



01. An analytical study of the initiatives taken by management institutes affiliated to RTM Nagpur University Nagpur with special reference to teaching learning environment towards standardization (NBA, NAAC)

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Abstract-*"In Indian Scenario, the University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian higher education institutions. The second rung B-schools launched by hundreds of Institutes across the country have poor quality standards over the years and these poor quality standards are reflected in poor teaching faculty, poor research and consulting leading to poor placement of the students who pass out from such Institutes. Various committees and commissions on education over the years have emphasized directly or indirectly the need for improvement and recognition of quality in Indian higher education system."*

Keywords: UGC, Quality, Management Education

JEL Code:

1. Introduction

In Indian Scenario, the University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for "the determination and maintenance of standards of teaching, examinations and research in universities". To fulfill this mandate, the UGC has been continuously developing mechanisms to monitor quality in colleges and universities directly or indirectly. In order to improve quality, it has established national research facilities, and Academic Staff Colleges to re-orient teachers and provide refresher courses in subject areas.

Various committees and commissions on education over the years have emphasized directly or indirectly the need for improvement and recognition of quality in Indian higher education system. The concept of autonomous colleges as recommended by Kothari Commission (1964-66) has its roots in the concept of quality improvement. Since the adoption of the National Policy on Education (1968), there has been a tremendous expansion of educational opportunities at all levels, particularly in higher education. With the expansion of educational institutions, came the concern for quality. The constitutional amendment in 1976 brought education to the concurrent list making the central government more responsible for quality improvement (Stella and Gnanam, 2003). The New Education Policy (1986) emphasized on the recognition and reward of excellence in performance of institutions and checking of sub-standard institutions. (Mishra.,2006)

Standardization means recognition and guarantee of quality. It is achieved by the means of various certifications and approvals in academics. This includes affiliation to UGC, AICTE; accreditation by NBA, NAAC and certifications from ISO.

2. Review of Literature

Cheng et al. (2004) describes the experiences of introducing ISO 9000 into Taiwan's higher education systems. The authors argue that the implementation of ISO 9000 quality systems have a positive impact on the quality of education. Khurana (2007) worked on the growth of management educational institutions and its impact on quality: a study of Haryana. He suggested that institutes should focus on value creation, quality initiative and defined end results. The concerned bodies have to ensure the demand and supply factors. Quality up gradation must be done in stipulated period of time so as to differentiate the institutes with the other ones that have not upgraded their quality. As per Vlašić et al. education quality is a key factor for improving the business quality, and thus strengthens the competitive advantage. By providing high quality educational services, educational institutions play an important role in the development of the national economy, of the society as a whole and of its individual members. To improve education quality, an essential factor of economic and social development in the 21st century, it is crucial to reduce the huge amount of knowledge students are supposed to master, focusing their attention to a system of basic knowledge, on creativity, problem-solving and lifelong learning.

3. Research Hypothesis

H₁: Certificates of Standardization make positive changes in the academic processes in terms of good teaching learning environment

4. Research Methodology

1. Survey methodology: Questionnaire was designed based upon requirements from Certificates of Standardization (ISO, NBA and NAAC) implementation into management institutes.

2. Exploratory research: often relies on qualitative approaches such as informal discussions with consumers, employees, management or competitors, and more formal approaches through in-depth interviews and case studies. Experts in the field of certification of standardization were randomly selected for interviews purpose from ISO, NAAC, NBA to seek their opinion about implementation of these Certifications of standardization in academics.

5. Analysis and Interpretation

H_a: Certificates of Standardization make positive changes in the academic processes in terms of good teaching learning environment

Purpose was to study if there is relationship in between Certificates of Standardization and Good Teaching learning environment.

Chi Square Test of Contingency

Standardization was Nominal variable with two response options (1 =Accredited , 2 =Non Accredited)

Good Teaching Learning Environment included 1. Class tests, 2.Topic presentation, 3. Case Study discussion, 4. Assignment, 5.Field Work, 6. Class Participation, 7. Simulation Software, 8. Role plays, 9.Field Work, 10.Videos and 11.Computer lab work.

Each option was measured using a dichotomous scale (1 = Yes , 0 = No)

H₀: There is no relationship between Standardization and Good Teaching learning environment

H₁: There is relationship between Standardization and Good Teaching learning environment Level of Significance $\alpha = 0.05$

Table below are for Hypothesis Testing

			Class test		Total	
			No	Yes		
Group	Accredited	Count	2	46	48	$\chi^2 (1) = 5.65$ P = 0.017
		% within group	4.2%	95.8%	100.0%	
	Non Accredited	Count	1	246	247	
		% within group	0.4%	99.6%	100.0%	
Total		Count	3	292	295	
		% within group	1.0%	99.0%	100.0%	

Result for Class Test Null Hypothesis Rejected

			Topic presentation		Total	
			No	Yes		
Group	Accredited	Count	2	46	48	$\chi^2 (1) = 49.98$ P = 0.000
		% within group	4.2%	95.8%	100.0%	
	Non Accredited	Count	148	99	247	
		% within group	59.9%	40.1%	100.0%	
Total		Count	150	145	295	
		% within group	50.8%	49.2%	100.0%	

Result for Topic Presentation Null Hypothesis Rejected

		Case study discussion			Total	$\chi^2 (1) = 104.56$ P = 0.000
		No	Yes			
Group	Accredited	Count	3	45	48	
		% within group	5.2%	93.8%	100.0%	
	Non Accredited	Count	200	47	247	
		% within group	81.0 %	19.0%	100.0%	
Total		Count	203	92	295	
		% within group	68.8 %	31.2%	100.0%	

Result for Case Study discussion Null Hypothesis Rejected

		Assignment			Total	$\chi^2 (1) = 14.3$ P = 0.000
		No	Yes			
Group	Accredited	Count	2	46	48	
		% within group	4.2%	95.8%	100.0%	
	Non Accredited	Count	75	172	247	
		% within group	30.4%	69.6%	100.0%	
Total		Count	77	218	295	
		% within group	26.1%	73.9%	100.0%	

Result for Assignment Null Hypothesis Rejected

			Field work		Total	$\chi^2 (1) = 15.59$ P = 0.000
			No	Yes		
Group	Accredited	Count	30	18	48	
		% within group	62.5%	37.5%	100.0%	
	Non Accredited	Count	213	34	247	
		% within group	86.2%	13.8%	100.0%	
Total		Count	243	52	295	
		% within group	82.4%	17.6%	100.0%	

Result for Field Work Null Hypothesis Rejected

			Class participation		Total	$\chi^2 (1) = 21.52$ P = 0.000
			No	Yes		
Group	Accredited	Count	19	29	48	
		% within group	39.6%	60.4%	100.0%	
	Non Accredited	Count	182	65	247	
		% within group	73.7%		100.0%	
Total		Count	201	94		
		% within group	68.1%	31.9%	100%	Count

Result for Class Participation Null Hypothesis Rejected

			Simulation software		Total	$\chi^2 (1) = 109.36$ P = 0.000
			No	Yes		
Group	Accredited	Count	18	30	48	
		% within group	37.5%	62.5%	100.0%	
	Non Accredited	Count	235	12	247	
		% within group	95.1%	4.9%	100.0%	
Total		Count	253	42	295	
		% within group	85.8%	14.2%	100.0%	

Result for Simulation Software Null Hypothesis Rejected

			Role plays		Total	$\chi^2 (1) = 50.09$ P = 0.000
			No	Yes		
Group	Accredited	Count	8	40	48	
		% within group	16.7%	83.3%	100.0%	
	Non Accredited	Count	175	72	247	
		% within group	70.9%	29.1%	100.0%	
Total		Count	183	112	295	
		% within group	62.0%	38.0%	100.0%	

Result for Role Plays Null Hypothesis Rejected

			Videos		Total	
			No	Yes		
Group	Accredited	Count	33	15	48	$\chi^2 (1) = 3.61$ P = 0.057
		% within group	68.8%	31.2%	100.0%	
	Non Accredited	Count	200	47	247	
		% within group	81.0%	19.0%	100.0%	
Total		Count	233	62	295	
		% within group	79.0%	21.0%	100.0%	

Result for Videos Null Hypothesis Accepted

			Computer lab work		Total	
			No	Yes		
Group	Accredited	Count	12	36	48	$\chi^2 (1) = 3.15$ P = 0.076
		% within group	25.0%	75.0%	100.0%	
	Non Accredited	Count	95	152	247	
		% within group	38.5%	61.5%	100.0%	
Total		Count	107	188	295	
		% within group	36.3%	63.7%	100.0%	

Result for Computer labs Null Hypothesis Accepted

Except Computer lab work and use of Videos in teaching, in all other Cases (1. Class tests, 2.Topic presentation, 3. Case Study discussion, 4. Assignment, 5.Field Work, 6. Class Participation, 7. Simulation



Software, 8. Role plays, 9. Field Work) Null Hypothesis is Rejected.

Hence it can be concluded that there is significant relationship between Certificates of Standardization and Good Teaching learning environment.

Hence H_a is accepted.

6. Conclusions

1. Accredited colleges evaluate performance of students majorly on the basis of class tests, topic presentations, cases discussions and assignments.
2. Non accredited colleges' internal evaluation of students is mostly done on the basis of class tests, assignments and topic presentations.
3. Accredited management colleges from RTM Nagpur university mostly give equal importance to Cases, Computer lab, Role plays, Field work, Simulation software and Videos, apart from regular lecturing sessions.
4. Non accredited management colleges from RTM Nagpur university mainly use Cases, Computer lab and Role plays as teaching pedagogies apart from regular lecturing sessions.
5. Accredited management colleges from RTM Nagpur University use Advanced library software, Department wise Advanced software, Internal Assessment software, MS Office, SAP and SPSS equally.
6. Most of none accredited management colleges from RTM Nagpur University mainly use MS Office and SPSS software.

7. Reference

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