

TQM Approach for Management Education through Open and Distance Learning Mode

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Abstract : From last two decades Management Education by Open and Distance learning mode has become popular excepted mode, in India as well as in world. It has spread fast enough, breaking all the boundaries of space and time. It is not an alternative to the conventional system of management education but also a necessity for providing management education to various segment of the society, who wants to enhance their knowledge, Like To students, To engineers, To academicians, To house wives and also for those who residing in the geographically remote industrial areas. Now, India in Liberalization, Privatization & Globalization (LPG) phase, requires an ever expanding number of managerial personal, The limitation of the conventional and face to face (F2F) system to meet this ever expanding requirements are to well known.

Distance mode for its flexibility and cost effectiveness is the obvious choice. With this consideration IGNOU was initiated first step towards providing management Education in the late 80,s and then other's. Today in LPG era new business horizon is emerging, sky is the limit, with this back ground, It is high time to think about various dimensions and standards for management education through ODL system. For this Total Quality Management (TQM) is the best technique, it includes curriculum design, Eligibility criteria, admission procedures, evaluation etc. to ensure it's credibility, competency and capability to achieve Mission India 2022.

Present paper is an attempt to focus on TQM approach for management education by ODL system. So that a new shape, structure will emerge to cope with need & competition of LPG era.

Keywords : Curriculum Design, Student Intake, Weightage, Startup, SLM \TQM, ODL, LPG, F2F,

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Curriculum Design

The curriculum design should be mainly guided by the need for developing effective & efficient managers. It should thus aim to develop relevant skills and competencies. The curriculum and the minimum/maximum numbers of credits/ credit hours should be the same as suggested for full time/part time Management programmes. The curriculum for management programmes should have at least 50% common and the balance courses specific to local needs or the needs of the purposed specialization. Curriculum structure consisting of compulsory & elective courses. In present LPG era, It is suggestive that compulsory courses should include following courses:-

- ❖ Retail Management
- ❖ New Media Strategy
- ❖ Cost Accounting & Management Accounting.
- ❖ Business ethics
- ❖ Time Management
- ❖ Merger & Acquisition
- ❖ Intellectual Property Law
- ❖ Cyber law
- ❖ Innovation & Creativity Management
- ❖ Office management
- ❖ Management of change
- ❖ conflict & stress Management
- ❖ Communication skill

Elective courses must include following,

- ❖ Fashion designing & Fashion technology
- ❖ Online FMCG Management
- ❖ Hospitality & Tourism Management
- ❖ Hospital management
- ❖ Management of Local government

Eligibility Criteria

The entry qualification to the management programme, a candidate should have at least 60% marks in English language & should face analytical counseling in place of written test/Interview.

Duration

Considering the learning experience to be provided to the students, the duration of Postgraduate management programme should increase from 02 year's to 03 year.

Student intake

The intake of students to Management programme in a single year should be decided according to the infrastructure availability, library facilities etc. with study centers but it should not exceed more than 20 candidates per study center.

Learning Resources

The learning recourses are faculty/counselors may be print material and teaching aids including audio-video aids, video/audio conferencing and computer mediated learning etc, the learning material should be developed ab-initio and self-contained in all respect including the use of work books and structural assignments for continuous learning. The course materials that are developed should go through the normal stages of quality control. The major components, however is the interactivity and access to faculty/councilors/mentors who could respond to student's queries provide feedback on assignments, organize discussion sessions and enthuse, motivate, encourage and facilitate learners to successfully pursue the programmes.

The counselors should be qualified professionals with Management degrees. While the role of human factor is very important and the minimum ratio of councilors to learners per course should be 1: 20 and the desirable ratio is 1:15. Programmes with higher intake should attempt to recruit/retain/empanel counselors who are specialist in as many of the different courses offered, and also seek to achieve a geographical spread depending upon the concentration/disposal of enrolment.

The use of modern technologies such as video conferencing, Computer mediated learning and Interactive satellite aided communication network should be made use of, to provide quick feedback to the students and supplement the print material learning. In order that the desired learning can take place through the Distance mode, a greater effort is to be made in advance planning of learning materials and

systems. It is therefore, important that accreditation/recognition of an institution to offer management Programme through distance mode.

Delivery Mechanism

- * Dispatch of study materials—with one week after registration of the programme.
- * Receipt of completed activities/assignments—60 days after dispatching the study material.
- * Evaluation of student's activities/assignments & feedback to students—with in Four weeks of receipt of assignments.
- * Response to student queries general/ E-mail—Within one week/every day by E-mail, receipt of query
- * Declaration of the result after examinations—Four to five weeks after the Examinations.
- * Feedback to students after their performance and progress in the programme—Twice in very term or three months whichever is less.

Administrative Mechanism

The institute conducting the programme must have an administrative mechanism infrastructure to ensure the following activities:

- * Timely production of study material
- * Prompt dispatch of material to students
- * Computerized record keeping of students performance progress and feedback
- * Establishment of effective call center to solve the student grievances & problems.

The institute should maintain proper information system in relation to each of the above aspects. However, in case of new institutions the above mention infrastructures shall be insured.

Evaluation

Student evaluation systems should be comprised of both continuous, and term end assessments. Participants would be required to go through an examination

system, where either marks (percentage) or a letter grade system may be employed. Viva – Voce examination should be made every end of every semester examination.

Assignments	-	20%weightage
End-term examination	-	60% weightage
Class presentation/attendance/	-	20% weightage
Startup proposal		

Faculty

The staffing pattern should be discipline based; however, looking at the possibility of popularity of a programme the additional staffing pattern requirements needs to be looked into.

Expectations from the Faculties

- * Provide pre entry and Post entry counseling
- * Conduct course based counseling sessions
- * Help in evaluation both continuous and term end
- * Help the learners to prepare startup proposal.
- * Help the learners to motivate to implement the startup idea into real business.
- * A ODL Institution must have three types of faculty as under:-

Full time core faculty: It should comprise an academic manager, and at least a core faculty well versed in editing and production of quality study material for each areas of the programme More faculty require if the number of students for specialization goes up.255-30% time of faculty should be devoted for self development and professional up gradation of skills, research including consultancy.

Part time Retainer faculty: At least one part time faculty in each area of specialization may be retained on regular basis to assist the curriculum and course material development and will function as anchor point in the area of specialization at various stages of the programme, covering activities like preparation and periodic revision of study material, evaluation of assignments, responding to student inquires, counseling etc. However, when an institution claims specialization in a given field ,it is advisable to have at least one core faculty member for each of the specialization.

Recourse faculty: A panel of suitable faculty will be maintained to assist in the

writing of study material, preparation of assignments and their evaluation, interaction in the personal contact programmes, counselling, field work guidance and evaluation etc. this faculty will be judiciously distributed at various locations as per the strength of students and will be on assignments basis. Number of faculty is balanced to cope with the course on offer.

Counselors and Mentors: management academics or professionals should be associated with the counseling activity for management programme.

Requirement of TQM

1. Existence of infrastructure or provision of infrastructure
2. Availability of requisite Distance Education faculty
3. Proof that material preparation is progress under the guidance of expert's
4. Proof that Institution is Univ/Regd. Society/trust.
5. Endowment in case of new Trust/Society institutions.
6. Plan of preparation of material for Second year.
7. Schedule of programme delivery.
8. Provision of adequate student support services.
9. Provision of student calls center/Help line.

Monitoring and Performance Review

Every institution should evolve mechanism of Quality Assurance. Institutions should identify and publish a list of in put, process and out put indicators that they intend to use in monitoring and reviewing performance in distance Education programmes against relevant institutional objectives. Each programme/course should have:

- * Clearly stated learning objectives
- * Carefully constructed learning materials
- * Well-organized student support systems
- * Explicit exit performance standards.

Conclusion

The effectiveness of management programmes through Distance Mode depends to a great extent on its development, production and delivery operations. Hence it

is required to evolve suitable and appropriate monitoring procedures for these issues and activities. The appropriate node points may be identified in the organizational structure of the open institutions and monitoring functions may be assigned to concerned persons/organization.

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