7.1 Introduction:

This chapter brings together the conceptual and analytical strands in previous chapters and presents the major findings of this research, conclusions and recommendations based thereon. Major findings of study have been summarized based on the quantitative and qualitative analysis of the management institutions and the views and perceptions of various respondents. The major findings of the study have become a base for recommendations for designing TQM framework and quality assurance mechanism in management education.

7.2. Major Findings:

Following are the significant findings of the study;

1. Quantitative and Qualitative Assessment of the Management Institutes:

1. In Maharashtra, there are 17% (i.e. 417) of total management institutes in India (2450) having 12% (46425) of total intake capacity (385008) as on 2012-13 which are approved by AICTE.

2. In the study area i.e. Western Maharashtra, there are 52.83% (215) management institutes with 55.86% (25935) of total intake capacity which are approved by AICTE and DTE and affiliated to the respective universities.

3. In Western Maharashtra, there is 71.66 times growth in management institutes from 1980 to 2012, which is phenomenal.

4. For critical analysis of TQM practices sample 75 management institutes are selected. Out of which Pune University has 80% (60), Shivaji University Kolhapur has 13.33% (10) and Solapur University has 6.67% (5).
5. Majority of the institutions 50.67% in the study area having approved intake capacity as 120 as on 2011-12.

6. The percentage of the institutes having higher enrollment percentage is decreasing while percentage of the institutes having lower enrollment percentage is increasing during the period from 2007-08 to 2011-12.

7. The percentage of the institutes having higher examination score are decreasing while the percentage of the institutes having lower examination score is increasing during the period from 2007-08 to 2011-12.

8. Average enrollment percentage of students having engineering background has decreased from 9.47 to 4.29 whereas, average enrollment percentage of students having Commerce and Arts background has increased from 59.76% to 63.45% during the period from 2007-08 to 2011-12 among the selected institutes.

9. Average enrollment percentage of students having more than 3 years work experience has decreased from 0.41 to 0.05, whereas average enrollment percentage of fresh students with no experience has increased 87.04 to 92.20 during the period from 2007-08 to 2011-12 among the selected institutes.

10. Average annual tuition fees has increased from Rs. 57914/- to Rs. 84072/- per student during the period from 2007-08 to 2011-12.

11. In the study area overall 86.06% faculties are available against the requirement as per approved intake to faculty ratio (15:1).

12. In the study area overall 13.73% faculties are with Ph.D. which is lowest percentage as expected by AICTE and universities i.e. minimum 37.5%. Most of the faculties with Ph.D. are only shown on record and not actually working in the institutes.
13. In the study area overall 18.58% faculties are having academic experience more than 10 years whereas 49.91 % faculties are having academic experience less than 3 years among the selected institutes.

14. In the study area overall 13.52% faculties are having Industrial/Professional experience more than 10 years whereas 64.70 % faculties are having Industrial/Professional experience less than 3 years in the selected institutes.

15. In the study area only 2.29% faculties are working more than 15 years with the institute whereas 68.05% faculties are working less than 3 years with the institute.

16. It is observed that, many institutions are not paying salary as per the sixth pay commission and rules and regulations governed by AICTE & universities.

17. In the study area 2.82% faculties has published Books/chapters/Article review with average 0.06 publications per faculty, 24.65% faculties has published research papers in Indian Journals with average 0.59 publications per faculty and 17.28% faculties has published research papers in International Journals with average 0.27 publications per faculty.

18. In the study area 10.30% faculties has presented research paper at State-Level seminars with average 0.16 presentations per faculty, 27.20% faculties has presented research paper at National-Level Seminars/Conferences with average 0.67 presentations per faculty, 17.87% faculties has presented research paper at International-Level Seminars/Conferences held in India with average 0.28 presentations per faculty and 1.23% faculties has presented research paper at International-Level Seminars/Conferences held at abroad with average 0.02 presentations per faculty.

19. In the study area 88% institutes have conducted Seminars/Conferences, 48% institutes have conducted FDPs and 12 % institutes have conducted Management Development Programs (MDPs).
20. Average percentage of Seminars/ Conferences conducted among the selected institute has shown increasing trend and it increases from 67.35% to 80% during the period from 2007-08 to 2011-12.

21. Overall 60% institutes responded positively sending their faculties for FDPs, but no one has send their faculties for Global FDPs outside India. In the study area 5.55% faculty has attended FDP among the selected institutes.

22. Overall 24.82% faculties are pursuing Ph. Ds among the selected institutes in the study area. In the study area 9.33% institutes have provided financial incentives with workload reduction for faculty higher studies. Only 0.88% faculty has made study tours in India and 0.53% faculty has made study tours abroad during last 5 years.

23. In the study area, only 3.52% faculty has attended summer internship in Industry/ professional organizations during the period from 2007-08 to 2011-12.

24. In the study area, 16% institutes faculty are working on corporate boards, 8% institutes faculty are associated with Govt. boards/ Committees, 53.33% institutes faculty associated with University Academic Bodies (Dean/ BOS/ Academic Council etc.), 77.33 % institutes Faculties taken Membership of various professional organizations/ bodies and 84% institutes have taken institutional memberships of professional organization/ bodies.

25. Number of consultancy/ research projects undertaken by faculty has shown increasing trend during the period from 2007-08 to 2011-12. Average percentage of consultancy per institute has increased from 12.24 to 57.33 during the period from 2007-08 to 2011-12.

26. Average amount of grant received for consultancy/ research projects have increased from Rs. 9286/- to Rs. 64893/- per institute during the period from 2007-08 to 2011-12.
27. There is increasing trend in percentage of the institutes for amount of grant received from 2007-08 to 2011-12. But large percentage of the institutes does not received any grant from 2007-08 to 2011-12.

28. In the study area, 57.33% institutes are making provisions in their annual budget for research and 32% of the institutes are publishing research journals.

29. Among the selected institutes, 5.33% of the institutes are having in-house case study development activity, 10.67% of the institutes are having budget for case-study development, 14.67% of the institutes have conducted case-study development workshops and 29.33% of the institutes have send their faculties for case-study development workshops.

30. Average teaching workload distribution among faculty is as per the expectations by AICTE and universities. Whereas in other activities like research/ consultancy, extension activities and administration workload distribution is uneven and it is below expected. Overall weekly workload is also below expectations.

31. Average administrative staff per institute is 12 and administrative staff to faculty ratio is 0.78:1. Expected ratio is 3:1 as per AICTE

32. Each institute in the selected study area has sufficient campus area as per their approved intake capacity and location as per the AICTE norms.

33. Each institute in the selected study area has created sufficient built-up area as per their approved intake capacity as per the AICTE norms.

34. In the study area, 69.33% of the institutes are having class-rooms with LCD/LAN/ Internet facilities, 100% institutes having internet facility, 56% institutes having Wi-Fi facility, 42.67% institutes having data analysis software and 80% institutes having langue lab.

35. In the study area, 24% of the institutes having auditorium/ seminar hall capacity of 200, 29.33% institutes having auditorium/ seminar hall capacity of 250, 17.33% institutes having auditorium/ seminar hall
capacity of 300, 29.33% institutes having auditorium/ seminar hall capacity of 400.

36. All the institutes have provided library area and reading capacity in the library as per AICTE and university norms.

37. In the study area, 64% of the institutes don’t have requisite numbers of book-volumes as per the norms of AICTE and university.

38. In the study area, 12% of the institutes don’t have requisite numbers of Indian Journals as per AICTE and University norms.

39. In the study area, 36% of the institutes don’t have requisite numbers of International journals as per AICTE and University norms (though it is now desirable).

40. In the study area, all institutes have on-line data base facility. 64% of the institutes have library management software, 62.67% of the institutes have digital library, 65.33% of the institutes have bar-code system, 62.67% of the institutes have OPAC system in the library, 34.67% of the institutes keeps library open after office hours, 28% of the institutes keeps library open on holidays and 17.33% of the institutes have Book-bank facility.

41. In the study area, 33% of the institutes are having faculty residence facility i.e. staff quarters, 68% of the institutes are having boy’s hostel, 76% of the institutes are having girl’s hostel facility and 32% of the institutes are having guest house facility.

42. In the study area, 66.67% of the institutes are having gymnasium facilities, 72% of the institutes are having indoor-games facilities and 100% of the institutes are having outdoor-games facilities.

43. In the study area, 94.67% of the institutes are having canteen facilities, 97.33% of the institutes are having gen-set for power backup, 49.33% of the institutes are having consumer store facility for staff & student, 82.67% of the institutes are having visiting Doctor on campus for staff &
student, 100% of the institutes are having common room facilities for boys & girls and also safe drinking water facility in the institute.

44. In the study area, 100% of the institutes are focusing on class-room teaching methodology, 21.33% of the institutes focus on case-study teaching methodology, 78.67% of the institutes focus on role-plays, 98.67% of the institutes focus on quizzes, 16% of the institutes focus on scenario planning, 21.33% of the institutes undertake live-projects for teaching, 54.67% of the institutes adopted group assignment method of teaching, 28% of the institutes uses virtual teaching methods and 78.67% of the institutes are having compulsory mentorship for students.

45. 24 % of the institutes are visited by top-management guru, 64% of the institutes are visited by Chairman/CEO of the industries, and 98.67% of the institutes are visited by industry professionals/experts and shared their experiences. Among the selected institutes, 22.67% of the institutes have reported that, Industry professionals attended MDP at institute. It is also seen that 70.67% of the institutes signed MOUs with the industries among the selected institutes.

46. Total result percentage per institute among the selected institutes have shown decreasing trend during the period from 2007-08 to 2011-12 and it is decreased from 82.68% to 74.54%.

47. First Class & Distinction result percentage per institute is fluctuated between 23.55 and 16.15% during the period from 2007-08 to 2011-12 among the selected institutes.

48. Average placement percentage per institute has shown decreasing trend and it is decreased from 53.19% to 32.51% per institute during the period from 2007-08 to 2011-12.

49. The average annual salary in the placements ranges between Rs. 1.64 and 2.65 lakh.
50. Large percentage of the institutes does not get summer placement offer by the companies from the year 2007-08 to 2011-12.

51. In the study area, 52% of the institutes have registered alumni association, 90.67% of the institutes are organizing alumni meet, 9.33% of the institutes get financial support from alumni, 6.67% of the institutes reported that, alumni teach at their campus and 6.67% of the institutes are having alumni on their GC/GB.

52. In the study area, 12% of the institutes having ISO 9000 certification, 9.33% of the institutes are NBA/NAAC accreditation, 38.67% of the institutes implemented QMS, 42.67% institutes are having written documents for quality implementation, 41.33% institutes are having written documents for quality processes, 12 of the institutes have done benchmarking for every processes, 46.67% institutes having PMS for faculty, 41.33% institutes having PMS for supportive staff and 25.33% institutes having PMS for students.

II. General Status of TQM in Management Education:
1. The academia and corporate are greatly honour the role and significance of management education views that it is need of the hour since it helps in improving quality. Also management education has definite role to play in the dynamic economic and industrial environment. They have positively viewed that, management education helps in developing overall personality and capabilities. At the same time it should also help in career and goal setting of the students.

2. Present Management education system is not appropriate as per the requirements and has lost their frontier spirit and innovativeness also not competitive enough at global level in the views of academia and corporate.

3. Academia and corporate felt the need of TQM in the management education and expressed it is blessing and can be applied without compromising academic freedom.
4. Most of the people working in the management education are not aware about TQM concepts and management of the institutes till not understood the need of quality in management education in the views of academia and corporate.

5. Present eligibility percentage 50% (45 % reserved) of qualifying examination for admission is not sufficient and it should be minimum 60 in the views of academia and corporate. Also they strongly feel that cut-off marks in the entrance examination should be minimum 100. They have further opined that there should be national level entrance examination and admission procedure.

6. Academia and corporate gives mixed views about maximum numbers of the students in a batch. Corporate personnel opined that there should be maximum 40 students and academicians are satisfied with maximum 60 student in a batch. Industry personnel are dissatisfied with present student-faculty ratio i.e. 15:1.

7. Both academia and corporate are positively expressed that, work experience should be the criteria for admission in the management institutions.

8. Academia and corporate agreed upon the non-relevance of present curriculum and strongly felt that should have national curricula. They also views that, the institutes should have autonomy in curriculum design and curriculum should revised regularly as per the requirements of the industry with the help of industry people.

9. Academia and industry executives strongly felt the need of advanced and need based teaching methodology with modern tools and techniques. They have also opined that interactive activities like management games, role plays, and simulations should be the integral part of teaching pedagogy.

10. For balanced curriculum new areas are suggested by academicians, students and corporate like personality development, family business management, crises/disaster management, current affairs, social intelligence which are to be included in the existing curriculum.
11. For faculty development, faculty should send for FDPs, industry experts should be invited regularly for faculty interactions and to give real exposure of practical management to the students. Also Faculty should send in the industry for renewal & updating theoretical & practical knowledge in the views of academia and corporate.

12. Academicians perceived that, teaching is a noble profession, they enjoy teaching and learning, job is the respected by the society are the major reasons for taking up teaching as a profession.

13. Academicians are opined that teaching is not easy going profession and tensionless job and also not a lucrative job as compared to the industry.

14. Academia and corporate opined that teaching profession is underpaid as compared to industry and one can’t go up (promotion) as fast as he wishes even making full use of his talent & skills, true worth of the work is not being assessed, lack of fringe benefits (medical, pension, perks etc.) are the major reasons for top graduates not taking up teaching as a profession.

15. Both academicians and industry executives strongly felt that, management education should be integrated with industry requirements and institutes should tailor their courses according to the taste and requirement of the industry.

16. Industry sponsored academic & research programs as well as consultancy & research projects should be encouraged in the views of academia and corporate.

17. Summer training is critically important, therefore training period should be minimum 6 months in the views of academicians and corporate.

18. Academician and corporate strongly felt the need of dedicated placement officer and institute should arrange training & soft skill development activities for preparation of final placement.

19. Both academicians and corporate feel the necessity of modern infrastructural facilities to create ambience for quality teaching-learning process.
20. Academicians and corporate both agreed upon that, present management students lacking in good communication and leadership skills. Also students are having only superficial knowledge of management philosophy and practices and not much interested to learn more and more management principles and systems.

21. Academia and industry opined that, present day management students are not over ambitious and they are interested in degrees only.

22. Academicians and corporate perceived various important skills are needed by the management students, but leadership capabilities is the most needed skill followed by communication skill.

23. Academia and Corporate gives more importance to industry-academia interaction, training & placements and infrastructure facilities followed by Curriculum taught & Teaching Pedagogy in management education.

III. TQM Practices in Management Institutes:
1. Internal stakeholders i.e. Directors, Faculty, Students and Non-teaching staff perceived that top-management commitment and leadership is not much encouraging in the selected management institutes of the study area.

2. Internal stakeholders i.e. Directors, Faculty, Students and Non-teaching staff perceived that management institutions are weak in strategic planning and therefore not effective in achievement of their goals and objectives.

3. Internal stakeholders perceived that customer focus and satisfaction TQM practice in the selected management institution is not much encouraging.

4. As perceived by internal stakeholders, overall human resource management and employee involvement practice is not much adopted and encouraged in the management institutions.

5. Internal stakeholders perceived that, system approach and process effectiveness TQM practice is not much followed in the selected management institutions.
6. Internal stakeholders i.e. Directors, Faculty, Students and Non-teaching staff perceived that training and education TQM practice in management institutions is not much effectively implemented.

7. Level of team work TQM practice in the management institutions is not much encouraging as perceived by the internal stakeholders.

8. Management institutions are failed to gather the information and analyze it and thereby failed to use information and feedback to improve institutional performance and set the benchmarks for various institutional processes.

9. Continuous improvement TQM practice in the selected management institutions is not much effectively adopted as perceived by the internal stakeholders.

10. Outcomes and achievements of the management institutes are not at expected level as perceived by the internal stakeholders.

11. The level of adoption of TQM practices in the management institutions are at lower level and many of the TQM practices are not even adopted by the institutions as perceived by the internal stakeholders.

IV. Assessment of Present Status of quality in Management Institutes:
1. Various quality aspects stated for academic quality and environment is at average to good level as perceived by the Directors and Faculty members of the management institutions.

2. Quality perspectives and environment in the management institutes are at average to good level and Quality perspectives about faculty are at good level having perceived by the students.

3. Quality perspectives in Management Institutes perceived by non-teaching staff are at average to good level.

4. Overall quality perspectives in the management institutes perceived by Directors, Faculty, Students and Non-teaching together are at good level.
5. **Students Outlook about Management Education/ Institutes:**

i. **As perceived by the students,** rationale for pursuing management education is to acquire skills and expected to get good job after completion of management program and some of them are interested in starting own business.

ii. Student chose the institution on the basis of convenient location and reputation of the institutes.

iii. Conceptual understanding of management course is manageable as perceived by the students.

iv. Student viewed that, normal syllabus coverage is 90-100% followed by 75-90%.

v. Majority of the students consider the system of 75 percent elective courses and choice of elective courses in each functional area should be as per liking of student necessity.

vi. Majority of the students are in favour of 50% internal assessment in the examinations.

vii. Majority of the students wish to have summer training of 3-months and significant number of students wish to have summer training of 6-months duration.

6. **Management Institutes working environment and culture:**

i. Faculty and non-teaching staff expressed highest factor that motivates to work in the institute are staff co-operation.

ii. Among the faculty highest de-motivating factor to work is inadequate salary, whereas among non-teaching staff highest de-motivating factor to work is improper work distribution.

iii. Faculty visualizes highest positive aspects of the institutes are good interaction with teaching and non-teaching staff, whereas non-teaching perceived highest positive aspects of the institute are good discipline.
iv. Faculty perceived highest negative factors of the institutes are no strategic planning and lack of staff amenities, whereas non-teaching staff perceived most negative factors are improper work allotment.

v. Faculty portray highest essential requirements immediately needed for the Institute developments are motivational activities, whereas, non-faculty visualized highest essential requirements immediately needed for the Institute developments are staff amenities.

V. Service Quality in Management Institutes:

1. Service quality expectations from faculty perceived by Directors, students and Non-teaching staff are at higher level.

2. Service quality perception about Faculty perceived by Directors, Students and Non-teaching staff are at lower level than expected.

3. Service quality expectations from Non-teaching staff perceived by Directors, Faculty and Students is at higher level.

4. Service quality perception about Non-teaching staff (Support staff) perceived by Directors, Faculty and Students are at lower level than expected.

5. The total perceived level of service quality about faculty and non-teaching (support) staff in the management institutions are at lower level.

6. Each Service Quality aspects about faculty and non-teaching (support) staff is significantly important and positively dependent on each other.

7. There is positive gap in each aspects of service quality by faculty as perceived by Directors, Students and non-teaching (support) staff i.e. expectations exceeds perceptions.

8. There is positive gap in each aspects of service quality by non-teaching (support) staff as perceived by Directors, Faculty and Students i.e. expectations exceeds perceptions.
9. The study investigates the relationship between the TQM practices and service quality where TQM practices are the independent variable and are related to service quality.

10. All the variables of the TQM practices along with Service Quality which are the measures of effectiveness are significantly correlated with each other. The TQM practices have had significant positive influence on service quality.

11. Management Education Quality Model (MEQM)- Operational TQM Framework has been formulated to manage and measure various quality aspects in management education.

7.3 Hypotheses testing:

As the need of the study and research problem, researcher have formulated six different hypotheses and tested. The hypothesis and testing results are as below;

1. **H₁**: “There is significant difference in General status of TQM in Management education perceived by Academia and Corporate”

   Considering total aspects together perceived by academia and corporate, it is observed from ANOVA test, that there is significant difference in the perceived level having F-value ≥ 5 and p-value ≤ 0.01 at the α=0.05 level which are statistically significant.

   Therefore researcher can conclude that the hypothesis, “There is significant difference in General status of TQM in Management education perceived by Academia and Corporate” is validated and accepted at α=0.05 level of significance.

   The null hypothesis, “General status of TQM in Management education perceived by Academia and Corporate” are at same level.” (the details of test results are presented in table 5.6.11c).

2. **H₂**: “There is significant difference in TQM Practices in Management Institutions perceived by various stakeholders”

   Considering total TQM practices in the management institution together perceived by stakeholders i.e. Directors, Faculty members, Students and Non-teaching
staff, it is observed from ANOVA test, that there is significant difference in the perceived level having F-value ≥ 5 and p- value ≤ 0.01 at the ŷ=0.05 level which are statistically significant.

Therefore researcher can conclude that the hypothesis, “There is significant difference in TQM Practices in Management Institutions perceived by various stakeholders” is validated and accepted at ŷ=0.05 level of significance.

The null hypothesis, “There is significant difference in TQM Practices in Management Institutions perceived by various stakeholders” is at same level.” (the details of test results are presented in table 5.7.2c).

3. H₃: “There is significant difference in Quality perspectives in Management Institutions perceived by various stakeholders”

It is observed from the ANOVA test, that there is significant difference in the perceived level of quality perspectives in management institution having F-value ≥ 5 and p- value ≤ 0.01 at the ŷ=0.05 level which are statistically significant.

Therefore researcher can conclude that the hypothesis, “There is significant difference in Quality perspectives in Management Institutions perceived by various stakeholders” is validated and accepted at ŷ=0.05 level of significance.

The null hypothesis, “There is significant difference in Quality perspectives in Management Institutions perceived by various stakeholders” is at same level.” (the details of test results are presented in table 5.8.5).

4. H₄: “There is significant difference in Service Quality perceptions about Faculty & Non-teaching (support) staff perceived by various stakeholders”

Considering total Service Quality aspects about faculty in the management institution together perceived by various stakeholders i.e. Directors, Students and Non-teaching (support) staff, and total Service Quality aspects about Non-teaching (support) staff in the management institution together perceived by various stakeholders i.e. Directors, Faculty and Students and, it is observed from the ANOVA test, that there is significant difference in the perceived level having F-value ≥ 5 and p- value ≤ 0.01 at the ŷ=0.05 level which are statistically significant.
Therefore researcher can conclude that the hypothesis, “There is significant difference in Service Quality perceptions about Faculty & Non-teaching (support) staff perceived by various stakeholders” is validated and accepted at $\alpha=0.05$ level of significance.

The null hypothesis, “There is significant difference in Service Quality perceptions about Faculty & Non-teaching (support) staff perceived by various stakeholders” is at same level.” (the details of test results are presented in tables 5.9.5e & 5.9.5f).

5. $H_5$: “There is significant difference in Service Quality expectations and perceptions of Faculty & Non-teaching (support) staff perceived by various stakeholders”

It is observed from the paired sample t-test, that there is significant difference in all service quality aspects as perceived by stakeholders i.e. Directors, Faculty, Students and non-teaching (support) staff having t-value $\geq |t|$ critical and p-value $\leq 0.01$ at the $\alpha=0.05$ level which are statistically significant.

Therefore researcher can conclude that the hypothesis, “There is significant difference in Service Quality expectations and perceptions of Faculty & Non-teaching (support) staff perceived by various stakeholders” is validated and accepted at $\alpha=0.05$ level of significance.

The null hypothesis, “There is significant difference in Service Quality expectations and perceptions of Faculty & Non-teaching (support) staff perceived by various stakeholders” is at same level.” (the details of test results are presented in tables 5.9.6a & 5.9.6b).

To explore the relationship between TQM practices and service quality formulated hypothesis is;

6. $H_6$: “TQM practices are positively related to Service Quality perceived by the students”

The results of Regression Analysis, shows $R^2=0.126$, which means TQM practices explained 12.6 % variation in service quality with F-value of 1009.732 which is significant at $p<0.0001$ significance level. Therefore it is inferred that, the TQM practices have had significant positive influence on service quality.
Therefore researcher can conclude that the hypothesis, “TQM practices are positively related to Service Quality perceived by the students” is validated and accepted at $\alpha=0.05$ level of significance. (The details of test results are presented in table 5.9.7b).

**Equation of the Regression Model:** Total Service Quality & TQM Practices.

\[
SQ\text{-TOTAL} = -0.120*TMC-L+1.605*SP-0.500*CF-S+1.378*HRM-EI-0.468*SA-PE
-0.731*TE+0.300*TW-0.335*IA-0.478*CI+0.230*OA
\]

7.4 Conclusions:

TQM as a management theory is a relatively new concept within organizational theory which may raise management theory up to a new level of understanding, relevance and consciousness. The use of TQM as a management and planning tool has gained widespread acceptance in the business world. The educational institutions are slow to embrace this important management paradigm which enhances the quality of all functions of an organization. The need for a TQM is significant for educational institutions and universities, as they constantly need to meet the accreditation bodies’ and stakeholders’ expectation for continuous improvement. In addition, their improvement has a direct impact on the quality of the society. Top management commitment is key critical factor which must be present before initiating TQM implementation process.

Management education in India has grown significantly in recent years, however, in most of cases quality of management education have been questioned. Management institutes affiliated to universities are working with many uncontrollable parameters. They are not able to design their input student’s quality (they can only attract quality student input). Another major factor is curriculum, which is not often revised as per the need and requirement of the customers (students and industry). Considering dynamic external environment, need and requirements of customers, expectations from stakeholders, rigid working systems, cut-throat competition, fund crunch, reduction in intake (seats vacant) perspective of quality has crept in and need of TQM is felt. Following are some important conclusions drawn from the research work;

1. The growth of management institutions is phenomenal, thereby falling the quality of management education. Some of the factors that hinder the
TQM in management education are: lack of corporate governance, rigid university system, lack of awareness in both management and employees, lack of Top Management Commitment, poor quality infrastructure, inadequate and poor quality faculty, un competent supportive staff, resistance to change, lack of performance accountability and low morale.

2. The poor incoming quality is the major issue, which is uncontrollable. This could be taken care of by enhancing the credibility of the institution and framing guidelines for stringent admission and selection process.

3. Very low or absence of industry-institution interaction failed to create faith in customers. Also lack of involvement of industry experts in developing and designing of curriculum, in academic activities contributed towards poor quality outputs and placements of the students.

4. Accreditation and ISO presence in management institution is minimal due to poor quality outputs (student’s attitude, skills and knowledge), absence of faculty research, poor placements and lack of innovative and healthy quality practices.

5. Absence of research in management institutions are due to not conductive environment and lack of encouragement and sufficient incentives which affected whole teaching learning process.

6. Present management education system failed to attract top notch graduates taking up teaching as a profession by failing to remunerate at par and building confidence for making full use of their talent and skills.

7. Present assessment and evaluation system of students is questioned for transparency, fairness and accountability, therefore reforms in evaluation system with continuous comprehensive evaluation (CCE) with transparency and fairness is recommended.

8. The student-faculty ratio (15:1) is sufficient (not comparable with top management institutes and global level), but workload distribution is uneven and staff is under-worked.
9. Management education system failed to develop and offer affordable quality to the major class of the society. Cost of education for students should be correlated with quality outputs indices of the institutions and not on the basis of cost of inputs.

10. The quality in management education is not an instant pill; it requires continuous improvement with top management commitment for TQM practices and processes as per the needs and expectations of customers and stakeholders.

11. “When vision among the students, faculty and administration is shared on ways to improve learning process, when faculty are rewarded for classroom performance as well as research and publications, and when leadership supports this vision through a clearly defined mission and institutional goals, the quality improvement system will become firmly embedded within the halls and classrooms of academia” (Burkhalter, 1996, P. 160)

The above quote clearly brings to focus the importance of looking at quality from the perspectives of all the stakeholders. Ignoring any dimension of quality leads to deficiency in the system and loss of purpose.

7.5 Recommendations:

In the dynamic business environment, TQM in management education in general and in the management institutions in particular become indispensible. TQM has direct bearing upon the output quality of management education and matter of interest for all the concerned. The present research brought many interesting aspects of quality management education. During the research processes, researcher has observed certain grey areas which need immediate attention and quality assurance mechanism. With this backdrop, following recommendations are made for the benefit of educational system and the society.

1. Quality of output of management education system is directly depends on incoming quality of the students and service quality provided by the management institutions. Incoming quality of the students is uncontrollable factor, which could be managed through enhancing the
credibility of the institutions. Therefore, every institution should enhance their credibility and attract quality students. For that every institution should go for any of the accreditation, and govt. should make it mandatory.

2. Service quality should be as per the expectations of all concerned stakeholders; therefore institutions should periodically assess the service quality. For expected service quality, TQM practices and processes should be adopted ensuring required faculty quality, infrastructure quality and requisite financial support from top management of the institutions.

3. Mushrooiming of management institutions has created alarming situation for the profession. For quality management education Govt. and apex bodies (UGC, AICTE, Universities) should discourage non-professional management institutions by adopting stringent quality policies for admission procedures, faculty and infrastructure. Intake-police should be reframed and recommended 40 student per class to enhance the interactive learning quality.

4. Lack of corporate governance system in management institutes is one of the major reasons for fall of quality management education. According to AICTE norms institutes have to display mandatory disclosure of all required information on internet as a part of corporate governance but there is big difference between actual and information displayed on internet or filed with concerned statutory bodies. Corporate Governance should ensure a heavy penalty for any such deviation.

5. Top notch graduates are not taking up teaching as a profession due to varied reasons. Major reasons are underpaid as compared to industry and fear to make full use of his knowledge and skills. Therefore pay package should be at par with that available in the industry, so as attract competent individuals towards this noble profession. A confident, competent and also satisfied faculty can undoubtedly deliver his best to the society and produce quality professionals.

6. The management institutions do not provide conducive environment that is supportive to research. Management institutes needs to work in this
Management institutes should inculcate proper motivation and interest among faculty for research.

7. Faculty must be encouraged to pursue higher studies/ Ph. D. An upgraded faculty can deliver with enriched quality to his students so that he becomes seamlessly acceptable to industry. This can be done by providing incentives to faculty involved in research/ higher studies, giving due weight age to research activities and providing a good library support system.

8. Also faculty must be encouraged to go for Faculty development programs (FDP) and skills and knowledge enhancement training, giving due weightage and incentives.

9. Faculty interaction with executives should be enhanced by increasing participation of industry experts in academics either by appointing them as full time faculty or part time faculty. Institutions should be encouraged to arrange tie ups with business houses. Also faculty should take up two weeks internship in winter and 4-weeks internship in summer every year in the industry to revise their theoretical knowledge which should have practical applications.

10. Faculty shortage is perhaps the most serious bottleneck for strengthening the management education in the country. For that management Faculty development program with recruitment cell and recruitment from common pool of talent to meet faculty shortage is suggested. This will reduce the time, help identifying the best possible teachers across the state, selected based on common eligibility and qualification norms. This will result into uniformity of human resource across all the institutes thereby maintaining the quality.

11. Curriculum should be change driven and periodically reviewed to match the industry needs. Institutes imparting management education should ensure to revise their syllabus. Course content need not just be latest but also country specific. Curriculum should be such that, it could help in bringing the congruence and rationality between what is taught and what is practice. This can be done by encouraging industry professionals to
develop curriculum and design syllabus with academic expert. National level curriculum should be developed and adopted by all universities and institutions of management education.

12. Every industry has its own set of challenges & dynamics, and it requires specific skill set and expertise. This could be only done by bringing specialization in concerned field, developing customized course content as per business needs. This can be done by introducing and adopting new academic areas like crises/disaster management, Family Business management, Social intelligence, current affairs etc.

13. Industry interaction has to be emphasized to greater extent so that student can be exposed to real problems and exposure of industry. In present curriculum student are exposed to six to eight weeks training at the end of second or third semester which is not adequate to understand dynamics of industry in this world of liberalization and globalization. Therefore, it is recommended to have 4-weeks industrial internship in every semester in the same industry throughout the course. Assessment should also be based on internship authenticity and learning.

14. Today success depends how fast you are enhancing your knowledge, sharpening your skills and pace of your learning. In Globalization era where information is increasing, mastering knowledge and skills have become essential. If India needs to compete globally we need manager with world class talent which calls for developing a new approach of imparting teaching and learning. Global mindset need to be developed. This means that each management institute should create a differentiated mix of teaching and training to develop not managers but global mangers.

15. In order to survive in the world of globalization, it is highly essential to provide competent manpower. Therefore, role of management institutes become more important. Critical analysis of different aspects like teaching and learning processes, industry oriented curriculum, qualified faculty, modernization of laboratories and other infrastructure, campus placement, conducive ambience, etc. is mandatory to assure quality and hence sustain competency and to be at par with world standards it is therefore suggested
to adopt TQM framework with quality assurance mechanism at every institute to periodically monitor the critical parameters which will further assist progressive development. Eminent personalities in the field of education, industry need to be appointed as quality auditors for evaluating the performance of the institutes. Auditors report can be used while mentoring the institutes. Quality assurance mechanism will certainly help to revamp management institutes and will lead to qualitative growth along with quantitative expansion.

16. Top business management institutes have a responsibility to share their knowledge and skills with institutes that might not have the same standards. This will not only raise standards, but will also allow their own graduates to be more effective in the workplace.

17. Taking the cue of two decades of TQM implementation in educational institutions, their success and problems encountered, it is required to access the need, feasibility and system for institutionalizing TQM in Management education. Therefore, it is necessary to adopt TQM framework and quality assurance mechanism in management education.

18. TQM practices must be integrated with TQM processes (Business Process Re-engineering, Benchmarking, Balance Score Card, Lean thinking etc.) for expected quality outputs.

19. It is recommended that management institutions should adopt developed MEQM TQM- Framework to manage and measure various quality aspects in management education.

7.6 Future Scope for Research:

1. MEQM model could be converted into game model where policy makers and top management experiment directly and projects the scenarios.

2. The application of this model could be further extended to other service organization and find its impact.

3. Testing and validation of various constructs of TQM framework and MEQM system dynamics model which establish confidence and usefulness of a model. A model may be considered useful if it generates
insights into the structure of real system, makes correct predictions and stimulate meaningful question for further research.

4. TQM framework and MEQM could be used for development of TQM methodology which able to create TQM plans for educational institutions.

5. Develop templates that would serve for comparison on quality levels reached, quality indicators and performance indicators that would serve as a basis for comparison and future research on successful improvement initiatives and lessons learned.