

## **A STUDY ON MANAGEMENT EDUCATION**

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### **ABSTRACT**

Management students should not only jobseekers rather than they should be able to create jobs through innovation and creativity and help the nation financially and economically strong. In this direction, Management Education in Management schools becomes extremely important, as it will foster job creation and encourage risk taking, innovation and improve global competitiveness in this Management Schools. The efforts should promote Management education should not merely focused on starting the paper but an effort should be made to initiate a process so that an attitudinal change could be brought among management students and once this is achieved, efforts could be made to transform students into Management graduates. This paper tries to find out the evolution of Management education and its growing importance to the management schools. And this paper also talks about the student s aspirations towards pursuing MBA course and talk about various colleges' performance and the faculty standards with respect to academic specialties. Fifteen years ago hardly anyone had thought the need of Management education. Soon after independence in 1947 the high level commission was on education was appointed by the government of India with Dr. S. Radhakrishnan (The president of India) as chairman to make a comprehensive study of the various aspects of the educational system then existing and make recommendations for its modifications for the new requirements of the Management Education. But the formulation of a definite program for planned economic development soon after, brought about a complete change in the situation. The needs for technically trained and competent administrative personnel become urgent. As a result, during past one decade there has been an increasing awareness of the need for providing facilities for training and development to fulfills the student personnel and professional objectives.

### **INTRODUCTION**

A business develops in course of time with complexities. With the increasing of complexities managing the business concern becomes a difficult one. The need of existence of management has increased tremendously. Management is not only essentially to business concern but also essentials to banks, schools, colleges, hospitals, hotels, religious bodies, charitable trusts etc. every business unit has objectives of its own; these objectives can be achieved with the cooperative effort of several personal. The work of a number of persons is properly coordinated to achieve the objectives through the process of management.

## **CHANGING TRENDS**

### ***'INTERDISCIPLINARY OFFERINGS, USE OF NEW TECHNOLOGIES AND A HOST OF NEW TRENDS SEEM TO HAVE CHANGED THE BASICS OF MANAGEMENT EDUCATION'***

SAYS PROFESSOR ANINDYA SEN, DEAN (ACADEMIC), IIM CALCUTTA

Management education is going through changes. The changing scenario offers students more openings, greater selfconfidence and out of the box ways to better hone their skills. The current trends include internationalization with increased focus on international partnerships, international internships, student exchange programs, joint degrees etc. Also, the use of new technologies in management teaching is a trend that is catching up fast. Greater use of the social media to establish connection with students is on the rise.

More interdisciplinary offerings in classes, for example, where marketing, strategy and OM faculty come together to teach a course, are seen as the way forward because in real life situations most issues have multiple dimensions. Yet another trend doing the rounds is engaging students in games that simulate the need to find solutions to complex scenarios through teamwork.

The earlier craze for management education seems to be over. Students have realised that like in all other subjects, they can get good jobs with management education if and only if they learn something at school. They are also less likely to be taken in with promises of placements – they use diverse sources of information to check such claims.

There are now lots of good European B-schools which are offering management education in English, in addition to the American and Australian B-schools. However, fees tend to be high and financial aid is not readily available. Students can try to work for a few years and save some funds before applying abroad.

### **The concept of management of education.**

Management of education is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching and extension work and research.

### **Importance of Educational management**

- Finance management
- Infrastructure management
- Teaching learning process
- Work of teacher management
- Students work management
- Co-curricular activity management
- Examination management
- Facilities management
- Laboratory management Laboratory management
- Computer management

- Special lab ( language, history , geography, music ) management
- It deals with material and institutional effectiveness.
- It helps in decision-making and solving problems
- It helps in communication and managing information
- Building effective teams
- It helps in curriculum making and managing co –curricular planning, time table, discipline,
- It will be helpful in motivating staff and students.
- Managing conflicts and stress
- Helpful in healthy and conducive school climate.
- Helpful in organization of counseling and guidance.

### **Need of educational management**

**Social change**- the system of education is expected to provide society with human resources with specialized knowledge , attitudes , work ethics and values social moral political values, expertise, and skills. so as to sustain and enhance this development. This places demands on education to make its curriculum more relevant to the life and needs of the changing society in an effective and efficient manner. It is also expected to enable students to bring about desirable social changes, the same time preserving the desirable and positive aspects of the existing culture.

**To create congenial environment at institutional level** –for the attainment of the aims and objectives of the educational system in particular and those of the country in general and knowledge of relevant management theories, principles, concepts, techniques, skills and strategies and their application to educational systems is necessary for its effective and efficient function and outputs. • Need to make our system of education is more proactive rather than reactive by using applying principles and techniques of management science

### **Quality Check for Management Aspirants**

- Willingness to work hard
- Focus
- Some work experience that may be useful for properly appreciating the courses that are taught in management schools
- Being not only aware of the events happening in the world but also trying to make sense of these events through some process of logical reasoning
- A progressive outlook and sensitivity to the concerns of the underprivileged  
Demonstrating a knowledge of ethical dilemmas — As told to AditiGuha

### **Quality of the learning experience for students**

Unfortunately, present efforts by business schools to globalize typically include a series of independent and fragmented activities. These activities are mostly focused on student and/or faculty diversity and the establishment of cross-border partnerships for student exchange. The Task Force is concerned that business schools are not responding to globalization in a coherent way, i.e., they tend to focus on collecting an array of activities (e.g., exchange programs) with insufficient emphasis on learning experiences and intended outcomes. Accreditors of academic institutions should set standards of excellence consistent with this new world.

By these 4 Globalization of Management Education standards, business schools hold one another accountable for practices and policies that best serve their constituents. Expectations for the incorporation of global perspectives into the curriculum, for the intellectual capital of faculty to keep pace with the evolution of business practices in a global business environment, and for schools to ensure consistent quality across all programs and locations can provide a framework for this quality assurance, yet the methods through which schools meet these expectations are likely to evolve substantially in the years to come

### **Globalization of Business and Business Schools**

The relationship between the business profession and the business academy is largely symbiotic: they support each other in various ways that advance the welfare of society. When one gets materially ahead of the other, it is a moment for reflection, action, and realignment. The Task Force judges that globalization has created such a moment in the relationship between business and business schools. Thus, as context for this report's focus on globalization within the business academy, some acknowledgement of the globalization trends within the business profession are important. We begin by presenting some indicators of economic globalization by focusing on indicators of cross border trade, and corresponding shifts in the global economic landscape. These trends are widely documented and analyzed in other texts, and thus are presented only briefly in order to frame later discussions of the impact on derived demand for global management education. We also are interested in the trends of firms that, like many business schools, are seeking to operate effectively in this globalizing business environment. Some academics discount comparisons of academic institutions to firms or suggestions that the strategies and actions of the two should parallel one another. While we do not deny that significant differences exist between the two environments, we also point to many similarities shared in the globalization efforts of each establishment. Both of these dimensions must be explored and should not be underestimated

### **Main aspects of Management Education**

#### **Education Quality**

Education quality is a key factor for improving the business quality, and therefore strengthening competitive advantage. Access to education and quality education are to be regarded as mutually dependent and indivisible needs and rights. Lack of education is a basic cause of poverty. Intellectual workers are becoming a major tool in increasing productivity, and knowledge is becoming the main resource.

#### **Business Quality**

The word quality comes from the Latin word 'qualitas' (property, quality, value, characteristic, feature, ability). In a highly competitive world with increasing consumer demands, quality has become the key factor of survival in the market, of profitability and development, not just for individual sectors and organizations, but also for the whole country's economy. Only few Croatian companies recognize the quality of education as the key factor for improving business quality, and therefore for strengthening competitive advantage.

### **Quality Management in Education**

Quality must be consciously managed in order to satisfy quality demands. From the previous claim we conclude that quality management is "an integral part of management, whose role is to reach quality objectives, which are reflected not just in providing but also in improving quality. This is achieved by managing the activities derived from the established quality policies and plans, and is carried out within the quality system, using, among other things, the appropriate quality monitoring plan."

### **Total Quality Management in Education**

The concept of total quality, introduced by Professor W. Edwards Deming in the 1950s, can be applied to almost every organization up to a certain level. The term stands for the process of shifting the focus of the organization towards a superior quality of products and services. TQM approach in education involves not only achieving high quality but also influencing all segments of the educational process: organization, management, interpersonal relations, material and human resources, etc. Applying the approach described above quality becomes total (integral). The introduction of total quality management requires a number of changes in educational institutions. The first changes have to occur in the attitudes and activities of the management, in the organization and monitoring of the educational process, in the evaluation of its results, in the culture of communication, in the school atmosphere, and especially in the area of interpersonal relations. The total quality management model includes the following: process planning, process management, continual improvement, total involvement and focus on the user. Total quality management is an efficient management technique that requires the full involvement of all employees on all organizational levels, thus representing the organizational culture. TQM stands for a way of life of the organization, which introduces constant improvement of business on all levels and activities, creating the appropriate environment through collaborative work, trust and respect. It approaches the processes in a systematic, consistent and organized way and applies total quality management techniques.

### **Indicators of quality in education**

The system of indicators of quality in education, as well as the quality criteria associated with the indicators, help schools to point out the important areas of their own activities - their own advantages and disadvantages and development opportunities. School quality team can debate about representation and development of particular indicator aspect and search for method for upgrade and meliorate indicator representation in specify school circumstances. The indicators are grouped into seven areas with specific topics:

1. Curriculum - structure of the curriculum (program/goals, tasks, focus on development of functional tasks, focus on students' activities, integration of programs within and between areas) - courses and programs - key competences that students develop in the given school
2. Achievements (evaluated by external, independent agencies) - achievement quality compared with the set goals
3. Learning and teaching - teachers' work - students' work and experience - meeting the needs of the students - monitoring and evaluating the work of students and teachers
4. Students' support - students' personal, social and spiritual growth - progress and achievement monitoring - support in all aspects of learning, progress, students' and teachers' personal development

5. School ethos - school policy - school atmosphere and relations - specific goals of each individual school - orientation towards students', teachers' and parents' satisfaction
6. Resources - school resources - teachers, professional associates, the principal; their education, teachers teamwork, cooperation; being open to innovation - material resources and premises - efficient human and material resources
7. Management, leadership and quality assurance - approaches to leadership and management

### **TOTAL QUALITY MANAGEMENT IN EDUCATION**

- High moral values;
- Excellent examination results;
- The support of parents, business and the local community;
- Plentiful resources;
- The application of the latest technology;
- Strong and purposeful leadership;
- The care and concern for pupils and students;
- a well-balanced and challenging

It is instructive to look to the business world for an insight into quality. IBM's definition puts it simply: 'quality equals customer satisfaction' (Unterberger, 1991). Alex Trotman, an Executive Vice-President of the Ford Motor Company, has delivered the same message: 'we know these days, in these tough times, that we have to satisfy our customers completely'.

### **CONCLUSION**

We have defined education as a provider of services. Its services include advice, tuition, assessment and guidance to pupils and students, their parents and sponsors. The customers—the stakeholders of the service—are a very diverse group and need identifying. If quality is about meeting and exceeding customer needs and wants, it is important to be clear whose needs and wants we should be satisfying. It is important to say something about the idea of a 'customer' in the context of education. To some educationalists 'customer' has a distinctly commercial tone that is not applicable to education.

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