



## The Mapping of Quality System in Management Education

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### ABSTRACT

Research in management education is directed to those concerned with the functioning of the post-secondary education, including three-year and four-year colleges, universities, graduate and professional schools. It is of primary interest to institutional researchers and planners, faculty, college and university administrators, student personnel specialists and behavioral scientists. Generally, empirical studies are sought which contribute to an increased understanding of an institution or allow comparison between institutions, which aid faculty and administrators in making more informed decisions about current or future operations, and which improve the efficiency or effectiveness of the institution. Of particular interest are topics such as: administration and faculty; curriculum and instruction; student characteristics; alumni assessment; recruitment and admissions; prediction and student academic performance; campus climate; retention, attrition and transfer. The management of academic quality is through the practice of self-evaluation to improve outcomes for students and other stakeholders and to ensure compliance with regulatory requirements. Quality Management system (QMS) is recognized as an important management philosophy and is widely used. It has been used very successfully in the development and acquisition of systems including management education. Over the last few years, QMS has been applied in the education industry. Most of the applications have been in the administrative side of the institutions, but some management institutions have applied TQM to curriculum development. To survive and thrive in today's cut-throat business world, it is mandatory to implement some quality management programs & bring innovative changes in the management education system; if require, with the sole aim of delivering a qualitative edge in productivity, profitability and efficiency, the base of which is qualitative management educational system.

**KEYWORDS :** Management technique, Management approach, Instructional processes, Evaluation cycle, Performance indicators, Academic committees, Quality assurance, Quality system.

### INTRODUCTION

The rank of the quality which should be comprehensive understood and should be referred to all areas of functioning an organization decidedly grows for many years. Quality can be understood as something which can be improved. One should also have the consciousness that overall quality comes from people's quality, so it is an important problem investing in the human resources, in knowledge and people skills. Knowledge, however, becomes the determinant of the success of organization functioning in the conditions of the intensifying changeability of closer and faraway surroundings. It is why the problems of education and learning become extremely important in the economy conditions based on knowledge. The management of academic quality is through the practice of self-evaluation to improve outcomes for students and other stakeholders and to ensure compliance with regulatory requirements.

Educational leaders in the new millennium face a dramatic state of uncertainty. There is a great deal of pressure to achieve a range of performance expectations in a climate of student performance and financial accountability. Pressure is also mounting from those seeking to create alternatives to public education. How educational leaders perform the role of change agent may well determine the success and future of management schools. The direction for change must guide management schools to be more productive, effective, efficient, and human.

Quality management approach that resulted in greater equity and higher student performance. Faced with deteriorating state test scores in several schools, particularly those with a high population of economically disadvantaged students. The requirement is to apply the philosophy, tools, and methods of quality management as a means to raise student achievement through system alignment and improvement of instructional processes.

### What Is a Quality Management System?

A quality management system is a management technique used to communicate to employees & stakeholders ,what is required to produce the desired Quality of products and services and to influence knowledge & actions to complete tasks according to the quality specifications.

### Definition:

A Quality Management System can be seen as a complex system consisting of all the parts and components of an organization dealing with the quality of processes and products. A QMS can be defined as the managing structure, responsibilities, procedures, processes, and management resources to implement the principles and action lines needed to achieve the quality objectives of an organization. There are many definitions of a QMS, but most definitions don't provide any information than the words 'quality management system'. The definition of a QMS is evolving into a definition of good management & system. It is not an addition to an organization. It is an integral part of its management and teaching learning process.

A good QMS does not in itself make an organization more profitable, efficient or customer focused, but it will give to an organization the ability to do anything better, from production process to revenue generation.

### ❖ Standardized Systems:

ISO 9000 is a series of quality management systems (QMS) standards created by the International Organization for Standardization, a federation of 132 national standards bodies. The ISO 9000 QMS standards are not specific to products or services, but apply to the processes that create them. The standards are generic in nature so that they can be used by manufacturing and educational institutions anywhere in the world.

### POLICY STATEMENTS

1. The institutions endorse the philosophy and practice of self-evaluation and continuous improvement
2. Evaluation and monitoring of academic quality management is conducted at all levels.
3. The evaluation cycle comprises:
  - I. Systematic collection of evidence of outcomes and effectiveness of contributing processes
  - II. Robust analysis and interpretation of information and feedback that lead to valid conclusions
  - III. Plans and actions for improvement
  - IV. Evidence of actual improvements

### 4. Stakeholders consulted to provide evidence for pro-

**gramme evaluation include:**

- I. Students
- II. Alumni
- III. Institutions and employers

**5. Regular evaluation and reporting provides assurance of:****❖ Responsibility**

1. All faculty adhere to the policies and procedures in the Academic Manual and contribute to evaluation and quality improvement in their area.
2. Services provided is to be evaluated for their effectiveness in supporting and improving student outcomes, in consultation with faculties/institutions.
3. Faculties/Business Schools:
  - I. Evaluate their programs, the learning and teaching, in consultation with internal and external stakeholders
  - II. Prepare plans for improvement and monitor their implementation
  - III. Report annually on educational achievement for their programs and on evaluation restructuring the teaching learning process.
  - IV. Recommend changes to Academic Manual policies and procedures if required
4. Executive Teams evaluate their effectiveness in supporting and improving student outcomes, based on evidence supplied by relevant services and the Faculties/business schools.

**5. Combined Academic Board:**

- I. Ensures that academic quality is maintained
- II. Fosters and monitors, with support from institutional academic committees, evaluation and academic outcomes
- III. Advises Council, as applicable, on academic matters and evaluation capability
- IV. Approves policies and procedures in the Academic Manual

**❖ Purpose Does a Quality Management System Serve?**

- Establishes a vision for the stakeholders.
- Sets standards for faculty/staff & students.
- Builds motivation within the organizations.
- Sets goals for faculties.
- Helps fight the resistance to change within organizations.
- Helps direct the corporate culture.

**❖ ELEMENTS OF A QUALITY SYSTEM**

There are several elements to a quality system, and each organization is going to have a unique system. The most important elements of a quality system include participative management, quality system design, customers, purchasing, education and training, statistics, auditing, and technology.

**❖ Participative Management**

The entire quality process, once started, will be an ongoing dynamic part of the organization, just like any other department such as marketing or accounting. It will also need the continuous focus of management. The implementation and management of a successful quality system involves many different aspects that must be addressed on a continuous basis.

**❖ Vision and Values.**

The starting point for the management and leadership process is the formation of a well-defined vision and value statement. This statement will be used to establish the importance of the quality system and build motivation for the changes that need to take place, whether the organization plans to exceed customer expectations, commit to a defined level of customer satisfaction, or commit to zero defects. The exact form of the vision and values is not as important as the fact that it is articulated and known by everyone involved. This vision and value statement is going to be a driving force to help mold the culture that is needed throughout the organization in the drive for quality.

**❖ Developing the Plan**

The plan for the quality system is going to be different for every organization, but there are similar characteristics

- I. There should be clear and measurable goals.
- II. There are financial resources available for quality.
- III. The quality plan is consistent with the organization's vision and values.

The plan for the quality system might also include pilot projects that would entail setting up small quality projects within the organization. This will allow management to understand how well the quality system is accepted, learn from mistakes, and have greater confidence in launching an organization-wide quality system.

**❖ Communication.**

Change, especially a movement toward higher quality, is challenging to communicate effectively, yet the communication process is essential for the company's leaders to move the organization forward. Communication is the vital link between management, employees, students and stakeholders. These communication lines also bring about a sense of confidence between all individuals involved and help sustain the drive for the successful completion of long-term quality goals.

**❖ Rewards and Acknowledgment**

Rewards, compensation, and acknowledgment for achievements in quality are very effective ways to motivate employees. They tell employees at the end of the day exactly what management is trying to accomplish. Rewards, compensation and acknowledgment may also be seen as a form of communication—they are tangible methods that senior management uses to let employees know that quality is important. This could come in the form of individual rewards or team rewards. Rewards, compensation, and acknowledgment take many forms and it is up to management to ensure that this type of program is in line with the goals and objectives of the quality system and the goals and objectives of the organization.

**❖ Quality System Design**

A quality system is composed of the standards and procedures that are developed to ensure that the level of quality desired is repeated in every unit of a product or service. This portion of the quality system is very concrete and can be measured and managed.

1. Understand and map all business structures and processes.
2. Develop business performance priorities.
3. Understand the current performance measurement system.
4. Develop performance indicators.
5. Decide how to collect the required data.
6. Design reporting and performance data representation formats.
7. Test and adjust the performance measurement system.
8. Implement the performance measurement system.

**❖ Management Education and Training**

The education of employees for the purpose of reaching higher quality standards has many different facets. For example, the quality education of management is going to be different than the quality education of the general workforce, because they play different roles in the process. The education of management on quality issues should start with a general discussion of quality systems and the roles management plays in quality programs. With respect to general knowledge, management must understand the history of the quality movement, who the major players were, and how quality programs have affected the business world. More specifically, managers must know how quality programs have affected their specific industry in the past, and they should have an idea of what role quality programs play in the future of their industry. Management must also keep abreast of new developments in quality. The discussion of the roles that management must play in a quality system is the most important aspect of their education. Management must understand how employees view their actions or inactions, how their individual actions and jobs impact quality, and the overall importance of dedication to quality by management.

**Trends in Management Education in India**

Management education plays an essential role in today's dynamic business environment. Globalization and technological change has made it difficult for organizations to survive competitive world. As a result, importance of management education has increased manifold. In India More than 2000 business schools where students expect to

find a massive amount after completing the program with a dream career. Unfortunately this is not the actual situation, except some top B-schools; business schools are even not capable of placing more than 50% are students. It is really an issue of concern and various reasons can be attached to it. Poor Quality of Education in institutions and the quality of student gaining education both are responsible. In addition to basic issue of student input quality, most of the educational colleges expend only 10 percent of its total revenue on academic delivery.

Most college despite the substantial investment of owners not being able to enter a complaint college infrastructure and start-up costs. To enter into such poor input is applied, leading to poor placement. After introduction of the system for ranking business schools, business schools opted for proactive approach changes, although they mainly focus on product re-packaging and marketing. A management education on the study showed that there would be a fundamental shift in business school product development and management trends away from traditional MBA program offerings indicate knowledge creation and education-based students. The close interaction between industry, students and various changes will result in Faculty. It is clear that management education will emerge as a key characteristic of to learn, due to its increasing demand.

The business schools that have been asked, if they survive, lasting importance to focus on research to solve problems that have built up such courses in fact, students can prepare to be effective in the practice of the profession.

### Emerging Issues of Management Education

This section usually has a number of issues that are relevant to the discussion particularly on management education in India. Management education in India has not changed as per industry needs and therefore ideal gaps are there, appropriate steps need to be taken. In this section we aim to discuss various emerging issues of Management Education in India which can help us getting rid of this gap and produce managers as per requirement of Industry and society, respond to challenges that comes with dynamics of internationalization. There have been various committees that suggested improvements in management education, there has been no noteworthy changes. Dedicated Governmental Body for Management Education in India, governance of technical and management education is looked after by All India Council for Technical Education and its subsidiary the Board of Management Studies. Since both technical and management education have different requirement, so it definitely call for different body which could specifically look for issues related to improvement in management education which should be accountable for enabling independent institutional mechanism to specifically deal with management education that could lead to enhancement of standard of management education and give a new drive to

Management education. A National Task Force on Management Education should be appointed that could look into the possibility of formation of All India Council of Management Education quite independent of AICTE. Issues like quality of faculty and research, interaction with industry and academia to produce world class managers, and other issues of importance should also be addressed. Quality of Faculty

AICTE and University Grant Commission has given sanctioning and affiliation to large number of institute, but were unable to produce competent faculty to teach in management courses, which created a demand supply gap and resulted in low standard quality of faculty. Institutes are engaged in appointing new faculty member on low salaries and heavy teaching load which further deteriorate their quality and they are left with no time for further development, and involving part time faculty which had little or

no involvement with the institutes Generally, they give lecture prepared from textbooks or their company based experience The quality of management remained inferior in the sense that they paid not enough attention to application of knowledge, understanding of

concepts, development of managerial skills institutions. Curriculum design and developing material relevant to the Indian context. Developing a curriculum is a challenging task and has to be continuously updated to keep pace with the advancements. Curriculum should be change driven and periodically reviewed to match the industry needs. But in most of Indian universities and B School it takes years to get syllabus revised due to bureaucratic setup and private B School also don't show much enthusiasm towards revision of syllabus because it may call for

appointing new faculty and updating existing faculty which could be a costly issue. Institutes imparting management education should ensure to revise their syllabus .Course content need not just be latest but also country specific it has been observed phenomena that many of ideas and theories have been successful in the countries of their origin. We don't have much of Indian specific case studies which could help in bringing the congruence and rationality between what is taught and what is practice.

### Emphasizing Research

The management institutes do not provide conducive environment that is supportive to research. Management institutes needs to work in this direction. Research not only leads to updating of knowledge in concerned subject, but also leads to knowledge creation. Promoting a research culture in a management institutes requires change of mind setup on the side of management. They need to look beyond just making money. Management institutes should inculcate proper motivation and interest among faculty for research. This can be done by providing incentives to faculty involved in research, giving due weight age to research activities and providing a good library support system. University Grant Commission has already taken step in this direction by giving due weightage to research and publication for promotions. This need to be extended and implemented not only in government universities and institutes, but all institutes imparting business education.

### SUMMARY:

Formulating a separate advisory & controlling body for the management education to independently look into the aspect of the management education with the growing need of the quality performance in product and service at the national and regional level is the requirement of the day. The experience teaching fraternity from the industries are required to be given access to the management education with the relaxation in the qualification relating to the industrial experience, as the middle & top level of the teaching faculty is scarce due to the gap in the policy formulation with the latest development and the young faculties those who are involved in management education are not adequately resourced with the industrial development. The govt. support in terms of infrastructure with the latest development in the industrial arena to the learners and the professional value to the educationist is required to be looked into from the fresh and different angle in the adoption and promotion of both the factors.

The close interaction between industry, students and various changes will result in even not only qualified but educated faculty. It is clear that management education will emerge as a key characteristic of to learn, due to its increasing demand. The business schools that have been asked, if they survive, lasting importance to focus on research to solve problems that have built up such courses in fact, students can prepare to be effective in the practice of the profession

The quality movement and quality systems have had many different names or terms of reference in the past few decades and might look like a short-lived business management trend at first glance. With ever-increasing competition and consumer expectations, professionals and business managers cannot ignore quality issues and expect to maintain or improve their competitive position. Quality systems, time and again, have been responsible for substantial increases in the bottom line of businesses in every industry and have given organizations the boost they need to meet overall goals and objectives. Organizations that do not accept that quality improvement is going to be ingrained into every part of their business are not going to be around to see what the future brings.

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