

"QUALITY MANAGEMENT IN HIGHER EDUCATION IN INDIA [WITH SPECIAL REFERENCE TO MANAGEMENT STUDIES]"

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Abstract

Changing economic condition and intensification of global competition is turning organizations into more complex form and hence, creating higher demand for Indian managers to acquire versatile skills. It has become essential to re-examine the entire structure, content, purpose and pattern of management education in India. Present paper is an attempt to identify the evolution of management studies with critical approach to find the challenges in the way of management education system in the light of governing bodies support. The paper also tries to come up with suggestive measures to improve management studies.

Key words: higher education, evolution, management, infrastructure.

Introduction:-

The quality of technical and management education is becoming critical in today's world. India, has one of the largest higher education systems in the world. In the era of global competitiveness, education providers have to exercise utmost care to safeguard India's interest to see that India does not lose in the international arena. In the era of fast emerging changes such as, revolution in information technology, integration of economies, political fluxes, strategic alliances, mergers and acquisitions, there is certain need for future global managers with required skills, qualities and competencies to meet challenges.

Management education in India does need to focus on quality aspects as equally as it focuses on technical aspect of higher education.

Management education system should not just equip students in technical skills but also develop among them the right attitude, so that they can be sought globally. To ensure the total quantity management in order to make management education more effective, there is an urgent need to reform the quality of management education system in India for the creation of quality intellectual infrastructure which

can match the global standard. Present paper is an effort to analyze the management education system and its journey in India keeping in mind the global scenario.

Objective:-

To identify journey of quality management in higher education [with specific reference to management education], its current status and challenges ahead. This paper is an attempt to examine current system for management education as quality has become necessity in 21st century. Further, an attempt is made to find out ways for improving quality of management education and identify measure for total quality management.

Evolution of Management Education:-

In the framework of globalization, organization in India is becoming more complex and business more competitive. The demands on the skills of Indian managers are also changing and as a result, it has also brought changes in pattern of management education. However, management education has spread in the last fifteen years in India. Management education in India has not grown in an evolutionary manner. American experience was grafted on to an existing educational system & did not emerge from the native educational & business context and culture. The first management education program started at MIT in 1931. The second was at Harvard, dating back to 1943. Management education in India is not very old. During early sixties, Indian Institute of Management (IIM) was established to impart management education and to train the people with management concept. After that, many institutions have come forward to meet the increasing demands of good managers. Subsequently, four Indian Institute of Management, Calcutta (1961), Ahmedabad (1962), Bangalore (1973), Lucknow (1984) came up to provide management education. In the last decade, there has been tremendous growth of management institutes / universities offering full

time/ part time MBA Program, PGDBM, PGDM and other such management programmes.

One of the major elements that helped the professionalization of management education in U.S. and U.K and other European countries has been accreditation process. AACSB (American Assembly of Collegiate schools of Business) looks into the concern. Not surprisingly, management education showed continuous improvement & grew rapidly afterwards. The most recent accreditation process that is used by multiple countries is called EQUIS, sponsored by European Foundation for Managers Development (EFMD).

In India, AICTE is the formal body that gives recognition to management institutions except that under universities. In India, All India Council of Technical Education (AICTE) is entrusted with the responsibility of regulating & controlling management education. AICTE is also responsible to ensure that the quality of management education provided by these institutes meet the global standard. AICTE and later on, formation of National Board of Accreditation (NBA) ensures that there is widespread awareness about management education as well as that the quality of management education conforms to global standard. After the media first introduced ranking system for business schools in 1988, business schools appeared more proactive in making changes. Subsequent to this, the popularity of MBA rose. This also raised a debate on the role of MBA in 1990s. The global challenges also exerted pressure on management schools to change. Management education in India could also not keep itself untouched from all these issues. Evolution of management studies in India has been random, and its objective, content, pedagogy and other aspects need re-examination in relation to the needs of India, in an increasingly globalizing economy. Present paper tries to throw light on all these issues.

Current status of management education in India:-

Benchmark of management education in India can be seen with the establishment of four Indian Institutes of Management (IIM) which later on grew more in numbers. After that, during last decade, there has been tremendous growth in the founding of management institutes, most of which are in private sector offering specialization in different functional areas like HR, Marketing, Finance, International Business, Retail etc. Not to exaggerate, business schools in India are growing like mushrooms. Approximately over 2000 Institutes, out of which only

half are certified by AICTE, are raising question mark to their quality. Considering this critical issue, it is essential to identify the challenges & pitfalls of management education with an attempt to give possible solution to change.

Some of the challenges which seem to be make management education critical in today's world can be categorized in the following manner:-

- Poor admission procedure.
- Geographically improper location of institutes.
- More theoretical syllabus.
- Element of corruption in higher education system.
- Inadequate resource and infrastructure
- Lack of research culture.
- Outdated study material.
- Old pattern of evaluation system.
- Intervention of bureaucracy without accountability.
- Lack of proper qualified faculty.
- Gap between institute & industry interfaces.
- Absence of live projects in curriculum.
- Old methodology of teaching.
- Lack of awareness among students regarding management education.
- Mushrooming of unrecognized institutes.
- Mismatch between industry requirement and curriculum.

Though there have been a number of committees like 'The Nanda Committee (1981), The Kurien Committee (1991), The Ishwardayal Committee (1995-2000), The Management Education Review Committee (2003)' that suggested improvements in management education, there have been no significant changes in management education except in top ranking B-schools. However, there are some areas of management education which can be paid attention in terms of bringing quality improvement with the following proposed solutions:

- 1. Developing relevant course material-** Syllabus has to be revised and curriculums should be realistic & applicable which can match the industry and organization requirement on global platform.
- 2. Ensuring Quality Faculty-** Institutes are growing in quantity but not in quality because of lack of qualified faculty. Rate of attrition is also growing among faculties. There should be strict selection procedure for faculty based on merits. Full time permanent faculty should be encouraged. Research orientation should be inculcated among them and faculty development programmes should be organized to keep them updated.

3. Promotion Interaction of Institute & Industry-

Developing relation between institute & industry will help the institute in identifying the industry requirement in terms of placement. Expert lectures of senior executives of companies will give exposure to the students in practical manner. Faculties should also be encouraged to develop association with Industries.

- ❖ Provisions for more summer training sessions and live projects-
As management education is more practical based, it should encourage students for more live projects and vocational training as it gives better exposure to real business issues.
- ❖ Developing cross-cultural teaching material-
Teaching material and case studies of curriculum should be updated in order to match global requirement of managers. Global educational tours can be arranged for management aspirants to give them exposure to internationally applicable management education.
- ❖ Accreditation and Recognition-
To ensure quality of management education and to check wastage of resources in terms of money and manpower, it is essential that accreditation is separated from recognition. Any accreditation by AICTE has to be transparent, independent, fair and ruthless. There should not be any space for political interference in the process of accreditation. A council other than AICTE is required exclusively for management education.
- ❖ Location of Institutes-
Location of institutes has to be accessible in order to attract top professors or even the best students.
- ❖ Role of Government & Bureaucracy & their accountability factor-
India is world famous for sclerotic bureaucracy & management education bodies are subject to their interference. Indian management education system is still unable to plan its own future. This can be checked with the help of least interaction between government bodies and management education system.
- ❖ Meritocracy at all levels-
In order to match the global level, admission on merit level is must both for students as well for faculties and there should not be any compromise on this front.
- ❖ Inculcating values and Ethics-

To meet global parameters, we should not forget that future Managers have the practical aspects of work ethics and the basic idea about values, moral etc. An institute can only enhance existing value / skills but cannot create them. Teaching business ethics, moral values and developing sense of social responsibilities and linking these issues with decision making is a tricky issue and need to be addressed carefully. The biggest challenge which is ahead in the competitive world is that organization in 21st century have people but no ethics.

- ❖ Role of placement Cell in Management Education-
Placement service by management institutes is changing the perception of students about institutes. They are ranking educational institute on placement parameter rather than on academics. It should be clear that educational institutes are not employment bureau but source of developing employability. Infosys Technologies Chairman & Chief Mentor Shri N.R. Narayan Murthy has also proposed four tangible solutions which are quoted here:
 - (i) Liberalize Education- which include minimization of government role, removal of license in education, and full autonomy to all institutions of higher learning.
 - (ii) Private funding - It will ensure high quality faculties, latest teaching tools, competitive salaries and scholarships.
 - (iii) Performance Pay - It includes bi-annual student survey of faculty members and all benefits to faculty members must be based on these feedbacks.
 - (iv) Students' loan - Subsidies should exist only in basic education & not in higher education. Parents below a certain income level can be given vouchers by government.

Government of India in the recent initiative is taking major steps for reforming existing accreditation & recognition policies and has also taken steps for improving the remuneration and other services to retain quality faculties. It includes salary as per 6th pay grade system which put management faculty at par with corporate salary seekers. In addition, government is in process of permitting private foreign universities to set up their study centre and colleges in India.

Conclusion:

With more than 2000 institutes imparting

management education and large number of institutions still in the pipeline, only those institution which will maintain high standard in selection of faculties, provide good infrastructure and support system and which are proactive in their interface with industries will survive in long run. Thus, it can be concluded that an institute which wants to stay ahead and afloat in the world of management education must ensure quality improvement in its total offering.

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