Management education is in great demand especially after the change towards liberalization, privatization and globalization. There are several challenges of management education which require reforms in the sphere of management education. These reforms call for change in the character and structure of management education, integration of management education with corporate sector, upgradation of curriculum and course content, designing of different programs for executives, maintenance of an efficient and effective regulatory system to check mushrooming, and emphasis on research.

India being the part of global linkage in the aftermath of World Trade Organisation (WTO) agreement is becoming a technology driven society. A large number of management graduates pass out every year in India, providing a tremendous potential to contribute to the creation of a 'knowledge society'.

In management education, quality has become a necessity and the circumstances require total quality management. The future belongs to those who see possibilities before they become obvious. To make India an intellectual capital of the world, the management education have to be restructured and efforts should be made to create a dynamic environment, which can nurture superior quality management education institutes. The transformation to a Total Quality Management Institute begins with a shared dedication to the quality by management, administration, staff, students and community.

Quality education means that the majority of the students, if not all, are able to meet the expectation of the "Required Level of Learning". It means stimulating creative thinking, developing problem-solving skills and life skills and laying emphasis on application of knowledge.

The qualitative aspect of management education is also as important as its technical aspects. Management Education should not just equip a student with technical skills and expertise, but also develop in him the right attitude. Highly developed nations like Japan are now considering a new legislation, where intellectual property can be
considered as a security against loan, and if India, want to emerge as an economic power, this requires instilling quality in management education. Efforts should be made to produce world class technical & management personnel who can become an asset globally. Total quality management need to be inducted to make the management education effective. TQM is a style of management that has worked for several decades overseas and is receiving growing attention in all the countries around the world. Also, in India, now some colleges and universities are beginning to recognize that TQM values are more compatible with higher education than many existing management systems.

Undoubtedly, education quality leads to a prospective future. Hence, insight on quality indices and virtual implementation need to be given top priority and due attention should be paid to the category in the wide range of educational strata including educational institute, educational management, administration, staff, students and community.

Worldwide, much research has been conducted in the field of TQM implementation in education. After a review of the relevant TQM literature, it has been found that different researchers adopted different TQM definitions and frameworks based on their own understanding of TQM and research objectives. Consequently, there are fewer consensuses on what TQM is and what constitutes it in the sphere of education. Also, there is no comprehensive study covering different aspects of Total Quality Management in Education in India, more specifically in Punjab.

Accordingly, present study is an endeavour to explore implementation of Total Quality Management practices in management institutes in the region of Punjab.

6.1 OBJECTIVES OF THE STUDY

The main objective of the present study is the investigation of the implementation of Total Quality Management practices in management institutes in Punjab. However the specific objectives are:

1. To study the perception of faculty members in management institutes regarding implementation of TQM practices in management institutes.

2. To examine the variations between students expectations and actual state of affairs with regard to TQM practices in management institutions.
To make appropriate suggestions for effective implementation of TQM practices in management institutes in Punjab.

6.2 DATA BASE AND RESEARCH METHODOLOGY

The present research is based on primary data. In this research, questionnaire-data was collected by personally contacting respondents, as well as by first class postal survey. These respondents comprised of faculty members as well as students of various management institutes in Punjab.

The objectives of the research required the study of both the faculty members and the students. Hence, the study was conducted and framed in two parts. For faculty members, universe comprised of all the faculty members from various management institutes in Punjab.

For students, the universe comprised of all the students from various management institutes in Punjab.

Keeping into consideration the objectives of the study, two separate structured questionnaires were prepared for both the faculty members and the students so as to make a meaningful investigation.

The questionnaires were framed on the basis of intuition, previous literature, discussions with experts in the field, and opinion and verdict of experts in the field of management education. All the questions were close ended. Researcher also interacted with some corporate executives to customize the study.

The questionnaire for students was administered to 600 respondents from the selected management institutes in Punjab. Judgment sampling was adopted in selecting the students from various management institutes.

The questionnaire was administered to respondents in two ways. Firstly, wherever it was possible, the researcher got the questionnaire filled from the respondents personally. However, in some cases, data was collected by mailing the questionnaire to the Head of Departments (HODs) of various management institutes. They got it filled from students and mailed it back to the researcher.
In all, 500 usable questionnaires have been considered for this study. The respondents belonged to different locations and include both the male and female students.

The questionnaire for faculty members was administered to 300 respondents from the selected management institutes. Judgment sampling was adopted in selecting the faculty members from various management institutes.

The questionnaire was administered to respondents in two ways. Firstly, wherever it was possible, the researcher got the questionnaire filled from the respondents personally. However, in some cases, data was collected by mailing the questionnaire to the Head of Departments (HODs) of various management institutes. They got it filled from faculty members and mailed it back to the researcher.

In all, 250 usable questionnaires have been considered for this study.

Statistical Tools Used

- **Weighted Average Score (W.A.S.)** was used to find out the weightage/importance given by the respondents to a given factor rated or ranked.
- **Chi-square test ($\chi^2$)** i.e. the test of goodness of fit was also applied to investigate the variations in students’ expectations and actual position regarding individual variables related to infrastructure, academic environment, faculty, industry liaison, teaching methodology, subject matter, placements, personality development, and sports.
- **One Way ANOVA** was used to find out as to whether the faculty members differ in their response, when studied on the basis of their designation.

These tests were applied using SPSS 13 version.

6.3 FINDINGS OF THE STUDY

Following are the findings and conclusions of the study:

- Questionnaire findings revealed that top management participation in the implementation of TQM practices in their respective institutes was reported to be more than average. There was strong evidence that top management
empowerment had not yet been implemented. Top management did not pursue long-term success but focused instead on annual success, which was noted to be their most important goal. Top management still viewed learning of students as less important than quantity of students. In addition, top management often organized discussion meetings after quality problems had happened, employees’ education and training to prevent problems from happening was not given sufficient attention. Top management was reported to be reluctant in involvement, empowerment, and training of employees if money was needed to fulfill the purpose.

- Long term partnership between the institutes and suppliers had not yet been fully established. Quality of the incoming students was not reported to be the most important factor in selecting suppliers. Thus it is not difficult to imagine that it is the profit motive and not the quality of product which gets top priority in selecting the suppliers. Also management institutes investigated use to maintain a supplier information system that stores detailed performance information about different suppliers.

- Most of the institutes investigated had a long term vision statement. However, many faculty members were not clear as to what the vision statement was. In fact, some of the institutes investigated were not having quality policy and performance plans properly defined in the light of vision statement. Faculty members’ involvement in making and implementation of plans was not encouraged by top management.

- Performance audit and quality audit was not reported to be a major feature of most of the institutes investigated. Competitive benchmarking with its major competitors was not conducted by the management institutes. Thus the management institutes investigated lost opportunities for further improvement of quality of services provided by it. In fact, this practice had not actually caught top management’s attention. Weighted mean score of .340 for quality related costs indicates lack of top management interest in implementing TQM practices in management institutes so far as sacrifice in terms of funds is concerned. Also,
majority of the faculty members reported that their institute was using quality related data to evaluate the performance of management, departments and employees.

- Management of the institutes investigated was not paying appropriate attention towards cleanliness of the institute. Many of the institutes investigated did properly evaluate process capability in order to understand whether a process was stable. Also maintenance of teaching equipment was not found to be very much effective. Seven QC tools, statistical process control and other statistical tools were reported to be used in minimal cases only.

- As far as purpose of evaluation is concerned, majority of the respondents noted that it is used for improvement and not for criticism in their institute. The present study revealed that so far as quality audits, benchmarking, quality-related costs, and quality related information system is concerned, management institutes are lagging behind. Weighted mean score of .508 for quality audit shows that quality audit practices in management institutes is not satisfactory. Weighted mean score of .328 for benchmarking indicates that benchmarking techniques are not extensively used in management institutes.

- Industrial exposure by teachers was considered essential by a vast majority of faculty members. So far as design of learning methodologies is concerned, majority of the faculty members were of the view that it is in accordance with the requirement of students in their institute. However, only 20.40 per cent of the faculty members strongly agreed that before implementation, teaching methodologies are thoroughly reviewed in their institute. Use of experimental design in management institutes was also noted to be far from satisfactory. Also results for quality function deployment shows that in most of the management institutes investigated, designing of learning methodologies do not meet expectations of the students.

- There was average level of participation by various departments in development of learning methodologies. Present study revealed that although, requirements of
students are carefully analyzed before designing of teaching methodologies, yet actual designing fails to meet their expectations.

- Majority of the faculty members noted that quality system of their institute is continuously being improved but use of ISO 9000 as a guidelines was far from satisfactory. Also weighted mean score of .508 and .552 for quality manual and quality system procedure respectively reveals that a considerable number of management institutes are not adhering to the recommendations of ISO 9001:2000.

- In order to have effective employee participation, employees should be encouraged to report their own working problems as well as problems they find in other areas of the institute. Present analysis revealed that involvement of faculty members in quality related activities as well as their encouragement to report the problems and rectify the problems was not reported to be satisfactory. Also, results revealed that suggestions of faculty members are neither evaluated nor implemented extensively.

- Present survey noted an average level of employee commitment in spending more energy on providing high quality services to the institute. Employees’ commitment to the success of institute attracted 32.80 per cent strongly agree response and 36.40 per cent agree response.

- Weighted mean score of .548 for working environment improvement indicate that in many cases, work environment in many institutes is not conducive to the wellbeing, morale, and growth of all employees. Also, the salary range in most of the institutes investigated was not sufficiently wide to allow for adequate differentiation of salary based on employee quality management efforts. Weighted mean score of .492 for position promotion indicate that position promotion mechanism in management institutes is not effective and rational.

- Despite the fact that majority of the respondents noted that recognition and reward system of an institute effectively stimulate employee commitment to quality management, recognition, reward and penalty program was reported to be very much unsatisfactory in management institutes investigated. Majority of the
management institutes investigated did not adopt the principle of “more work more pay”.

- Sufficient resources for faculty members’ education and training were not provided by the management institutes. Questionnaire findings revealed that to some extent, employees were regarded as valuable and long term resources worthy of receiving education and training, however, state of affairs with regard to training on use of quality management methods, specific work skills and quality awareness was reported to be meager in management institutes investigated.

- Management institutes investigated did not fully conduct market investigation. Majority of the faculty members noted that so far as students’ satisfaction survey and marketing research is concerned, efforts on the part of institutes are much less than required. However, majority of the faculty members noted that for a quiet long time, students have been centre of attention for their institute.

- Analysis of One Way ANOVA revealed that so far as ‘vision and plan statement’ and ‘evaluation’ elements are concerned, response varied significantly in accordance with the designation of respondents. However for Leadership, Supplier Quality Management, Process Control and Improvement, Product Design vis a vis Industry Needs, Adherence to the recommendations of ISO 9001-2000, Employee Participation, Recognition and Reward, Education and Training, and Customer Focus, there was no significant variations in faculty members’ response as they moved to higher designation.

- Questionnaire findings revealed a wide gap between the expectations of students and the actual state of affairs concerning various variables comprising infrastructure. The gap was even wider on the criteria for quality or availability of auditorium, canteen, hostel, and seminar hall. Questionnaire findings also reveal that students place a first importance on library and classrooms and they place a relatively low emphasis on the hostel and staff room.

- Majority of the students found libraries in their respective institutes not adequately facilitating the planning and implementation of learning programs that
can equip students with the skills necessary to succeed in a constantly changing social, professional, and economic environment. A vast majority of students expected rating of more than 8 for library in their institute whereas majority of students rated the score of 7 or less than 7 to the library facilities in their institute. Weighted average score for library indicates that a considerable gap exists between actual state and expectations. Also a wide gap was witnessed between students’ expectations and actual condition regarding computer labs in the management institutes investigated. It shows lack of adherence to the AICTE norms by management institutes.

- Although majority of the students reported that they expect classrooms to be exceptionally good in their institutes, only 6.80 per cent of the students stated that classrooms are excellent in their institutes. Even in some cases, classrooms were found to be in pitiable condition. As classrooms were reported to be not well equipped and well maintained in majority of the institutes investigated, it indicates that TQM practices have not yet been initiated in those institutes.

- Considering all the variables comprising infrastructure, performance gap was noted to be highest for the auditorium and canteen at 5.524 and 4.33 respectively. It reveals that for students, top priority is not only good education, but they also want to enjoy their student life. However, top management concentrates more on the intellectual development of the students. Students’ expectations were highest for library and class rooms, also these factors were noted as slightly more than average by majority of the students.

- Performance gaps in the area of library, labs and even classrooms indicate that the present system of management education in Punjab is not serving the purpose for which it has been started. In general, management education itself has become so profitable a business that quality is lost in the increase of quantity of management institutions. Also profit motive and politicization is adding fuel to the fire to spoil the system. It leads to increase in unemployment of management graduates without quick relief to mitigate their sufferings in the job market of the country.
So, the drawbacks of the quality of management education system underscore the need for reforms to make it worthwhile and beneficial to all concerned.

- Performance gap for all the variables comprising academic environment reveals that highest gap of 3.002 was witnessed for the Student-computer ratio followed by the performance gap for faculty development at 2.868. This indicates inadequate students’ access to computer technology and also little importance being given to the development of faculty members. Questionnaire findings reveal that students considered their own performance and faculty development of extreme importance followed by student computer ratio and faculty development at 2nd and 3rd grade respectively. The actual state of affairs was also reported to be in same hierarchy but with a gap between expectations of the students and actual performance of the institutes investigated.

- Majority of the students investigated reported that they expected a very low student-teacher ratio but it was found to be exceptionally high in most of the institutes investigated. During the present survey, large number of students even reported that many teachers were teaching more than one subject to them. Also it means that a teacher involved in particular subject is not having specialization in that area.

- Despite the AICTE recommendations that terminal-student ratio of 1:2 is required in management institutes, a large number of students reported it to be much below their expectations in actual practice. As many as 53.20 per cent of the students reported that they look forward for exceptionally good student-computer ratio in their institute, whereas only 5.20 per cent of the students found the same in actual practice. Even 16.40 per cent of the students investigated assigned rating score of 3 or less than 3 to the actual student-computer ratio in their institutes. Some instances were also noted where the students were having negligible computer facilities in their institutes.

- Regarding qualification and communication skills of faculty members, approximately, more than 80 per cent of the students expected more than 8 score. But only about 30 per cent of the students found the same in their respective
institutes. Also the lowest level of satisfaction among students against their expectations as regarding publications and research experience of faculty members. Only 12.40 per cent of the students were reported to be highly satisfied with qualification of their respective teachers and hardly 10 per cent of the students reported communication skills of their teachers to be exceptionally good. Results of the present survey reveal that majority of the teachers of management institutes investigated were lacking in the sphere of proficiency in the language, positive motivation, appropriate body language, good presentation skills, sense of humor and interpersonal skills in order to be effective communicators.

- Majority of the faculty members were found to be lacking in the sphere of publications and research. Research experience among faculty members was noted to be much below the expectations of students. During the present survey, it was discovered that actual number of assistant professors and professors in management institutes was not in accordance with the requirements of AICTE. It is a known fact that a teacher with post graduation degree alone cannot adequately motivate students to conduct research related activities.

- Wide performance gap for the quality of faculty in the sphere of qualification, publications, communication skills, and research experience was witnessed during the present survey. Gap was widest at 3.112 for the research experience and least at 2.028 for the qualification of faculty members. This reveals that management education institutes investigated have not yet recognized the fact that research activities by their faculty members are not just important for their institutes, but also form a vital part of the path towards their growth and progress. Present study reveals that regarding faculty members, students’ expectations were highest for qualification and communication skills of the faculty members. Higher authorities responsible for appointing faculty members were also assigning top priorities to these factors as compared to publications and research experience, yet a gap between expectations and existing position was clearly visible.
During the present survey, broad variations were observed between expectations of the students and the actual state of affairs regarding industry liaison. Variations were stated to be even extensive for industry sponsored projects.

7 per cent of the students noted negligible industrial visits, 15.40 per cent of the students reported no industry sponsored projects and 12 per cent of students stated guest lectures from industrial personnel as non appearing features in their institution. However, a vast majority of students expected these elements to be a regular feature of their degree programme. More than 80 per cent of the students reported that industrial visits, industry sponsored projects, and guest faculty from industry should be worth rating score of 8 or more than 8 in their respective institutes.

Wide performance gap was witnessed between expectations of the students and the actual state of affairs regarding industry liaison. Gap was reported to be even wider at 4.676 for industry sponsored projects. Amongst the various variables comprising industrial liaison, students’ expectations were at the peak for industrial visits with weighted average score of 8.76. Actual weighted score of less than average indicates that overall development of the students is not the main focus of the management institutes investigated. Also, majority of the students surveyed were not being trained to experience and learn the corporate culture, first hand.

The use of modern teaching methodology was found to be highly unsatisfactory in management institutes investigated. Only 27 per cent of the respondents allotted 8 or more than 8 rank to the use of modern teaching methodologies. However, more than 80 per cent of the students stated that they look forward to the use of modern teaching aids on an extensive scale in their institute. Even during the present survey some of the students stated that apart from lecture delivered by the teacher, no other teaching methodology was being used in their institute.

Majority of the students were noted to be satisfied from lectures being delivered to them, yet their expectations were more than actual. Dissatisfaction level among a large percentage of students indicates that lectures were not presented to them in
a well organized and even manner. Lack of convincing rationale of the lecturer may be another reason of dissatisfaction among students. 54.60 per cent of the students investigated reported that they want lectures to be conducted properly and more effectively. However only, 12 per cent of the students investigated noted the complete effectiveness of lectures in their institute.

- Approximately 50 per cent of the students found individual learning as more important and rest of the 50 per cent of the students reported group learning as extremely significant. It indicates that a mix of group learning and individual learning should be used in imparting knowledge to management students.

- Little use of internet in education was reported by the students. 63 per cent of students reported that internet facility is highly desirable for enhancing effectiveness of management education. Also 3.20 per cent of the students surveyed reported that internet facility was not available to them. Although, as per AICTE guidelines, internet facility of at least one MBPS is required in the computer lab of every management institute approved by it, even then students’ viewpoint indicates inadequacy of actual implementation of AICTE norms.

- Performance gap for teaching methodologies indicate that the gap was highest at 3.788 and 3.522 for case studies and use of internet respectively. However, performance gap was least at 2.234 for the lectures. Among other factors, use of modern teaching aids was also considered extremely important by students but in actual it was not considered to be of high importance by the management. Lack of funds may be one of the reasons for the same. Performance gap indicates that in management institutes investigated, a comprehensive array of pedagogical tools were not extensively used to facilitate effective learning.

- More than 50 per cent of the students strongly emphasized that the subject matter of their course and its contents should be in accordance with industry requirements, revised according to the needs and balanced in respect of the contents. However, majority of the students found it to be average in respect of all these requirements. Hardly 3 per cent of the students only were highly satisfied with relevance of the subject matter as well as its contents. Although, subject
matter and its contents were same for all the institutes investigated, yet the variation can be noted amongst the respondents’ opinion about the same. It shows that not only the subject matter, but also the way in which it is taught matters a lot. Also, while consulting the students for the purpose of present study, it was observed that management students do not have positive attitudes towards behavioural courses such as Business Ethics, Human Resource Management and Organisational Behaviour etc. Students were of the view that these subjects are impractical in today's corporate world.

- Performance gap for subject matter disclose that gap was widest at 3.466 for modification in syllabus according to changing requirements of industry and economy. Students’ expectations for all the variables of subject matter were noted to be approximately in same line ranging from 8.794 to 8.824. Performance gap reveals that subject matter of the course currently in practice has failed to some extent in providing knowledge and skills in different areas of management, and also in providing inputs necessary for the overall development of the personality of the students.

- A wide gap was witnessed between students’ expectations and actual state of affairs concerning placements. Majority of the students were expecting good placement assistance whereas only a few students were getting the same. 9.40 per cent of the students investigated reported that no placement cell has been constituted in their institute. Even 12.80 per cent of the students stated that no placement service was being offered in their institute and 10.40 per cent of the students surveyed reported that not even single company visited their institute during the course of M.B.A. programme being pursued by them. Also, 12 per cent of the students surveyed reported very poor quality of placement services being offered to them. Also, during the present survey, students were found to be more satisfied with number of placements than quality of placements in their respective institutes. It shows that management institutes investigated were stressing more on number of placement rather than quality of placements in terms of salary, location, suitability, tenure, and other benefits.
An extensive gap was witnessed between expectations of the students and the actual position of placements in their respective institutes. The performance gap was highest at 4.456 for quality of placements. Students’ expectations were approximately equal for placement cell, quality of placement, quantity of placements as well as companies visiting the campus. But the performance gap for placements was noted to be highly exceptional.

Majority of the students expected co-curricular activities and extra curricular activities to be an indispensable part of their course curriculum. However, a large number of students found it relatively a missing element in their respective institutes. Questionnaire findings reveal that 52.60 per cent of students expected very high quality co-curricular activities and 53.20 per cent of students expected excellent extra curricular activities in their institutes. However, only less than 3 per cent of students found the same. It shows that all the students were not getting the opportunity to participate in these activities. Approximately 5 per cent of the students even noted that co-curricular activities and extra-curricular activities were not a part of their 2 year M.B.A. programme. It shows lack of funds and also lack of willingness on the part of management to provide these facilities as well as to encourage all the students for their active participation.

Amongst all the variables comprising sports, performance gap was widest at 5.182 for gymnasium and least at 4.354 for students’ participation. Students’ expectations were found to be highest for playgrounds and in actual they were getting highest with respect to same, yet there was wide gap for it.

The test of goodness of fit i.e. Chi-square test was also applied to investigate the variations in students’ expectations and actual position regarding all the statements of variables comprising Infrastructure, Academic Environment, Faculty, Industry liaison, Teaching Methodologies, Subject Matter, Placement, Personality Development, and Sports Facilities in their respective institutes. These variations were found to be significant at 1% level of significance.

Chi-Square test for Infrastructure, Academic Environment, Faculty, Industry liaison, Teaching Methodologies, Subject Matter, Placement, Personality
Development, and Sports Facilities as a whole revealed that variations noted in expectations and actual position for these variables in totality was noted to be statistically significant at 1% level of significance.

- Total quality in management education requires reforms in teacher training, improvements in the facilities and infrastructure in institutes, teachers’ motivation; and a change in the style of teaching to make it attractive to the students. However, in actual practice, it was noted during the present survey that there has always been a trade-off between quality and quantity, in favor of the latter. This not only affected the internal efficiency of the educational system but also resulted in a situation where only a few students of the management educational institutes could attain the expected skills and competencies.

### 6.4 RECOMMENDATIONS

- The best way to institute quality into an educational institution is to train employees to do their job better. The training structure must be top-down, starting with the top team and cascading down the institution. This is necessary to show management commitment and to ensure managers actually understand the TQM principles and methods. As a natural follow-up to the concept of building quality into academic community, TQM should start with education and training of top management and faculty members. The major aim of these awareness and training programs should be to implant TQM thinking in all employees. TQM education and training should be a continuous process in any management educational institution. Separate courses for different members of academic community should be organized to reach everyone in the educational institute.

- Education, as any other continuous process industry, needs to implement a quality control system i.e. a Total Quality Assurance. There is a big difference between having a QC system, and measuring the quality of a given education. While the second choice provides metrics after the process has been completed, the first choice offers the management and the teachers the possibility to act according to the responses and make the necessary changes to achieve the desired quality. So
there must be continuous evaluation system so as to effectively implement TQM practices in management institutes.

- Faculty members of management institutes should have proficiency in the language, positive motivation, appropriate body language, good presentation skills, sense of humour and interpersonal skills in order to be effective communicators.

- Giving oral presentations, attending job interviews, taking part in role plays and similar tasks are anxiety-provoking largely because they are highly evaluative. Prior success generally reduces apprehension and prior failure increases apprehension. It is important to train students to think positively and visualize others giving them positive evaluations. The teacher should give constructive feedback to enhance the confidence of students.

- All the management educational institutes must have a placement cell so as to assist students to find suitable job opportunities after completion of their studies, help them in summer training, and also to serve as a centre of attraction between the potential recruiters and management institutes’ pool of future managers. Also, management institutes should have tie-up with industries while starting their courses.

- Qualified and experienced Placement officers must be appointed by all the management institutions to co-ordinate with small, medium and large-sized companies, and to streamline the entire campus placement procedure.

- Students especially those with rural background do not possess good communication skills. So it is recommended that all the management institutes must have well equipped and well staffed communication labs so as to enhance proficiency in the language, improve presentation skills and communication skills of the students.

- Academic environment is the core of an institutional process. It is widely recognized that performance of the students is significantly correlated with the academic environment and services they receive i.e. institute’s quality affects
student learning through the training and talent of the teaching force, what goes on in the classrooms, and the overall culture and the atmosphere of the institute. A management institution with the organisational mission of excellence in educational service should try to reduce teacher-student ratio, computer-student ratio, and should also lay more emphasis on faculty development programme.

- Many companies are depending on recruitment agencies for hiring fresh people. Some of the recruitment agencies are resorting to unhealthy practices by taking money from the colleges and students. So this practice should be widely discouraged.

- Management of the educational institutes must use systems thinking to determine the current state for all students i.e. those who struggle, those who are progressing as expected and those students who have advanced skills. To practice quality in educational institutes require the plan-do-check-act cycle.

- The M.B.A. course should not only aim at providing knowledge and skills in different areas of management, but also provide inputs necessary for the overall development of the personality of the students. The structure of the course should be designed in a way that facilitate providing inputs to the students relevant to the business, industry and trade so that they can function in different organizations and face the challenges arising there from.

- All the management educational institutes should provide a flexible and judicious mix of different teaching methodologies. It may comprise of case studies, lectures, class room discussions, seminars and conferences, project/survey work, quizzes, tutorial sessions, analytical study of research tools, presentations, event management, role playing, study tour, visiting business houses, etc.

- The limitations of providing requisite practical experience in the management institution and, on the other hand, the limitations of the theoretical background in coping up with the practical situation should be appropriately resolved by the approach of industry liaison. Since, total simulation of the industrial situation in the education system is not possible, and also in view of the changing requirements of the industrial situations in light of its continuous development, an
active inter-action between the management educational system and the professional experience is required. This task can be achieved by management institutions through industrial visits, inviting guest faculty from industry and providing effective assistance to the students in summer training.

- Research is an essential component for a well-rounded academic culture in any management institution. It contributes extensively to knowledge bases and is good for the individual researcher’s profile, work satisfaction and career development. Research also plays a significant role in enhancing researcher’s ability to teach students. Faculty members should be encouraged to engage in research, thereby contributing to the knowledge base of the discipline or academic field.

- Effectiveness and efficiency of an educational system cannot be improved unless the system has appropriate capabilities for its own development. Lush green lawns, beautiful architecture, conference hall and seminar hall, a well maintained library, well equipped classrooms, a computer lab fully equipped with modern computers of latest configuration, Wi-Fi enabled campus, and matchless technology should be an integral part of student life at every management educational institute.

- In a management institute, a comprehensive array of pedagogical tools such as Lectures, Case Studies, Role plays, Projects, Presentations, and Simulations, should be used to facilitate effective learning. Every discipline requires different teaching methods. The faculty should employ a wide range of teaching methods to create a demanding and varied learning environment.

- Students’ complaint information is valuable for the educational institute in pursuing TQM implementation programme. The educational institute should collect various pieces of complaint information from students extensively, as well as create a central complaint registration system which registers various complaints from students. All complaints received should be aggregated and analysed for use in improvement.

- There is a need to improvise course curriculum in the way to make it applied & realistic. Syllabi should be revised & updated regularly. It is the need of the day to
make the arrangements for change in curriculum, by which student who is deprived of the latest knowledge can get the benefit. In short it can be said that research orientation in curriculum is required. The content of the curriculum should be such that there is similarity between the rationality that is taught in the classroom and the ground reality, which a student has to actually face. Projects assigned should be more practical and students should go back to the same organisations to study various departments like HR, Finance and Marketing, in order to get a holistic understanding.

- Faculty members being the most crucial factor in the management education process, should be highly qualified, energetic, and research oriented. There is an acute shortage of high quality management teachers, particularly in the functional areas like marketing, finance & also integrative subjects like strategic management and business environment etc. Faculty selection should be made on merit only & compromises should not be the part of selection. Full time permanent faculty should be encouraged, so that they can devote full-time for the institution. There is an urgent need to plan a crash course to train management teachers of all the management institutes.

- The quality of faculty is going down as more and more institutes mushroom with the aim of making money rather than enhancing the quality of education. The governing body of management institutes i.e. All India Council for Technical Education should check this practice and take appropriate steps to enhance quality of management education in India.

- Management educational institutes should develop adequate teaching materials including case studies in terms of Indian ethics in management. To achieve this, there is a need to venture wide-spread management research including case research & publications indigenously.

- To make the changes according to changing environment to meet the challenges of globalization and liberalization, the management institutions are required to have linkages between business and industry to understand their requirement and reorient teaching, training consultancy and research activities. Institutes should
involve senior executives as faculty for exposing the students to real problems & exposures of industry. Also interaction of faculty and executives should be made possible by organizing the conferences. The present system of business interaction of approximately six-eight weeks in the form of summer training is quite inadequate.

➢ The syllabus of the course of a management educational institute which really means business, which has intentions of value-addition, one which has organisational mission of excellence in educational service, which intends to compete with top-class educational institutes, and which is sensitive to the needs of the industry should be in tune with the requirements of the market and industry.

➢ All the students of management institutions should be encouraged to participate in sports. The participation in sports helps to make the students disciplined, obedient, co-operative and having high team-spirits in all spheres of life. Students learn that while playing, they have to play not for their own good but for the good and success of whole team. Sports make them lead a complete life.

➢ Co-curricular and extra-curricular activities should form the core of students' life in every management institute since it helps to develop the all-round personality of the students to face the undaunted task and turbulent world of future. All-round development means mental, physical, psychological, spiritual and vocational development. The aim of these activities is to make the students fit for the future time and to develop a sense of competitive spirit, co-operation, leadership, diligence, punctuality, team-spirit as well as to provide a backdrop for the development of their creative talents.

➢ Top management should demonstrate their commitment for implementation of TQM practices in their institute through their actions rather than words as it can positively affect employees’ commitment to TQM and culturally change the academic community involved. Top management need to improve their managerial abilities by learning from other management institutes’ successful and unsuccessful experiences, as well as modern techniques from foreign universities.
Top management should strongly encourage employee and student involvement in quality management and improvement activities, attach great importance to their suggestions, take responsibility for their actions as well as those of the stakeholders, and be open and willing to listen to the voice of stakeholders. In short, to implement TQM, top management should be committed to establish an institute that continually views quality as a primary goal.

While selecting suppliers, more emphasis should be placed on academic backgrounds and personal characteristics and attitudes of students. Management institutes should also frequently evaluate the performance of students received from different suppliers.

Vision and plan statement of management educational institutes should be clear and concise, involve and address all levels stated in such a way that everyone believes it and goal oriented. There should be an appropriate alignment of vision, strategies, plans, policies, and objectives at all levels of management. To become really effective, an educational institute’s vision statement must become assimilated into the institute’s culture.

The objective of implementing TQM is to improve an educational institute’s overall business performance. Therefore overall performance should be evaluated regularly by using quality related data. Also the management educational institutes should compare their own practices and performances against that of competitors so as to improve their own performance. To have an effective evaluation system, management institutes should have an integrated computerized information system which collects, stores, analyses, and disseminates information for various specific purposes.

To enhance the efficiency of faculty members as well as that of students, cleanliness should be observed in educational institutes. Use of statistical quality tools should be encouraged at an extensive scale to effectively implement TQM practices in management institutes.

The ISO 9001: 2000 standard with reference to educational institutes specifies requirements of quality management system where an institution needs to
demonstrate its ability to provide services that meet requirements of stakeholders and applicable regulatory requirements and also aims to enhance satisfaction of stakeholders through effective application of the system including processes for continual improvement of the system and assurance of conformity of stakeholders’ requirements and applicable regulatory requirements. Therefore adherence to the ISO 9001:2000 standard should become an integral part of the TQM implementation programme in management institutes.

- Employees in management educational should be treated equally, fairly, and rationally to improve their commitment so as to encourage them to make more contributions to the success of their institute. Employee participation can affect employee’s job satisfaction, employee productivity, employee commitment and they all can create comparative advantage for the institution.

- It is easier for employees to identify the problems, find the causes of the problems, and develop solutions. Therefore, employees should be encouraged to submit their suggestions, which should be listened to and valued by the management. Also, it is very important to recognize and financially reward the employees who submit good suggestions. It is essential that incentive program actually inspires and motivates employees to work efficiently and not just be competitive with each other. Healthy competition among the institute’s employees is good but too much of it may also cause the institute to disintegrate. A certain level of camaraderie is needed in order to have a harmonious working environment that is conducive to working efficiently.

- The educational institutes should continuously improve working conditions in order to demonstrate their quality improvement efforts. Also the salary range for faculty members should be sufficiently wide to allow for adequate differentiation of salary based on qualification, experience, and performance. The institutes should pay more for employees who have demonstrated knowledge, skills, and performance. Highly qualified and experienced employees must have high salaries, otherwise, their potential cannot be fully utilised.
Moral award should also be used to recognize the quality performance of academic community. It may take the form of thank-you note, oral praise, a letter of praise, sending an faculty member to a seminar or a conference, award certification, etc.

Quality awareness education should be designed to ensure that academic community have the common understanding of the importance of the concepts including quality of educational services, teaching methodologies, placement services, industry liaison and overall development of the students.

There are several challenges of management education which require change in the character and structure of management education, integration of management education with corporate sector, upgradation of curriculum and course content, designing of different programs for executives, maintenance of an efficient and effective regulatory system to check mushrooming and emphasis on research.

There must be a plan to implement quality in an educational institution. Both the internal and external environmental factors which impact management education should continuously change. Plan must be constantly updated to reflect these changes. The transformation to a Total Quality Management Institute begin with a shared dedication to the quality by management, administration, staff, students and community.

Quality program in educational institutes require that there must be commitment to change, management and administrators must demonstrate their commitment to change. Quality is change, and the thought of change evoke fear in many members of the institute including students. However, the commitment to change help alleviate fear of the academic community.
6.5 LIMITATIONS OF THE STUDY

- The present study is based on a survey conducted with the help of a questionnaire. Any study based on a survey through a pre-designed questionnaire suffer from a basic limitation of the possibility of difference between what is recorded and what is the truth, no matter how carefully the questionnaire has been designed and field investigation has been undertaken. This is because the respondents may not deliberately report the true response, and even if they want to do so, there are bound to be differences owing to the well known problems of filters in communication process.

- The samples were taken from students and faculty members of management course only. Extending the samples to the Engineering, Pharmacy, Architecture students and faculty members may yield better insight.

- Due to the constraints of time and resources, present study was restricted to the state of Punjab only.

- For the purpose of present study, researcher has used the questionnaire method only for data collection. Other methods like Focus Group Interviews and In-depth Interviews of students as well as faculty members could also be used.

6.6 SCOPE FOR FURTHER RESEARCH

- Questionnaire method of data collection was used by the researcher in order to collect the data for the present research study. Other methods like Focus Group Interviews and In-depth Interviews can also be used to yield a better insight.

- The samples were taken from students and faculty members of management Institutes. The samples may also be extended to the Engineering, Pharmacy, Architecture institutes.

- Due to the constraints of time and resources, present study was restricted to the state of Punjab only. A comprehensive study covering two or more states can also be undertaken.

- More sophisticated statistical techniques can also be applied for research in the related field in future.
The present study limited to only 2 stakeholders namely faculty and students. Other stakeholders like top management, parents, top industry people could also yield a better insight.