reduction of the work stress and chaos among the key users
- Time saved

Problem – solving technique with a positive outlook led to cordial working relationship between users and maintenance staff and developed a spirit of achievement through scientific handling of the problem.

In the present day world when sustained development has become a watchword, the systems approach to quality has gained utmost importance and relevance even in the area of education. Globalization and increased domestic competition have brought a sense of urgency in introducing highly successful TQM techniques to Indian education system.

As Mohan and Goswami, say, quality is not an accident. It is always a result of high intention,

sincere efforts, intelligent direction and skillful execution. It can be classified as an attitude or a characteristic. The concept of total quality management can be adopted to evolve all new Total Quality Management System (TQMS) which needs to encompass the following components:

- (i) Quality Planning
- (ii) Quality Implementation
- (iii) Quality Monitoring and Control

The application of this method at our institute has reaped beneficial rewards for us and is garnering momentum among the rest. All these efforts and commitment of the members will instill and ensure the quality of our institute in the coming years.

Eventually it can be said that future of education in India is very bright and looking beneath its surface can find that the strengths are many and potential limitless. The onus therefore, now lies upon the institutions to harness and develop it to the best of capacities.

**Ms. Geeta Patil & Ms. Shubha Acharya**

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