
NEED OF QUALITY EDUCATION IN BUSINESS MANAGEMENT SCHOOLS

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INTRODUCTION:

An education becomes a centre of excellence through the collective efforts of all the stakeholders. Indian Higher Education system has become the third largest in the world after USA & China with commendable quantitative expansion of higher education in terms of institutions, teachers and enrollment of students. To make India powerful by 2020 a dream of honorable president A P J Abdul Kalam, student empowerment in higher education is required. Quantity without quality is meaningless. It is high time to focus on quality assurance and sustenance, which is possible only if all stakeholders, especially the students play their proper role and discharge responsibilities effectively. The economic development of any country is linked to its ability to generate, acquire and use the knowledge through national competitiveness by different means and modes. So business school must innovate new ideas, methods, establish new institutions, and think positively to add everyday new values in existing system of education.

. Quality is something to be acquired by every student through the education he receives. A students' quality depends on his ability in terms of knowledge, perception, analytical skill, evaluation skill, application of knowledge and innovations. According to Alvin Toffler's word, 'the illiterate of the 21st Century will not be those who cannot read and write but those who cannot learn, unlearn and relearn'. To impart quality education, management institute should have seven pre-requisites: qualitative teachers, qualitative input, qualitative teaching and evaluation, qualitative infrastructure, qualitative syllabus, qualitative leadership and qualitative research.

Education is a process of human upliftment and empowerment for the achievement of a better and high quality of life. A good and effective educational system results in unfolding the learner's potentialities, enlightening of their competencies and sharing of their interest, attitudes and basic human values. Education is one of the important measures of Human Resource Development in our country. The growth in education sector results in acceleration of economic growth and prosperity of our nation. Our first prime minister, Jawaharlal Nehru stated that 'the destiny of the nation is shaped in the class rooms and the destiny maker is the teacher'. Business management schools are capable of organizing themselves and the resources of the nation. It promotes innovations and makes society dynamic. Business management education is one of the best creators of employment and self employment. The system of higher education especially business management schools are found efficacious in making available to the society a dedicated, committed, devoted and professionally sound team of human resources who decide the future of a nation. The institutions like IITs and IIMs employment of efficient, qualified and dedicated teachers results in creating the best of human capital for society. The ministry of human resource development

designs the education programmes and monitors the development in this sectors through various funding and promoting agencies like AICTE, CSIR, ICSSR and BMA. Thus in the fast changing economic and business scenario Business Management schools need to focus on integrated approach covering all stakeholders in consideration.

Quality education means innovative and different things to different people like colleges, universities, students and teachers. The specific features of higher and quality education are: imparts in-dept knowledge and understanding so as to advance students to new frontiers of knowledge in different walks of life; develops students' ability to question and seek truth and makes students competent to be a critique on contemporary issues; broadens the intellectual powers of the individual within a narrow specialization; makes the students to know more and more about less and less; and gives the students a wider perspective of the world around. The growth of higher and quality education indicates a very impressive picture about education in India.

Quality and Higher Education status in India:

Indicators	1947	2011
Number of Universities	19	602
Number of enrolment of students	2,40,000	1.46.25.000
Number of Colleges	496	31,324
Number of Teachers	11,650	7,10,000

The above statistics reveal that our higher education system is qualitative and impressive for the nation. Thus a quality education is a high evaluation accorded to an educative process where it has been demonstrated that, through the process, the students' educational development has been enhanced. The American Commission on higher education remarked that 'the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends upon the quality of their education. The quality of their education depends to a greatest extent upon the quality of teachers. Therefore we should not forget that teaching has been the largest, oldest, and noblest profession.

OBJECTIVES:

The following objectives have been set for this research article:

1. To know and understand the need of quality education in Business Management school.
2. To identify the different parameters of quality education in business management school.
3. To suggest the appropriate measures for creating, maintaining and enhancing the quality of business management education.

A GLANCE IN BUSINESS MANAGEMENT EDUCATION:

India is a major centre of business management education in the world. There are more than 1,622 institutions which impart business management education with an approximate number of 1, 43,770 students.

Table No. 1: Showing the top 10 states MBA & PGDM AICTE Approved Institutes in India.

Course	No. of Institutes	No. of Students
MBA/MMS	1295	1,06,062
PGDM	327	37,708
Total	1,622	1,43,770

(Source: Internet website)

Most of the universities have their own management departments, AICTE approved institutes have also been affiliated to universities and some corporate sectors have also their own business management centers.

Today, we find cut-throat competition in the world due to Privatizations, Liberalization and globalizations. So to meet the growing demands and challenges of the industry, we need to enhance the quality of business management education in the business schools. Today everybody wants to be the best and have the best. Hence, there is a need to impart quality business management education to our young boys and girls to improve their IQ, PQ, EQ and SQ through our business management schools. Business Management schools should maintain TQM concept. TQM is a quality –focused, customer-oriented, integrated management method, which encompasses quality, customer-orientation, and cost-reduction. TQM involves the participation of every department, every section, every activity and every person at every level in an educational system with wide and continuous improvement effort. TQM's central integrative focus is on student's total satisfaction with quality and performance of the services with the aim of achieving national goals with the help of available resources and its efficient utilization.

QUALITY EDUCATION IN BUSINESS MANGEMENT SCHOOLS:

Quality means the degree of excellence in service performance. There are various stakeholders in business management education viz. students, Management, Industry, Parents, teaching and non-teaching, Government, Funding Agencies, accreditors and auditors. These stakeholders have different views about quality. The determination about the quality of education is complex and difficult task as compared to product quality.

PARAMETERS OF QUALITY IN BUSINESS MANAGEMENT SCHOOLS:

An integrated approach is to be considered for determining the quality of business management education. Varieties of stakeholders in business management education are to be identified and measure their expectations with the actual experience of the education. Broadly the following parameters have been considered for enhancing the quality education in business management schools:

1. Faculty:

Faculty members are the employees of the business management schools. Qualified and trained faculty is one of the core factors determining the status of quality

education in business schools. If faculty satisfies the students, there will be more interactive teaching-learning experiences. Quality and experienced teacher will attract the students to the business schools. Faculties have a significant role to play in the society, since they are described as social engineers, catalytic agents and reformers. Hence, it is necessary to train the faculty regularly through various teacher development programmes, prescribed by UGC, AICTE and other professional bodies. The teachers are to be encouraged to attend the subject related workshops, seminars, conferences etc and undergo refresher, faculty development programmes to update their knowledge and skills.

2. Students:

Students are the customers of business schools. The very success of business school is depending upon the student' selection. The proper and appropriate selection of students certainly contributes for the enhancement of quality education in the business schools. The quality education reflects through the student's behaviors, action and their performance at corporate world. To maintain the quality trend in business schools and in corporate sector there is need to select the appropriate students through the CET, GD, and Interviews etc

3. Teaching Learning Method:

To have quality education, there must be interactive teaching- learning methods. To make teaching learning more interactive there must be an alternative arrangement of various methods of teaching, case presentation, role play, business games etc. Generally in lecture, case presentation method is popular in business schools. To maintain the quality teaching it is essential to know the student's performance, an experimental approach must be adopted along with games and role plays in teaching various subjects. Teachers should encourage the students to expose with industry and research institutes for better performance. Business schools need to conduct experiments on various teaching learning methods and adopt the more interactive teaching learning method.

4. Designing and Developing the Curriculum:

The curriculum is a product of business schools. It must be designed and developed in such a manner that the students should get either employment or self employment. Curriculum designing is one of the major parameters of quality education. Therefore, business schools should design the curriculum according to the need of the hour. With perspective and changing business conditions, necessary adjustments are to be made to justify the changing need of the corporate world. An object oriented curriculum should cover the overall personality of the students, along with job opportunities. Thus the quality of curriculum decides the quality of students and quality of students decides the quality of institutes which will ultimately decide the quality education in the business institutes. Value based education is to be implemented to face challenges of multi-national, multi-culture and multi-linguistic working environment.

5. Examinations:

Examination system evaluates the performance of students. Proper valuations are a prerequisite for the quality education. Double evaluations are also adopted in some business schools. Management institutes affiliated to university system have semester

system and a set performance of examination. A sound examination system both internal as well as external is preconditions of quality education. Therefore evaluation of both internal and external must be more strict, transparent and confidential.

6. Industry Academia Interface:

The degree of quality education in business school in today's world is depending upon the industry-academia interface which focuses the attention on placement activities. Hence Industry-Academia Interface decides as higher the number of companies coming for campus interview, higher the chance of quality education. Hence almost all business school have a placement cell. In addition some business schools have value additions in counseling, guidance cell, career development programmes for the students. In changing and challenging environment of business, the business management schools should give guarantee to the students about their placement which is also ensuring the quality education. Students should be made effective partners in various workshop organized in the college. They should be involved in the selection of theme, planning of workshop funding and monitoring to makes workshops grand success.

7. Library:

In knowledge industry, library has an important role to play in deciding the quality of education. Library is supposed to provide required rich inputs in the form of national and international quality books, journals and research literature to the students to get quality reflection. The system of library must have an open access for the students with e-journal, internet facility. Computerized library is also an indication of quality education.

8. Educational Support Services:

Mere class room education is not adequate unless it is to be supported by other educational supports like conducting, seminars, industrial tours, exchange of faculty, and competition on various aspects of management. In addition to this, business management schools should have good play ground, excellent building, clean environment, all types of teaching aids, internet facility, cultural and recreation facilities' for the all-round development of students. Business schools should organize Personality development camps through student's participation. So the quality of business education depends on the support services provided by the business management schools.

9. Quality Circles:

Student's council members can voluntarily meet at regular intervals to discuss and analyze students' problems and make their suggestions to the top management. Students should compare quality standards with other colleges by observation and conducting quality enhancement visits.

10. Feedback Mechanism:

Feedback mechanism should be developed by institutions with respect to curricular, co-curricular, infrastructure, teaching-learning, and evaluation process and other infrastructures and value added services of business schools.

FINDINGS AND CONCLUSIONS:

Based on earlier discussions about the need of quality education in management schools, following findings and conclusions have been emerged:

- a. Business management school has been finding it difficult to maintain quality and to meet the challenges of rapidly growing needs of various stakeholders due to knowledge explosion, financial crisis, placement problems, admission, and lack of autonomy, student's expectations, and changing environment of business. This necessitates the synergetic relation among the students, teachers, managements, parents, society, Government and industrial system for achieving an endearing multiplier effect on quality educations.
- b. It was found in improving the quality of education some component like infrastructure, teachers, training, research, funding, and industry participations would be of limited value. An integrated approach need to be developed by taking into account of all stakeholders of educational system.
- c. The synergy between the students and faculty need to be developed in many ways. Academic advice on course options, counseling on academic and personal life, guidance in career options, suggestions for future studies, assistance in tiding over personal financial predicaments etc. can contribute a great deal in promoting the emotional bonds of the students with the institutions.
- d. Business Management schools have neglected the student's involvement and participation in quality enhancement. They should consider the employers preference for placement on the basis of the students demonstrable academic quality along with value adding activities involving in the institutions. Students participating in the institutional quality processes are able to make rational career choices and the performance of such students at the time of job interviews and placement exhibits a higher degree of self confidence and maturity. Therefore it is imperative that every business school should make conscious effort to associate students in their quality enhancement programme.
- e. It is found that some of the business schools lack social responsibility, wealth maximization approach. Due to absence of honesty, integrity, dynamism and professionalism the prosperity and growth of society and nation has not been followed.
- f. Present scenario in education system finds, less government financial support, variations in basic facilities, exam-oriented education system, lack of efficiency, Adoption of technology, Rigidity, increasing expectations from student's body, limited application of research and traditional promotion system.

SUGGESTIONS FOR QUALITY EDUCATION IN BUSINESS MANGEMENT SCHOOLS:

1. Board of studies should redesign and restructure curriculum periodically and make it flexible for incorporating changes whenever necessary.
2. Management should equip with state-of-art technology based teaching aids and instruments with promoting result and social oriented research policies
3. Business Management school should recruit quality, experienced and specialized teaching faculties with demo lectures and provide them healthy environment for enhancing their knowledge and technical skills.
4. Management should adopt policy to encourage students, teachers and parents participations in the development of business schools and social development.

- Creating, maintaining and enhancing relations with the past students associations for the reciprocal benefits.
5. Promoting and developing interactions with industry, business and other sections of the society for providing placement of the students through seminars and workshops periodically.
 6. Management should look forward for accreditations and assessment of the business schools for students oriented quality education through NBA/ AICTE/ ISO9000, TQM etc.
 7. Need to develop interactive marketing and professional approach in the business school for flexible and innovative view.
 8. Business school should start student charter in which students have right for quality education and it is the responsibility of Business Management School to provide quality educational experience to learners.
 9. Business school management should determine academic calendars with object oriented goals, strictly follow code of conducts and rules and regulations and accordingly operate it during the course of business.
 10. Business management school should adopt modus operandi in case of Assessment report, Feedback, Benchmarking, Monitoring and controlling, and Award & recognition.
 11. Business school should have suitable educational and administrative functions and basic infrastructural service oriented environments which consists, Administrative blocks, Study room, Computer lab, Gymnasiums, Conference room, Auditorium, Library, Research department, Examination department, Botanical garden, First aid, Guest House, Security and Safety, Boys & Girls Common rooms, Placement cell, Audio-video room, Bank counter, Generator set, Competitive-exam centre, Counseling centre, Soft skills development centre, Vehicle parking shed, Water purification facility, Xerox facility etc.

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