



Research Paper

Quality Education in Management Institutions: Post-Covid Situations Problems and Prospects

AUTHOR

Abstract

In any case, quality education is how specialized knowledge and learning are transformed. It can change one's life. Education and education complement one another and are believed to be an eternal learning experience in life. It can contribute to the social growth of human beings so that they will write new chapters of history by applying their knowledge capacity. Aside from the unique benefits of education, it has a beneficial spillover impact because an increase in human capital by schooling benefits the whole economy and society.

The sense of course curriculum in this research is linked to teacher and student responsiveness to higher education institutions' current course framework, especially in Management streams institutions as a yardstick. Compared to the course curriculum in terms of competitiveness in employability, it needs to find out the quality over time.

This research paper aims to investigate the qualitative aspects of the course curriculum, especially in Management education, and how they are administered by faculty to influence India's higher education standards during the post-Covid period.

This research paper aims to examine the factors relating to management institutions and how they have been applied and impacted in such pandemic situations in India.

Keywords: *Quality of Management in Higher Education, Course Curriculum, Implications on Quality of Higher Education.*

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I. INTRODUCTION

It is apparent that consistency relates to acquiring appropriate and practical learning needs at the mastery stage to face the twenty-first-century demands. To be more accurate, the learner's level of learning should be such that they can deal with problems as effectively as possible by integrating relevant information and comprehension, problem-solving capacity, innovative thinking, realistic and constructive abilities, attitudes, and values. Education, in a general context, is a method of human liberation. The empowerment process would be flawed and incomplete if education efficiency is not prioritized.

1. Learners that are fit, well-nourished, and able to contribute and learn, with their families and communities supporting them;
2. Environments that are healthy, clean, protective, and gender-sensitive, with sufficient services and facilities; and by proper administration;
3. Content expressed in related curricula and materials for the development of fundamental skills, specifically in the areas of literacy, numeracy, and life skills, as well as in-depth expertise in unique learning areas;
4. Techniques by which well-trained teachers use student-centered instructional practices in well-managed classes, as well as professional evaluation, to promote learning.

The question of consistency has become more sensitive as a result of globalization. We've already acknowledged the fact that quantitative growth needed for access expansion. Quality is well known to be an aspect that often gets ignored in the middle of quantitative growth. However, if quality control is not fully implemented, the quantitative expansion would be futile. It would be not easy to achieve the overall goal of producing quality human resources as the educational system's intended result. If this occurs, India as a whole

will suffer a competitive disadvantage. As a result, the demand for quality has increased in India's educational environment.

Objectives

To investigate the significance of management-related course instruction and how it has influenced the standard of management education.

II. RESEARCH METHODOLOGY

Hypothesis

- **H₀₁:** There is insignificant difference between insufficiencies of university's management course curriculum in fulfilling employer's demand as compared with type of institutions.
- **H₀₂:** There is insignificant difference between goodness of Indian management course over other country's management education as compared with type of institutions.
- **H₀₃:** There are insignificant difference between academic contributions of research oriented institutional culture as compared with the type of institutions.

The analysis of similar documents such as books, newsletters, surveys, magazines, journals, newspapers, and the Internet, as well as related documents such as books, newsletters, reports, magazines, journals, newspapers, and the Internet, to find out deep insight for the study of factors affecting the standard of education. The questionnaire was used to gather the primary data.

The respondents were academic experts, Sr. Teachers of the HEIs, and the sample was taken from the chosen universities departments/HEIs. A total of 250 HEIs were included in the analysis. The study area split into HEIs. Data were analyzed using MS Excel to determine the central tendency, standard deviation, and percentage, among other things. Details regarding the organizations that were contacted for data collection:

Internal descriptions of the organizations from which data are gathered; this is detailed information about the respondents.

Table No. 1 indicates the universities' course schedules.

Table 3.6. Courses running pattern of the Institutions					
S. No.	Courses Types	Frequency	Percent	Mean	Std. Deviation
1.	MBA/PGDM Only	43	17.2	2.64	0.994
2.	MBA/PGDM with the Traditional Courses	56	22.4		
3.	MBA/PGDM with Engineering and Other Technical Courses	100	40.0		
4.	MBA/PGDM with Technical & Traditional Courses	51	20.4		
	Total	250	100.0		

(Source: Table imported from SPSS through analytical study of data)

Just 17 per cent of the 250 respondents are specialized management institutions that provide only management education. The rest of the institutes, 83 per cent, are taking full advantage of the infrastructure and seeking the optimum capacity for revenue generation by education. Of the 83 per cent institutions, 20 per cent are specialized management institutions that provide only management education. This characteristic of the study was also used as an independent variable to test the hypothesis.

IMPORTANCE OF MANAGEMENT COURSE CURRICULUM

A curriculum (plural: curricula or curriculums) is the intended association of pupils with instructional content, facilities, tools, and processes for determining educational outcomes in the formal education. Illiteracies and demagogies are interconnected with interactive platforms and texts that explore learning nuances in this process. Some meanings, such as the following, incorporate different elements to define curriculum:

- Any learning that is organised and directed by the school, whether in classes or independently, within or outside the classroom;
- (John Kerr) Explains the talents, performances, behaviours, and principles that students should learn from their curriculum;
- It contains statements about what students should understand, explanations of materials and the actions that will be taken to help students accomplish their goals;
- The overall educational opportunity delivered by a school;

- It encompasses course material (syllabus), instructional approaches (strategies), and other facets of the school's organisation, such as standards and principles;
- The cumulative number of courses offered in a learner's college career;
- Curriculum may apply to a classroom's, school's, district's, state's, or country's whole curriculum. Parts of the curriculum are allocated to each student according to the school's guidelines.
- Curriculum is derived from the Latin term curriculum, which means "race" or "race course" (which is derived from the verb "currere," which means "to run/to proceed"). The University of Glasgow referred to its "course" of study as a curriculum as early as the seventeenth century, and by the nineteenth century, European universities routinely used the term to describe both the entire course of study (as for a degree in Surgery) and specific courses and their content. By the beginning of the twentieth century, the related term curriculum vitae ("course of one's life") became a common expression to refer to a brief account of the course of one's life;
- A curriculum is prescriptive and is based on a more generic syllabus that clearly outlines which subjects must be understood and at what extent in order to reach a given grade or quality. There are a lot of meanings in the curriculum, which can be a little confusing. A curriculum may refer to all courses available at a school in its broadest sense. This is especially true at the university level, where a curriculum's variety can be an appealing feature to a prospective student;
- A programme may also refer to a pre-determined course of study that students must complete in order to graduate from a particular level of education. An elementary school, for example, might explore how its curriculum, or the sum of its lessons and lectures, is intended to increase national testing scores or help students understand the fundamentals. A teacher's schedule, which refers to all of the classes that will be learned during the academic year, can also be referred to by a particular teacher.

III. DATA STUDY

TABLE No. 2; Importance of Course Curriculum toward Quality of Higher Education

S. No	Statement	SA	A	NAND	D	SD	Mean	Sd.
Ob.4. Response related to importance of course curriculum toward quality of management education								
1.1	The course curriculum of universities is not fulfilling the demand of employers.	64 (26%)	102 (41%)	46 (18%)	29 (12%)	9 (4%)	3.73	1.077
1.2	The course curriculum of only AICTE approved institutions is meeting the need of employability.	61 (24%)	64 (26%)	64 (26%)	52 (21%)	9 (4%)	3.46	1.172
1.3	The course curriculum of India is better than other countries.	12 (5%)	46 (18%)	102 (41%)	58 (23%)	32 (13%)	2.79	1.040
1.4	During course restructuring process in the institutions/ universities should give more weightage to individual from the industry.	47 (19%)	87 (35%)	45 (18%)	53 (21%)	18 (7%)	3.37	1.213
1.5	The yearly update of course curriculum is necessary to impart quality in higher education.	102 (41%)	122 (49%)	19 (8%)	3 (1%)	4 (2%)	4.26	0.782
1.6	Promotion of research activities is helpful for advancement in the academic curriculum of higher education.	160 (64%)	77 (31%)	11 (4%)	0 (0%)	2 (1%)	4.57	0.656

(Source: Table prepared on MS Excel sheet on the basis of collected data)

Illustration of the Above Tables

1.1. In light of the inadequacy of university course instruction in satisfying employer demands. Employers are looking for higher-quality workers, but students are not being considered during the hiring process due to a lack of practical/applied experience. Just 16 per cent of respondents agree that university education has no gaps and is capable of satisfying workers' demands, although 18 per cent remain impartial.

1.2. In terms of the AICTE course curriculum's effectiveness in meeting the quality demand, 250 people replied AICTE course curriculum is better than university curriculum, according to 50% of respondents, and AICTE curriculum can produce the required performance for quality requirements. Whereas 25% of respondents claim that the AICTE course curriculum is inadequate to satisfy the needs of consistency requirements and that international reputed management institutions have a better course curriculum, 26% of respondents are unsure.

1.3. In terms of the quality of management courses in India as opposed to other countries, only 23% of 250 respondents claim that the management course in India is higher than other countries; these are those who have

not been thoroughly exposed to the global academic climate, and 41% of respondents have no understanding of the global academic environment. Whereas 36% of respondents claim that other countries' management courses are better than Indian management courses, this group of respondents is well-versed in the global management education climate, with the bulk of them being foreign returnees.

1.4. As a result, during the course reconstruction process by the university/institution for the enhancement of efficiency, weightage is provided to people from the industry. In a survey of 250 people, 54 per cent of them decided on something. Industry professionals should be active in the course restructuring process, and their input should be given more weight as the course is redesigned. They believe that someone from business has the more applied experience to help students after the course programme is implemented. In contrast, 28% of respondents believe that academicians can reshape, have completed the course as needed, but are egoistic and believe in their own superiority.

1.5. Given the need for a yearly update, of course, content to increase management education standards. The majority of the 250 respondents (90 per cent) believe that an annual upgrade of the course curriculum is needed to impart excellence in management education. Students' awareness levels cannot be changed, with only 3% of respondents believing that there is no need to update the course curriculum every year. That allowance of more than one year for updating the course curriculum is essential, and 8% of respondents remaining undecided.

1.6 Given the promotion of study practises, it is beneficial for advancing the course curriculum in management education, thus improving the standard. In a survey of 250 individuals, 95% (or the majority) agree that encouraging research practises is conducive to academic excellence and that research and development activities within the institution are significant. Produces mainly applied expertise, and research relating to internal academic problems is exceptionally beneficial to the institution in resolving these issues by corrective action and improving consistency. No opposition to the promotion of research activities has been noted.

Hypothesis Testing

H₀₁: There is insignificant difference between insufficiencies of university's course curriculum in fulfilling employer's demand as compared with the type of institutions.

Table No. 3a. Institution Types & University Course Curriculum for Quality (Crosstab)

Institution Types	Insufficiency of university's course curriculum in fulfilling employer's demand				
	SD	D	NAND	A	SA
CROSTABULATION					
MBA/PGDM Only	1	7	6	16	13
	2.3%	16.3%	14.0%	37.2%	30.2%
MBA/PGDM with Traditional Courses	3	5	11	22	15
	5.4%	8.9%	19.6%	39.3%	26.8%
MBA/PGDM with Engineering and other Technical Courses	1	10	20	44	25
	1.0%	10.0%	20.0%	44.0%	25.0%
MBA/PGDM with Technical & Traditional Courses	4	7	9	20	11
	7.8%	13.7%	17.6%	39.2%	21.6%
Total	9	29	46	102	64
	3.6%	11.6%	18.4%	40.8%	25.6%

(Source: Table imported from SPSS through analytical study of data)

Table No. 3b. Hypothesis Testing through chi-square test

Chi-Square Tests (χ^2)	Value	Confidence Interval	Degree of Freedom	Sig.(2-sided) i.e. p value
Calculated Chi-Square	8.521	95%	12	0.743
Tabulated Chi-Square	21.000	95%	12	0.050

(Source: Table imported from SPSS through analytical study of data)

Calculated value of Chi-Square (χ^2) is less than the tabulated value so **hypothesis is not rejected** as level of significance (p) is also > 0.05 i.e. 0.743

H₀₂: There is insignificant difference between goodness of Indian management course over other countries management education as compared with type of institutions.

(Inference):

Illustration of the Tables above: According to the underlying H01, there is no substantial gap in the inadequacy of university course instruction in meeting workers' needs as opposed to other types of organisations. We notice

negligible differences in responses among all types of respondents who follow the same trend and path. Since the estimated value of the square is smaller than the tabulated value and the degree of importance (p) is greater than 0.05, the hypothesis is not dismissed, implying that the respondents' interpretation was also modifying the survey form geography. According to 56 per cent of respondents, traditional university course curricula are no longer relevant.

Table No. 4a. Institution Types & Goodness of Indian Course Curriculum (Crosstab)

Institution Types	Goodness of Indian Management Course Over Other Countries Management Education				
	SD	D	NAND	A	SA
CROSSTABLATION	5	8	18	10	2
	11.6%	18.6%	41.9%	23.3%	4.7%
MBA/PGDM Only	9	15	23	8	1
	16.1%	26.8%	41.1%	14.3%	1.8%
MBA/PGDM with Traditional Courses	13	27	37	18	5
	13.0%	27.0%	37.0%	18.0%	5.0%
MBA/PGDM with Engineering and other Technical Courses	5	8	24	10	4
	9.8%	15.7%	47.1%	19.6%	7.8%
MBA/PGDM with Technical & Traditional Courses	32	58	102	46	12
	12.8%	23.2%	40.8%	18.4%	4.8%

(Source: Table imported from SPSS through analytical study of data)

Table No. 4b. Hypothesis Testing Through chi-square test

Chi-Square Tests (χ^2)	Value	Confidence Interval	Degree of Freedom	Sig.(2-sided) i.e. p value
Calculated Chi-Square	7.466	95%	12	0.825
Tabulated Chi-Square	21.000	95%	12	0.050

(Source: Table imported from SPSS through analytical study of data)

Calculated value of Chi-Square (χ^2) is less than the tabulated value so **hypothesis is not rejected** as level of significance (p) is also > 0.05 i.e. 0.825

(Inference):

Illustration of the Tables above: According to the underlying H02, there is no substantial variation in the standard of Indian management courses relative to other countries when form of institutions is considered. We notice negligible differences in responses among all types of respondents who follow the same trend and path. Since the estimated value of the square is smaller than the tabulated value and the degree of importance (p) is greater than 0.05, the hypothesis is not denied, suggesting that the respondents' interpretation was also modifying the survey form geography. Since the bulk of respondents (41%) are not comfortable with the global learning climate, they remain uninformed.

H₀₃: There are insignificant difference between academic contributions of research oriented institutional culture as compared with type of institutions.

Table No. 5a. Institution Types & Research Contribution in Academics (Crosstab)

Institution Types	Academic Contribution of Research Oriented Institutional Culture				
	SD	D	NAND	A	SA
CROSSTABLATION	0	0	2	12	29
	.0%	0%	4.7%	27.9%	67.4%
MBA/PGDM Only	0	0	3	17	36
	.0%	0%	5.4%	30.4%	64.3%
MBA/PGDM with Traditional Courses	1	0	3	37	59
	1.0%	0%	3.0%	37.0%	59.0%
MBA/PGDM with Engineering and Other Technical Courses	1	0	3	11	36
	2.0%	0%	5.9%	21.6%	70.6%
MBA/PGDM with Technical & Traditional Courses	2	0	11	77	160
	.8%	0%	4.4%	30.8%	64.0%

(Source: Table imported from SPSS through analytical study of data)

Table No. 5b. Hypothesis Testing Through chi-square test

Chi-Square Tests (χ^2)	Value	Confidence Interval	Degree of Freedom	Sig.(2-sided) i.e. p value
Calculated Chi-Square	6.120	95%	9	0.728
Tabulated Chi-Square	16.900	95%	9	0.050

(Source: Table imported from SPSS through analytical study of data)

Calculated value of Chi-Square (χ^2) is less than the tabulated value so **hypothesis is not rejected** as level of significance (p) is also > 0.05 i.e. 0.728

(Inference):

Illustration of the Tables above: According to the underlying Ho3, there is no substantial difference between academic contributions of research activities-based organization culture and institution form. We notice negligible differences in responses among all types of respondents who follow the same trend and path. Since the estimated value of the square is smaller than the tabulated value and the degree of importance (p) is greater than 0.05, the hypothesis is not denied, suggesting that the respondents' interpretation was also modifying the survey form geography. The majority of respondents (95%) believe that the research-oriented organization ethos will continue to thrive.

Without academic initiatives, research cannot be possible & without research academic excellence remains unrealized. The research development activities must be inward as was as outward. Inward research for strong thinking of the institution itself means for the welfare of institutions whereas outward research for the social welfare.

Overall Management Educations Post-Covid Situations – Impact & Challenges

Present Scenario and Management Quality Education:

The Covid-19 pandemic has pushed the world to reinvent coping with the 'new normal drastically. After the initial phase of a complete overhaul, it is critical to understand the short and long-term impact and future measures. Can India emerge from this crisis with a refreshed perspective and boost to higher education? Lakhs of Indian students have increasingly chosen to pursue higher education abroad. As per the reports, India is the second-largest source of international students in the world. This usual departure is likely to transform—at least in the immediate few years—to an influx into Indian institutions, given travel restrictions and health risks. As more students search for alternatives at home, crores of rupees and money expended on international education could theoretically be kept in the region. Though foreign institutions will bear the transition's brunt, it is a fantastic opportunity for India to develop its capabilities and provide world-class education.

“The Impacts of Post-Covid on Management Education Overall Reveals That”

The economy has taken a beating, and the effects are being felt in education as well. Although several students will seek alternative opportunities, the pandemic has left others in limbo. As unemployment rises and the financial potential of Indian households deteriorates, the nation can expect a reduction in enrolments and tuition fee problems. Reduced financing for public agencies is also a possibility. On the other hand, the pandemic could spur fee reform and the development of more cost-effective services.

New Trends in Teaching & Learning Has Emerged- Beyond the top echelon of academic excellence, where private universities set best practices, Indian academia has long-needed change, even before the pandemic. Now is the time to reconsider the conventional educational method.

Digital learning leads the charge as a mainstay, and many new trends are picking up momentum across the globe. Multidisciplinary and modular pedagogy that afford transferable skills and customized learning will succeed. Post-pandemic times could see a blend of e-learning and mainstream face-to-face teaching with a boost from traditional universities and the Ed-tech sector. Specially Management educations have taken a leap over applying their all efforts in the form of FDP, Webinars, Seminars, Symposia and Conferences and have a positive impact overall.

IV. FINDINGS

➤ As a mainstay, digital learning leads the way, and many emerging trends are gaining steam around the world. Multidisciplinary and modular pedagogy that promotes transferable skills and personalized knowledge would be effective. Following the pandemic, a mix of e-learning and conventional face-to-face training may be used, with support from the traditional universities and the Ed-tech industry. Especially, management education has taken a step forward by throwing all of its energies into FDPs, Webinars, Workshops;

➤ The course curriculum of AICTE is better than the university course curricula, and the course curriculum of abroad management institution is much better. IIMs, IITs course curriculum is the best in India;

- The best course curriculum is needed to import quality education and to be introduced into the course with the idea, which necessitates the inclusion of an exposed individual from business in the course redesigning committee;
- For the sake of consistency, the Periodical updates in course curriculum is required. Some colleges adhere to the standard curricula when adopting UGC-recommended changes, resulting in a loss of consistency due to a lack of applied expertise.
- All of the respondents believe that research and development practices are helpful to the organisations but according to the previous data analysis, research activities are not beneficial.

V. SUGGESTIONS

Updates to university course curricula are expected regularly, as shown by the fact that many aided universities continue to rely on their standard course curricula. A shift in the corporate environment necessitates a change in the course programme. As a result, the applied course programme can produce content that is acceptable to the employer.

Government and regulatory bodies are needed to redesign course curricula and derive course curricula from the best course curricula, as followed by IIMs, IITs, and other prestigious management institutions. In India, the extracted (best) course curriculum should be used to improve academic excellence and education quality.

The reorganization of Indian management courses is essential for the global competitiveness. As we all know, human resources can be transferred from one country to another. In terms of advanced awareness, the survival of Indian human resources in other countries is becoming a significant phenomenon. The regulatory framework and the government must reconsider their approaches.

The provision of a periodic course redesigning committee should be included in regulatory frameworks, government, universities, and institutions. One participant from a respected industry, one from a foreign management organisation, one from an IIM, one from an IIT, and one from within the university/institution can make up this committee. This would offer the best option for enhancing management education efficiency.

Universities/Institutions should take self-responsibility and effort in designing and reviewing course curricula and set a timetable for doing so. After the course curricula have been revised, a report should be sent to the UGC/AICTE for acceptance and approval.

The institutions/universities/regulations/mechanisms/Government need to think over the emergence of the research activities related to inward solution and outward solution. The provision of research activities must be included in the statute of the ordinance & give maximum support to their staff to promote research & development.

VI. CONCLUSION

A curriculum's core value and ideals are highly significant. Students were traditionally educated for college in their high schools. The students who did not plan on attending college often dropped out of high school. Since it was thought that high school was beneficial to all students in the mid-twentieth century, high schools started monitoring students. Some students took more challenging classes to prepare for college, while others followed a more general route. Courses were also extended to high schools.

Phonetics, literacy, language arts, and composition courses can be offered in the grades. Reading and writing are also part of the more significant connection with symbols, but this is very fractured.

Academic achievement defines standards for students to follow at particular grade levels and is supported by those who agree that all students can attain the same skills. However, those who are mindful of developmental stages and the issues associated with late growth believe that standards should be more inclusive and compared across different age levels.

The American curriculum has historically been a spiral curriculum, in which several terms are incorporated in-grade and then replicated in the additional grades to add depth of learning. The mastery method was used in the Result Oriented Program advocated by Speedy. The students do this by studying a subject in-depth before they have mastered it. Many education boards have debated the definition of mastery when they introduce this form of curriculum.

A paradigm shift in our mindset is needed to transform higher education system. Administrative protocols should be refined, and careful execution and follow-up of plans and recommendations recommended by higher government levels are expected.

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