Chapter -2

Review of Literature
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Education is an essential pre-requisite for a comfortable life. It helps in eliminating ignorance and broadening the vision to perceive the facts or different dimensions of life more accurately. Higher education helps people to see the world in a rational way for the benefit of all. Most people pursue Higher Education (HE) to enhance their job prospects and social status. Others pursue it for development of character or for the sake of knowledge. Higher education is universally recognized as a major driver for economic and social development in both developed and developing countries.

In this chapter an attempt is made to present a brief but important review of literature on Higher Education and Quality aspects related to Higher Education and specifically on Management Education. In order to evaluate the Quality Management in Higher Education, review of literature is presented in four sections. Section-1 deals with Higher Education system in general, section -2 deals with Quality perspectives related to students, section-3 is devoted for Quality aspects related to faculty and section-4 on Quality aspects related to colleges.

2.1. Higher Education system

Higher education is the backbone to any country’s development with respect to economic, social and technological aspects. It plays a major role in the development of well qualified manpower for the betterment of the society. The following are a few selected reviews on importance of higher education.

Higher education plays a vital role to the development of society. According to Mustard,(1998)¹, Universities, for centuries, played a crucial role in educating the prospective professionals, businessmen, political

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leaders, religious and social scholars, who served the society to enrich its values and develop its resources.

According to McArthy (1997)², though higher education institutions have contributed in different ways to the economic development of society, the technical role of this level of education in terms of preparing high quality human resources for industry has been more heavily emphasized in recent years. He further opined that tertiary level educational institutions are now focusing their programs on the development of higher-level skills, which could contribute more directly to the economic growth of nations.

A.M. Garav and Goral. Sonappa. D (2010)³, pointed out that most of the educational institutes started the process of restructuring, reengineering, and strategizing for maintaining quality in education in the era of Liberalization, Privatization and Globalization (LPG) for improving quality in higher education system of attaining excellence. They further identified that the present higher education is treated as a business because it is being considered as a marketable service and student is an output in the educational process. They suggested that the educational institutions must create a brand name in the market and they are of the opinion that the management of quality in higher education is not a onetime activity but it is a regular and never ending process.

Nina Becket and Maureen Brookes(2008a)⁴ in their article emphasized that higher education is gaining importance in all developing economies in the context of their growth and development and they noted that participation of private sector in this area is well recognized in late 1990’s and globalization opened the doors for entry of international

institutions throughout the world. According to them, higher education is mainly not for the masses but for those who can pay and substantially participate in achieving desired results through quality learning in a competitive world. Hence accountability on the part of institutions to maintain quality and standards became the real problem. Pupils demand quality assurance with transparency and scope for quality enhancement equivalent to the price they pay. Even institutions which are subsidized or run by government have to maintain high quality to attract the best talent and to market themselves strongly. Advanced science and technology, research and development in the areas of engineering, management, medicine and biological sciences besides traditional areas enhanced the scope for participation of private institutions as well as foreign universities.

Carnoy. M (2005)\(^5\) in his paper “Globalization-Education trends and the open society”, emphasized the fact that higher education in the globalized environment is information and innovation. Both of the above are highly knowledge intensive. He defined and analyzed globalization of higher education on economic grounds and stated that higher education depends a lot on culture, family owned institutions, corporate management, information, knowledge and innovation.

Jesiah Selvam (2010)\(^6\) in his article on “Response of higher education to Globalisation: Empirical Evidences from India”, has concentrated on the challenges and issues of globalization in higher education. Ordinary Least Square (OLS) analysis and regression model are used to analyze the data.

The study explains the relationship between the degree of higher education in the country and that of the degree of globalization in the

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same country and respective government has to allocate, a relevant amount of budget for higher education. A compliance policy should be enforced to ensure a strong network and congenial interface between mediocre institutions of excellence and Higher Education Institutions (HEIs). He further noted that this makes possible an application oriented education and thereby easy employability in the globalized era. He also suggested a strong linkage between universities in India and other foreign universities with a memorandum of understandings to improve the higher education.

Sujatha Patel (2004)\textsuperscript{7}, in her research paper concluded that higher education in India is at crossroads. She is of the opinion that the focus of higher education is fast changing and institutions of higher learning are becoming almost like commodity vendors in the market. With the market keen on transforming the institutions into centers imparting information rather than institutions of knowledge creation and learning process, quantity has found privilege over quality and the global system over national concerns.

Mulimani V.H. (2010)\textsuperscript{8} in his paper analyzed the status of higher education in India and gave suggestions for its betterment. A pragmatic analysis of the status of higher education leaves an unmistakable impression that universities failed to play their role to achieve the accepted level of result. The present education system is in a state of considerable disarray characterized by a total lack of motivation and vision. According to him, education cannot achieve and maintain its excellence unless the policy makers, planners and those responsible for implementation are able to support its thrust in a positive direction.

According to UNESCO (2003) the key elements in promotion of higher education are quality, accessibility, diversity and funding in the era of globalization.

The development of new trade agreements, which cover the trade in educational services and growing importance of the knowledge economy emphasize the role of the market. The market economies act as catalysts and are witnesses to the new waves of developments in higher education.

Mukhopadhyya M. (2002) stated that quality is a driving force for all human endeavors. According to him quality can be seen both as an absolute and relative concept. He further defined quality as the ability of a product or a service to meet or exceed customer expectations. Hence all organizations shall satisfy the customers first and he viewed as precondition for developing quality. He stressed the importance of total quality management in education to create a quality culture where the aim of every member is to delight the customer. He concluded with a remark that the transformation to a total quality institution begins with a shared dedication through quality by the management, administration, faculty, staff, parents and community.

Sahney, Banwet and Karunes (2002) attempted to study the various stakeholders and arrive at an integrated model they defined quality in education as multi-faceted component that includes quality of inputs in the form of students, faculty, supporting staff and infrastructure, the quality of processes in the form of the teaching and learning process and the quality of outputs in the form of students with advanced

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knowledge and skills required to fill up the positions in government, business and profession that move out of the system.

According to L.A.Dobrzanski and M.T.Rosazak (2007)\(^\text{12}\) the quality of services provided by the universities should play a strategic role in the management of university. Universities must be aware that quality in education, service and communication ensure not only optimization of usefulness of the service for the student but also makes it possible for effective competition in the market. The marketing services in the field of university education must strive for continuous improvement. Such possibilities are facilitated by the elaborated quality standard specified by management systems ISO 9001:2000. They further asserted that the problems of the certification of systems have been increasingly appreciated in the field of education especially after 2000 and further the paper reveals the importance of quality management system based on 9001,9002 in university education.

Neetha. J. Eappen (2008)\(^\text{13}\) in her article “Total Quality Management in Education” explained the concept of quality and the role of interested parties in attaining quality. She identified quality as a differentiating factor between the excellent and the poor as well as the success and the failure. She stated quality is a unique priority in education, business and government today and emphasized the need for drastic changes in the form of rethinking, appraisal, evolution of accepted practices in the field of education and this is possible through Total Quality Management. Total Quality Management helps educational institutes to change their curriculum and to deal with the industrial requirements. The transformation of Total Quality be viewed as an integral responsibility of


Management, administration, faculty, support staff, students, parents and community at large.

Taghi Jabbarifar (2009)\textsuperscript{14}, in his paper made an attempt to highlight the importance of Total Quality Management (TQM) in higher education. Higher education system plays a crucial role in the realization of sustained TQM and helps to achieve planned economic objectives through proper implementation of policies in both public and private sectors. Universities and Higher Educational Institutions (HEIs) are the main source for training expert personnel and scholars. Therefore through its output the higher education system paves way for economic development. As no single university of India was found among the 100 best universities in the world, Indian universities need to improve on quality dimension through proper implementation of TQM in universities under expert supervision.

Nina Becket and Maureen Brookes (2005b)\textsuperscript{15}, in their article on “Analyzing quality audits in quality management in Higher Education” pointed out that, assessing quality in higher education is a very difficult because defining quality in higher education has proved to be a challenging task. Quality of education can be defined by a complex set of elements that constitute the input, process and output of the education system and provide services that strive to satisfy both internal and external strategic constituents by meeting their explicit and implicit expectations.

They further pointed out that following environmental forces are needed for effective quality management in education

1. A climate of increasing accountability


2. An expansion in the size of student population especially diversity in set of students due to greater participation from different sections of population and utilization of the facilities extended by the government in terms of reservation, fee concessions, gender representation and so on.

3. Diminishing flow of resources to the institutions offering education from government or any charitable institution.

4. Greater expectations of students as paying customers.

All the above forces demand that institutions set up quality assurance procedures that are both vigorous and transparent to external stakeholders.

Cheng and Tam\(^{16}\) (1997), explained that if higher education is viewed as a system then, as any other quality management program, must assess inputs, process and outputs. Assessment of inputs is through selection of students (entrance tests), process through curriculum design and proper teaching learning process and output through careful examination in both theory and practical including personality development through enhancing communication and problem solving abilities. They also identified both internal and external stakeholders in the quality management process. Current students and front line staff are internal constituents whereas employers, government bodies, institutional management, prospective students, and professional bodies are external. These stakeholders might have disparate definitions of quality as well as different preferences for how quality is assessed.

They also noted that the outputs of the educational system may be tangible, intangible or value addition. Getting a degree, pass in first class, employment and earnings are considered as output for the time a student

spent on education. The satisfaction, position, respect in society and so on are added advantages. These value additions are additions in the process of acquisition of knowledge in the select institutions of higher education. Thus they viewed the desired output of higher education as increased capabilities and knowledge in the transformational process of a student to a potential employable person in the society.

Harvey and Knight (1996) treated student as more than a customer in education system as they not only derive benefits from the institution but also help the institution in its growth and development as promoters, alumni and get support from industries and institutions in which they work. They further commented that alumni is a great asset for any educational organization as the higher education institutions get incomparable and unimaginable benefits from the alumni which cannot be visualized in any product/service manufacture industries/institutions. Harvey and Knight considers five different dimensions of quality namely,

- Quality as exceptional (for example, high standards)
- Quality as consistency (for example, zero defects)
- Quality as fitness for purpose (fitting customer specifications)
- Quality as value for money (as efficiency and effectiveness)
- Quality as transformative (an ongoing process that includes empowerment to take action and enhancement of customer satisfaction).

Using the above five differential concepts of quality they discussed two major models that deal with Quality Management in service namely SERVQUAL and RATER. According to them SERVQUAL considers 10 aspects of service quality namely, reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding or

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knowing the customer and tangibles to measure the gap between customer expectations and experience. They further noted that RATER model considers five dimensions of quality relating to internal and external stakeholders namely, Reliability, Assurance, Tangibles, Empathy, and Responsiveness and according to them this model seems to be more applicable to quality management in higher education.

Management institutions are potential to make many contributions for the development of the society. Pfeffer J. and Fong. C. T. (2004) commented that management institutions develop important knowledge through critical thought and contribute more to the service sector by analyzing the structure of organizations and doing rigorous research for developing management professionals. These institutions adopt standards of professional conduct to maintain ethics for the benefit of society at large instead of approaching the problem as profit maximization and helps to establish a new culture in the managerial professionals.

Narayan (2005) in his article “Recreating Business schools for tomorrow” stated that the MBA’s (students with Master of Business Administration) of tomorrow would be radically different. Today Indian corporate prefers their prized management graduates to be having skills like leadership, teamwork, problem solving and dealing with people. Top management companies are looking for multi-faceted individuals who offer a balanced perspective and able to apply their education to a real-life setting. He also stated that many non-profit organizations are recruiting MBA’s with an expectation that the latter would help them in redefining and reshaping their organizations to meet both economic and social goals. He mentioned the observations of the Director of Institute of Rural Management, Anand (IRMA) which has created a niche for itself and has

been working constantly to make appropriate, fair and transparent interventions to be able to combine merit and attitude in the admission process, mobilize financial resources without affecting the autonomous status of the institute and greater faculty orientation towards research in Indian context.

One of the major indicators in the measurement of quality management is level of student’s satisfaction obtained through feedback. According to Wiklund and Wiklund (1999) they have observed that several higher level institutions are adopting this measure as ‘customer focus’ which has a core value for money. This approach led to significant improvements in the quality of teaching and hence student feedback has become an effective tool for quality enhancement. Harvey (1995) pointed out that student satisfaction goes hand in hand with the development of the culture of continuous quality improvement.

Shaikh Saleem and Vidya Sandu Gawali (2011) in their paper “India Need Quality Education” emphasized the fact that if India wants to maintain its leadership, it needs multi-dimensional and broad-based quality education. Indian Universities need to pay attention/concern over quality in higher education. The authors identified the following reasons for poor quality in higher education.

- Low enrollment at higher education
- High dropouts at school education
- Poor quality of education at all levels.
- Low employability
- Regulatory frame work in Higher education
- Quality and quantity of Human recourses in educational sector.

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Nina Becket and Maureen Brookes (2007c)\textsuperscript{23} gave a good review of current international debate surrounding quality management practices in higher education. They stated that it is difficult in defining quality within higher education and complexity creates problems in its measurement and management. They opined that despite this complexity, quality management has to be taken seriously in Higher Educational Institutions and extensive efforts are to be undertaken to improve quality management practices.

Erika Martens and Michael Prosser, (1998)\textsuperscript{24} opined that the evaluation and continuous improvement of the quality of teaching and learning in higher education, is an issue of sustained concern. While most of the universities are implementing the systems of quality assurance, there is substantial variation in the principles underlying these systems. La Trobe University has developed and implemented a university-wide system of quality assurance that ensures that each subject is systematically reviewed and enhanced by those teaching the subject. While it incorporates compulsory student evaluation of teaching of each subject, the result of this student evaluation is not the focus of the quality assurance system. The focus is on ensuring that those teaching the subject reflect on and make recommendations for further improvement of the subject and to outline the quality assurance system.

Firdaus Abdullah, (2006)\textsuperscript{25} in his paper, made an attempt to test and compare the relative efficacy of three measuring instruments of service quality namely 1) Higher Education Performance (HEdPERF), 2) Service performance (SERVPERF) and 3) the moderating scale of HEdPERF-SERVPERF within higher education system with an intention of


\textsuperscript{24} Erika Martens, Michael Prosser, (1998) "What constitutes high quality teaching and learning and how to assure it", \textit{Quality Assurance in Education}, Vol. 6 Iss: 1, pp.28 - 36

identifying which instrument has a superior measuring capability in terms of unidimensionality, reliability, validity and explained variance of service quality. Among the three instruments, using factor analysis he found that five factors in HEdPERF group explained significantly and named these five factors according to functions as Non-Academic, Academic, Reputation, Access and Programme issues and hence he concluded that HEdPERF is the most appropriate scale for the assessment of higher education sector.

Nael Aly and Joseph Akpovi, (2001)\textsuperscript{26} in their paper examined implementation of Total Quality Management (TQM) in two California public higher education universities namely 1) the California State University (CSU) and 2) the University of California (UC). These two higher education universities include 32 statewide campuses with over half a million students and 27,000 faculty. Their study was based on a questionnaire on the implementation of TQM, benefits and challenges. The questionnaire was sent to all campuses to survey both the CSU and UC universities. Their findings revealed that more than half of the California public universities are implementing TQM in one form or the other and the TQM implementation in the CSU system is much broader than that in the UC system.

X Maria Avdjieva and Marie Wilson, (2002)\textsuperscript{27} in their paper highlighted developmental perspective to identify quality initiatives in the higher education systems of four countries which differ in their quality initiative practices as well as environment, policy and institutional response, namely Australia, New Zealand, United Kingdom, and North America. The Survey data supports a continuum of quality evolution from a low quality, low organisational learning environment towards


organisational learning capabilities. The study reveals that national quality framework and quality systems are significant in most of the sampled organizations and stressed the fact that individual organizations need to realize quality improvement and learning for its growth.

Breneman, D. (1994)\textsuperscript{28}, in his study on “Liberal Arts Colleges: Thriving, Surviving or Endangered?” observed that the US private higher education sector has grown substantially. It was well below its mid-twentieth share of private/total enrolment (around fifty percent) for decades it has hovered only a bit above twenty percent. Private higher education sector has remained vibrant by other measures as well, including in elite roles and also by way of incorporating changes very fast with the passage of time and the trends of its recent growth may be seen favouring for profit in higher education.

Worthen, Helena. Berry, Joe\textsuperscript{29} in their paper “Bargaining for Quality in Higher Education” expressed what "quality" means in higher education. They pointed out that it depends on whether one speaks from the labour (faculty) or the management (administration) perspective, but the current "cooperate around quality" trend does not leave room for debate about definitions of quality. This reflects the fact that faculty and administration do not come to the bargaining table as equals. Increasingly, the administration's definition is simply imposed on employees who are, in the majority, contingent, and not yet represented by unions. To show how differences in what counts as "quality" play out in a highly unequal confrontation, they present a case study of the experience of one teacher and union activist in the Chicago City Colleges. They then place this case in the context of the current campaign to privatize both administrative and instructional functions of the Chicago City Colleges. Instead of "cooperating around quality," further, they recommend an alternative


strategy of coalition with other higher education workers and students and commitment to a labour definition of quality.

Brooks, Rachelle\textsuperscript{30} in "Measuring University Quality" provides a methodological critique of major quality assessments in U.S. higher education over the last 70 years, through an examination of their taxonomy, unit of analysis, frame of reference and definition of quality. Many quantitative indicators currently used in assessments have a weak theoretical link to quality and have serious methodological drawbacks. Further this study offers recommendations for continued improvements to assessment indicators, so that institutions may assert their own voices in debate over quality in higher education much better.

Zhang Liang (2005)\textsuperscript{31} observed that varying effects of college quality, different measures of college quality, including Barron's ratings, mean SAT scores (Scholastic Aptitude test) of entering freshman class, tuition and fees, and Carnegie Classification. The author tries to find whether the earnings premium of college quality is large enough to offset the corresponding cost differences among colleges of varying quality. He used baseline model for this study. The main independent variable is college quality and other control variables include various demographic, family backgrounds, academic, labour market variables. He supported the previous studies that college quality has a large and significant impact on graduates' earnings. He started his study using Barron's ratings, a popular measure of college quality on the relationship between college quality and graduates' earnings, to estimate an established earnings model by conventional ordinary least squares (OLS) technique. Then he re-estimated the earnings equation using three different measures of college quality, namely, average SAT score of the entering class,


Carnegie Classification, and tuition fees. The main observation drawn from these series of analysis is that, no matter what measures of college quality are used, the effect of college quality on earnings is generally positive and significant.

According to Druzdzel and Glymour, (1995)\textsuperscript{32}, retention of students was often considered as an indication of student satisfaction with their university programs and, hence, indirectly, the quality of university education. One of the retention programs is mentoring. Mentoring programs positively correlate with academic performance and lower dropout rates. Image of the institution also influences the student satisfaction. Teaching staff, teaching methods and course administration are key elements to attain student satisfaction and continuing association (Loyalty) as alumni, Qualities of instructors, infrastructure and congenial environment are also some of the important factors in satisfaction.

2.2 Quality perspectives related to students

Education may be categorized under the service sector where students are considered as inputs that need to be processed as worthy citizens of the country. Students are the main stakeholders in education system. Therefore the reputation of an educational institution to a large extent depends on the students' perception about college/university. The following reviews are about students' role, opinions and their satisfaction about the quality of higher education.

Aldridge and Rowley (1998)\textsuperscript{33} noted that according to students' point of view good quality education provides better learning opportunities and suggested that the levels of satisfaction and dissatisfaction strongly affect the students' success or failure of learning. Student satisfaction relates to the areas of

- Student academic achievement
- Faulty performance
- Classroom environment
- Learning facilities
- Institutional reputation

Many new institutions are coming up and enrollments are also on the higher side, and government is providing numerous incentives to both students and faculty with the collaboration of local and international institutions. Reforms in education have also led to a remarkable growth and competition in higher education. However increased cost and greater competition among institutions at national and international level necessitated a market orientation strategy to differentiate their services from the competitors in order to increase enrollment and attract students. Increasing enrollments alone is not a healthy sign for survival unless

institutions are properly managed and adopt strategies for retaining the students.

Studies on quality in education examined institutional inputs, processes and outputs. An educational system consists of inputs, processes and outputs that must work together to produce a synergetic effect to satisfy the needs of the stakeholders. Harvey and Green (1993)\(^{34}\) identified different approaches about quality that can be used in higher education. Those are exceptional with respect to maintenance of standards, consistency in providing the services, fitness for purpose, value for money and transformation of the participant.

External stakeholders are more concerned with quality assurance procedures. Here quality assurance refers to the “Planned and systematic actions (deemed) as necessary to provide adequate confidence that a product or service will satisfy given requirements for quality” (Borahan and Zirati,2002)\(^ {35}\). This includes accountability for funds received and proper audit and assessment of the available resources, i.e., this is more concerned with control of quality and people who control the quality. Quality Assurance is done usually by external body such as university, UGC, AICTE in terms of accreditation, and involvement of people as external examiners and quality auditors.

Internal stakeholders are more concerned with quality as transformative of knowledge. This transformative process has an impact on empowerment and enhancement of customer satisfaction. Hence Quality assurance includes enhancement from the view point of internal stakeholders. Quality enhancement aims for an overall increase in the actual quality of teaching and learning often through more innovative


practices (McKay and Kember, 1999). Quality is also judged by value for money spent by the stakeholder in improving his knowledge and wisdom. Students judge value for money i.e., tuition fees paid verses contact time supplied/made available by the management.

The students are likely to be influenced by the physical infrastructure in an educational institute as they spend much of their valuable time in the campus. Oldfield and Baron (2000) stated that the campus facilities must be such that the students as well as faculty should feel these facilities are complementing the teaching-learning process. The rapid trends of globalization and technological changes have made it difficult for organizations to survive in the present competitive world. As a result the importance of management education has increased many folds.

Rao (2000) emphasized that management education must develop students’ skills to enable them to take decisions on the basis of available facts in all situations marked by uncertainties. Students should relate their studies to the needs of society and seek to inculcate value-based learning and ethics by laying conceptual foundations that could be applied to any situation. He further suggested that with growing complexity, specializations become important. Management education must customize the programmes for areas like agriculture services, infrastructure management, hospital management and information technology enabled services (ITES) and other emerging areas.

Quality Management mainly serves two functions, one is accountability and the other is enhancement. According to Jackson

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(1996) enhancement of quality is possible if the strengths and weaknesses of the policies, practices and procedures in the system are evaluated properly and enough care is paid to restructure the system to suit the modern trends in higher education institutions. Management practices like the soliciting feedback from all stakeholders (staff, students, industry and alumni) in continuous intervals and analyzing them carefully for proper evaluation and implementation, enhances the quality of the programs. Students join higher education institutions from different socio economic and cultural backgrounds and with varied experiences. Wide differences are noticed in the student mix of rural urban background, medium of instruction at qualifying entry level, parental background, community/ethnic background, cultural background, gender and so on. Institutions pay attention to direct the ability of the students to understand the subject and participation in various colloquiums and thereby reduce the initial gaps and tune them to the structured methods of teaching, learning and evaluation. The students experience serves as a best practice. Perceptions of students as well as industry (market) are essential for enhancement of the student quality.

C.V.S. Rangasai (2008) pointed out that in the modern education system all the educational institutes more or less realize the significance of quality and its sustainability over a period of time. To attain quality in higher education, a lot depends on the level of awareness and participation of stakeholder in quality pursuit, and among stakeholders, students occupy an important role. The author emphasized the role of students in quality and stated that the first step in the direction of students’ participation in quality enhancement begins with the degree of awareness. The role of students in quality management in colleges can be identified in various forms like feedback, review, evaluation to proactive roles etc.,


40 C.V.S. RangaSai (2008), "Awareness of Quality among college students", University News, 46(09), March 03-09, 2008, pp 1-5.
Scott, S.V. (1999) in his paper stated that students who pay for their education have more expectations from the educational institutions and this phenomenon is even more in higher education. Students treat it as an investment for future returns and the educational institutes should realize the demands of the students and try to offer the same for their long term survival.

Zairi (1995) explained that students, who are the recipients of higher education, are the ones who should assess the quality of output in educational institutions. If one considers the student as a customer then, and according to industrial context, where the customer is the ultimate judge of quality and in the academic context, the student has the right to judge quality of any educational institution.

Babar Zaheer Butta and Kashif ur Rehmanb (2010) using 5 point Likert scale examined the student satisfaction in higher education through a multiple regression model. They found that teaching expertise, course structure, learning environment and classroom amenities explained significantly the variation in student satisfaction levels.

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2.3 Quality aspects related to faculty

Teachers play an important role in nurturing students to become worthy citizens of the country. The impact of a teacher on a student is very high. A teacher should be one who updates himself and adopt innovative pedagogy in imparting knowledge to students. The following reviews relate to the role of teacher and methods adopted by him in higher education.

Mishra (2002)\textsuperscript{44} pointed out that a management educator should be an inspirer and not a mere instructor. Further he stated that his job is not only to impart knowledge of concepts, techniques and skills but also to inculcate in the students a sense of responsibility towards the nation at large. He suggested that the faculty be put to work at least for two months once in two or three years to get practical exposure of the industry. He also stressed the need for sponsorship of faculty to seminars, conferences at national and international level to enhance exposure. He is of the opinion that experienced faculty should develop juniors in their own institutions (in-house development programmes). During this decade most of the B-schools showed great concern for pedagogy appropriate for teaching business. The case method propounded by Harvard Business School was widely copied. MIT’s Sloan school developed incident method and laboratory training for MBA education besides project work, business games and simulations and internship with corporate enterprise.

Students evaluation of quality of teaching in higher education is not a new concept (Maureen Brookes, 2003)\textsuperscript{45}, but a well-recognized practice and research has been going on in this area for over 80 years (O’Neil,


but there is some criticism about the merits and demerits of students’ evaluation. Student feedback is used as a mechanism for quality assurance and helps the institution for comprehensive assessment (Wilson et al., 1997). Privatization of higher education has helped many institutions to emerge as centers of higher learning with quality education, surviving on tuition fees. Students as customers pay money and expect the institutions to deliver the quality product and just demanding value for the money and right for valid and reliable services which makes the institutions accountable to the customers and the society. Parents of the students invest their money on empowering the latter and consider it as investment in human capital. Industry and service sector as instruments of utilizing this human capital expect good return for the organization in which they are employed.

Both view quality of the end product as the basis to judge the quality of services in higher educational institutions, Quality assurance agencies are established in all the countries, to evaluate quality not only in government funded educational institutions but also in all privately managed institutions.

Quality is assessed mainly along the following parameters

1. Curriculum design, content and organization
2. Teaching, learning and assessment
3. Student progression and achievement
4. Student support and guidance
5. Learning resources
6. Quality management and enhancement.

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Results based on the above modified parameters to suit specific needs are published and reports are made available for the public to evaluate the quality of the institutions assessed (QAA, 1997). In India NAAC of UGC and NBA of AICTE furnish this information. Parents as well as industry can observe the quality of the products in the peer reviewed institutions.

Jain (2005) argues that the use of case studies in management education is now universal and ubiquitous. So one must agree that, this pedagogy is now taken by all the B-Schools. With readily available instructor accessories such as test-banks, case teaching notes, and slides, lecturers often miss out on the philosophical and scientific foundations of this important teaching pedagogy. The author further highlights the need for foundational, philosophical, and scientific bases of case pedagogy.

Rao (2000) in his article, “An agenda for proactive action” emphasized the need for eminent visiting faculty who can in turn train college internal faculty to offer more practical knowledge. Further he stated the importance of case study method in management education even though this method has limitation in providing experimental learning. Well written cases with good analysis is a replica of real life happenings. He suggested that financial incentives be provided for preparing real life cases for faculty by quoting the example of IIM(Kozikode).

The spirit of Higher education paves the path for the growth of a nation in various dimensions. Teacher plays a key role in higher education who trains student in teaching pedagogy (Manivannan and Premila,

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2009). They studied the applications of principles of TQM in teacher educational institutions in India based on eleven quality indicators namely, 1) Principal as leader 2) Teaching quality 3) Linkage and interface with environment 4) quality of students 5) co- curricular activities 6) quality of instruction 7) office management 8) institutions relationships with corporate 9) Material resources 10) conduct of examinations 11) Job satisfaction. From the results of the survey they made the following recommendations

1. The management and the head of the institutions should have frequent interaction with the teachers to understand their needs.
2. More opportunities for professional development of the teachers must be provided.
3. Transparent administration would certainly enhance quality.
4. The leader of the institution(Director/Principal) needs to posses important qualities such as leadership, management, administration and research.

Vernal Louis (2002) study on quality in education reveals that teaching is not telling or transmitting fixed truths to students but providing students with relevant experiences and discussions to enable them to evolve and construct meaning.

The study of Mohanty and Laxman (2002) states that most often the higher education programmes adopt lecturing method. There is a need to shift from lectures to compatible methods. Problem solving, rather than mere information transmission, should be the focus of higher education. Interdisciplinary and participatory approach to problem solving


should be promoted in higher education. Teachers don’t seem to have changed with the times. Year after year, teachers are still using the same ‘chalk and talk’ method to teach. Not much effort is being put into beginning innovation in teaching to make learning and teaching both enjoyable and effective.

Hunkins (1991)\textsuperscript{54} opined that good teaching and learning requires a dialogue between teacher and students. It can be more effective if students interact with the teacher by way of subject related questions. Questions raised by students and teacher clarifying their doubts and giving further references acts as a tool for enhancing their knowledge base and for developing competencies.

2.4 Quality aspects related to colleges

Universities / colleges are knowledge centers. The effectiveness of higher education in a country largely depends on managements' perception about the same. They should be committed to run the organizations/institutions with high standards and not for profit only. However, students, faculty and other related entities are effective only if management works in the same direction.

G. Little Flower (2005)\textsuperscript{55} in his research article, opines that adaptive capability is the key to survival and growth, because traditional methods of functioning will guarantee neither success nor sustenance. By inducting changes, colleges can become nurseries that promote scientists and great thinkers who will be really interested in solving the problems of the society around them. Quality in higher education requires careful planning that will certainly reveal the possibility of pooling resources and exchanging expertise in the areas of shared interests.

Privatization calls for substantially trimming the scope and breadth of government services, replacing them with private or other non-government operators. According to Rehfuss, J. (1995)\textsuperscript{56} privatization includes complete withdrawal of public services and transferring these services to private parties, community groups, non-profit organizations and even former employees to provide public services, with a focus to achieve reduction of costs, increased efficiency and management flexibility.

Yin Cheong Cheng, Wai Ming Tam, (1997)\textsuperscript{57} suggested that there is a strong emphasis on the pursuit of education quality in ongoing educational reforms in both local and international contexts. Policies

\textsuperscript{57} Yin Cheong Cheng, Wai Ming Tam, (1997) "Multi-models of quality in education", Quality Assurance in Education, Vol. 5 Issue: 1, pp.22 - 31
issued to implement educational changes for education quality often fail due to lack of comprehensive understanding of the complex nature of education quality in schools or higher education institutions. He considered seven models of quality in education namely, the goals and specifications model, the resources input model, the process model, the satisfaction model, the legitimacy model, the absence of problems model, and the organizational learning model. They concluded that these models can form a comprehensive framework for understanding and conceptualizing quality in education from different perspectives and facilitating development of management strategies for achieving it. The framework can contribute to ongoing policy discussion, school practices, and research development on issues of quality in education institutions.

According to Ebrahimpour (1985), the top management commitment to quality is important for implementation of total quality management. Management has to create values, goals and design systems to satisfy customers expectations and improve the performance of an organisation.

According to Karapetrovic and Willborn (1999), Commitment of Management, Directors, Heads and Faculty of an institution is important for implementation of quality system. Therefore for successful implementation of quality system, continuous and consistent support of the top management is required. These people should be able to understand TQM and willing to provide necessary resources to implement such type of quality processes to gain expected results (Aly and Akpovi, 2001).

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The importance of campus facilities was pointed by Owlia and Aspinwall (1996)\(^61\) in their paper on a framework for the dimensions of quality in engineering education that tangible dimensions of service quality seems to be more important in the case of higher education. The quality and quantity of equipment and facilities such as library, computers, workshops and laboratories play a major role in the teaching-learning processes. Support facilities like hostel, sports, restaurants and congenial environment should also be present in the campus.

According to Waller and Ahire(1996)\(^62\) the most important factor affecting ‘TQM’ implementation is the management commitment. The responsibility of providing quality education with a student focus such as conducting the course in a systematic and proper manner through proper appointment of qualified, experienced and dedicated faculty members; creating congenial atmosphere for academic growth and personality development with the help of polite, courteous and friendly staff and practicing effective communication, providing excellent infrastructure within the campus rests with the top management (Sakthivel et al., 2005)\(^63\).

Kaw (2001)\(^64\) suggested that the management institutes should teach the students how to manage self. Presently, management theory teaches students to manage material objects like wealth, property, investments, business, and to some extent, human beings, treating them as another material object which is called a resource or a factor of production and importantly the goal of life is not to earn as much money

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\(^{64}\) Kaw Krishen Maharaj(2001), A Paradigm Shift in Management Education, All India Conference on Blending the Best of East and West in Management Education , 18-21 March 2001, Calcutta.
as we can by any means. The goal of life is to move up the evolutionary 
ladder so that we become better and better human beings. Lastly he 
stated that there should be parity between money and status, work and 
leisure, office and family, rest and running around, selfish interest and 
social interest.

Dr. A.P.J. Abdul Kalam (2002)\textsuperscript{65} is of the opinion that empowerment 
of teachers with technology results in transformation to higher potential for 
achievement is certain.

Mintzberg and Lample (2001)\textsuperscript{66} study puts across an important 
question that not necessarily MBAs can be the best CEOs. As per their 
study, management institutes play great role in shaping the apprehension 
that MBA is an excellent degree to start with an excellent career. The 
factors which influence this apprehension a combination of many factors 
like: Quality of B-School, Mind set of the students, Need of the students, 
Channelizing Methods, Futuristic approach, Development of Career 
Initiatives etc.

Sahney et al. (2004)\textsuperscript{67} quoted that “use of student and stakeholder 
in the place of customer may communicate to educational institutions that 
students are the only customers and lead them to view students’ 
satisfaction as their only ultimate objective”.

Pfeffer and Fong (2002)\textsuperscript{68} argued that day by day education 
became commercialized in many countries which in turn diluted the 
quality of education. The institutes which are running management

\textsuperscript{65}Kalam, A.P.J., “The Vision and the nation” University news, 40:34, pp.14-17, “The status of Teachers”(1984) ILO, 
Geneva, p. 66.
\textsuperscript{66}Mintzberg, H and Lample, J(2001)” Matter of Degrees: Do MBAs Make better CEOs?” Fortune, February 19, 2001, pp 
\textsuperscript{67}Sahney.s,Banwet.D.K. and Karunes,s(2004), “Conceptualizing total quality management in higher education”, The TQM 
\textsuperscript{68}Pfeffer, J and Fong, CT (2002). ”The End of Business Schools? Less Success that Meets the Eye,” Academy of 
education, claim that they are more concerned about the delivery of quality education, but actually it is not so and the institute focuses on filling of the seats and there by profits. Also, the faculty is not taken care by the management institutes in terms of regular pay scales and work environment which ultimately affects the performance and desired output of any management educational institute.

Pandey (2004)\textsuperscript{69} wrote a paper based on the reflections on issues of autonomy, accountability and governance in higher educational institutions. No institution can have effective institutional and academic autonomy without financial autonomy. All institutions, including those of higher education, are accountable to its stakeholders in particular and society in general. The institutions should strive to strike a balance between stakeholders' needs, societal demands, and institutional autonomy. Governance includes both internal as well as external factors that affect the functioning of the decision-makers and make an impact on their performance. The author argues that the issues of autonomy and accountability are, in fact, related to the governance of HEIs.

Subimal Kumar Chatterjee (2011)\textsuperscript{70} in his paper “quality crisis in college education” identified the main cause for poor quality of higher education is the increase in number of Universities and affiliated colleges over a period of time. In addition to the above main cause author also identified two common problems in all higher educational institutes namely, lack of quality faculty and support staff and lack of quality laboratory and library. In order to impart quality education, important suggestions offered by him are,

- Strict control over new establishments and enrolment of students.

\textsuperscript{69} Pandey, I.M., (2004), Governance of Higher Education Institutions, Vikalpa, IIM, Ahmedabad, April-June, 2004, Number 2, 3pp 79-85.
• Intake must be in proportion to college infrastructure.
• Industry institute linkages should be established and made effective for proper training of professional students.
• Inter college bonding should be strengthened.

The Indian higher education system is one of the largest in the world and there is an immense growth of institutions, students, new courses along with a wide range of disciplines, professional and vocational courses in the past three decades. This mushroom growth of institutions offering different courses raises doubt whether this quantitative expansion is really offering a quality education with the provision of necessary and adequate facilities. Balancing quality and quantity or ensuring quality in the midst of quantitative expansion has always remained a challenge in the field of Indian higher education system. The above review of literature inspired the researcher to take up this study on “quality management in management education” in various aspects like college management commitment towards quality maintenance, quality related to faculty aspects, student perception regarding teaching quality and infrastructure facilities. There are no specific studies regarding quality in higher education as far as Andhra Pradesh, India is concerned which motivated the researcher to undertake Quality Management in Higher Education with special focus on Management Education as a thesis work.