

Quality of Management Education in India and Reengineering Process from Traditional to Modern: An Overview

Dr. Marimuthu, KN

Assistant Professor,

Department of Management Studies,

Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli-627012, Tamil Nadu-India.

Mr. B. Chandirasekar

Guest Faculty, Department of Commerce, Pondicherry University, Pondicherry-605014, India.

Abstract

Amid the emergence of the 21st century, a new era of modern business has set in India. Liberalization and globalization of Indian economy have provided challenges and opportunities to our new business and which has necessitated re-engineering of the present management education system. Recently, Union Budget is also decreasing the fund for higher education in India for the last five years. This research is focused mainly on existing problems and challenges which are needed to be addressed and seeks to provide the solution thereabout. At present in India, there exists three-tier management education administration i.e., Indian Institutes of Management (IIMs), Entrepreneur's and prestigious industry run best management institutes and management departments of Universities. Besides this, private B-Schools and non-statutory business training institutions also impact business education leading to MBA degree or PGDM diploma. Unfortunately, most of the students don't get the job in the completion of the course. In most of the cases, even the best student doesn't cater to the needs of the market because in the formal education system the gap between what is taught and what is demanded by the market is evident. Hence, an urgent need to re-think and re-design the management courses has arisen. It discusses the rationale of re-engineering of the whole management education system i.e, Admission, Instruction, Infrastructure, Regulation, Examination, Certification, Training and Placement etc.

Key Words: Management Education, Quality, Reengineering, Business Schools.

Introduction

Education is the most dynamic science that should change with the passage of time. It is the main tool of human development which can be termed as key to growth and prosperity. Management education is all about managing the business of life and life of business and that's why the variables of management education keep

on changing. The challenges of 21st century have necessitated the change in management education system in the country. The 21st century promises to herald a different environment for human development in all walks of life, including education. It is going to be knowledge-driven century resulting a need of greater reform in all education sector related activities like teaching, learning, evaluating, curriculum revision, administration processes etc.

History of Management Education in India

Management education in India formally began in 1953 at the Indian Institute of Social Welfare and Business Management (IISWBM) – the first B-School established by government of West Bengal and Kolkata University. However, a few institutions like Tate Institute of Social Science (1936) and Xavier Labour Research Institute (1949) has already started training programmes for managers in personnel function well before the formal launch of first MBA programme at IISWBM (Shahaida, et.al, 2016). IISWBM experiment of offering two year full time MBA programme was followed by Delhi University (1955), Madras University (1955), Bombay University (1955) and Andhra University (1957). A few other institutions like Administrative Staff College of India Hyderabad (1956), All India Management Association (1957), and National Productivity Council (1958) were established to promote excellence in management practices, research and education.

The Government of India launched Indian Institutes of Management (IIMs) as centres of excellence in management education in early 1960s. The first Indian Institute of Management was set up in Kolkata in 1961 and second in Ahmedabad in 1962. Elite club of IIMs added new members in 1973 (Bangalore), 1984 (Lucknow) and 1997-98 (Kozhikode and Indore). Currently there are 12 IIMs in the country. Over the years, IIMs have evolved as great brand in management education across the globe and an enviable benchmark for other institutions in terms of quality of faculty, students, curriculum and placement. Several studies highlight the challenges and threats focusing to seek the solution thereabout. (Ashutosh; Palash, 2017)

Jagadeesh (2000) examined the issue of quality with the backdrop of problems, constraints and conflicts. Further, the paper discusses the structure and pattern of post graduate management education and offered in India; along with an introduction of the regulatory agencies existing in the country to monitor the standards of management education. The author suggested appropriate solutions with several alternatives to improve quality as well as their feasibility. The paper discusses the general objective to provide help to develop the strategies for improving the quality of post-graduation education in management.

Marimuthu & Mukherjee (2014) looked on the out-bound training to the management students in south India. In the modern days, placement is one of the important roles playing on the admission of any business schools or institutes in India. Which is providing in the initial class onwards how to handle the either on or off

the job training by the students. Students are more enormous to get into the practice as well as implement after entering into the job as practically.

Dave (2011) investigated in his report about the specialized programme for training teachers. The business institutions are depending on the visiting faculties to fill the faculty shortage. Expert feels that the management institutes are becoming just placement oriented. As a result, faculty members do not pay attention to the quality of teaching, not do they allocate the time for research. Government should set up an institute and allocate funds for training the teachers for business schools management.

Balaji (2013) noted that business and management education plays a pivotal role in the social upliftment and triggering the entrepreneurial spirit in the society. The educational institutions need to strive to achieve the balance between the education cost and quality. Creative and innovative techniques in preparation of curriculum and methodology of teaching will enhance the services of management colleges through various quality programs.

Manjule and Pandhe (2014) identified the improvements made in business and industry by applying Total Quality Management, Benchmarking and Reengineering tools and techniques. Technical education system is yet to take the full advantage of the principles and to improve the quality so as to respond to the aspirants of the students and expectations of the employers.

Verma (2014) observed that for improving the quality of management education in most of university departments and business schools, there is an urgent need to have a re-look at the curriculum and the examination system to bring about necessary reforms. The MBA curriculum of the institutions providing management education needs to be updated, restructured and carefully designed. The evaluation and examination system also needs substantial reforms.

Responding to huge demand for managers, many universities have started MBA programmes. Initially, MBA programmes were part of the Commerce departments. However, most of the universities have now created Faculty of Management Studies, thus giving due credence to management education (Ashutosh). Besides this entrepreneurs of private sector have also established good number of Business Schools to impart management education under the guidelines of UGC, AICTE and Technical Universities of respective areas.

Unfortunately, the state of management education in the country is not very satisfactory (Datta, 2016). There is a mushrooming growth of management institutes but the quality of education and management graduates is decreasing day by day (Rao, 2009). This calls for the rethinking which can be termed as 'reengineering the management education'.

Objectives of the Study

- To look at the differences between traditional to modern management education in India
- To glance at the changes in modern B-Schools reengineering activities to stand in the market

- To come across at the management institution as quality education among the B-School students in India

Methodology

This research is basically theoretical oriented. This research is also used the secondary sources for the research such as; Journals, Books, website, management school vision and mission etc.

Reengineering Management Education

Management education process basically has six components: Admission, Instruction, Infrastructural facilities, Regulation, Examination and Certification and Placement (Shahaida, et.al, 2016). All these four process need a drastic change. In addition, it gives a chance to Research and Development (Datta, 2016; Shetty, 2014).

Reengineering Admission

Admission process is the foundation of entire education. The quality of output very much depends upon the quality of input. 'Garbage in garbage out' is a good old saying which holds all time truth. To ensure quality intake the admission process must be foolproof.

Usually post-graduation can only be done after graduation but with management education the miserable job is that graduate of any discipline can join management course. This should be done away with. Only business education graduates are allowed to join MBA/PGDM course. Lot many universities and institutes are running BBA course now and these graduates must have a preferential right on be MBA/PGDM course. The students of BBA will also get benefitted thereby. However 20% seats may be left for non-stream graduates.

There was a time where graduation in business education was not at all there so the graduate of any discipline was permitted to join MBA/PGDM course but now things have changed. Thereafter, the new admission policy can be framed accordingly. Here is the role of All Indian Management Association (AIMA) and other such bodies conducting MAT, CAT, XAT, etc. admission process must be strict enough so only those who have business acumen, entrepreneurial skills, and business vision and business man like qualities and attitude should be allowed to pursue business management course (Thakur, et.al, 2017). It is true that all management graduates do not turn into business entrepreneurs but they must be competent enough to foresee the threats and opportunities of any respective business pursuit, only then they can serve as a better business manager (Shetty, 2014). Business schools should not compromise with the quality of student intake. Many times the number eats up the quality. Entrance examination, group discussion and personal interview must be thoroughly done for the courses like MBA and PGDM admittance. Similarly at BBA level the strict security of the students must be done before they are permitted to pursue the course because these students are the feeders of management institutes (Ashutosh; Palash, 2017).

Reengineering the Instruction Mode

This forms the processing part of management education. The students admitted are taught the courses prescribed by the Board of Studies and Academic Councils of various universities and institutions. The courses remain too theoretical and do not equip students with the right Attitudes, Skill and Knowledge (ASK) required for them to be employable. Business world changes very fast and the course curriculum of management education must incorporate these changes accordingly.

After every two years the courses must be reframed and redesigned so that every new batch studies all together a new course which is not repetitive and old. There are certain principles and courses that may not change to those could be taught as such but where changes are frequent and evident the courses must reflect the changes. Board of Studies must meet every six months for this sake and the Board of Studies should have a mix of academicians, business entrepreneurs, experts of business laws, experienced business executives, renowned industry leaders (Shahaida, et.al, 2016). If physical presence of any of the expert is not possible his/her opinion must be sought through video conferencing via Skype or any other online application (Shetty, 2014). This will help in updating the course contents and the students will have the up-to-date knowledge of the corporate world and will be able to cater the needs of business world in a much better manner (Thakur, et.al, 2017).

Apart from the subject knowledge, teaching and training of soft skills like good writing skills, listening skills, presentation skills, interpersonal skills, leadership skills, crisis management skills, problem solving skills etc, must be made compulsory in view of its importance in the contemporary job market (Palash, 2017; Marimuthu & Mukherjee, 2014).

Industry institute interface is the utter need of business education. The students must be taken to various industrial units to understand the production process, HR practices, finance fundamentals and recent trends, marketing techniques of business houses. A detailed industry visit report based on the field visits should be made an integral part of the course. This will strengthens them with the firsthand experience of the business activities.

Expert lectures of renowned business leaders and academicians must be organized on a regular basis. The use of innovative and practical teaching methods like, workshops and seminars, mock interviews, presentations, individual assignments, field surveys, case studies, business plan, ad-mad show, news editing, business quiz, success stories, role play, ice-breaking sessions, management games, syndicate sessions, simulation management stories and should be the part of course curriculum which will not only hone up the skills but also will nurture talent and creativity among the students (Shetty, 2014).

The values at the workplace are missing these days. The future managers should know the practical aspects of ethics, like how ethics can be developed, how they can be managed at workplace, how individual develops his/her values, what are the contents of ethics which can be utilized to motivate human resources at

work place. It is said that values are something that cannot be defined and taught, they are only inculcated over a period of time. There is a mismatch between recruiter's look for completely dependable graduates on whom the company or the organization can rely (Datta, 2016). Usually the management institutes do not produce such students (Shetty, 2014).

The budding managers should also be told about the Indian Ethos of Management along with Human values which can help them in developing proper management of life, ensuring with focus on productivity ultimately leading to managerial effectiveness (Thakur, et.al, 2017).

There is wide management application to some under managed sectors like education, health, agriculture, rural development, urban development, transport, energy, etc. there is need for better management in energy, especially electricity boards has been recognized as critical and has often been highlighted for attention of IIMs (Viswanath & Gangaiah, 2014). With private sector entering agri-business, rural banking, rural area distribution, the demands for students with specialization in agriculture, poultry, dairy, energy, infrastructure, will get created over the next decade or two. The management institutes should become the centre of excellence that will create and promote role models for sectors such as health management, infrastructure (ports, airports, roads) and education management.

Updating Infrastructural Facilities

A few management institutes are ultramodern and do have all facilities required for proper teaching learning process. However, most of the business schools lack proper infrastructural facilities. Classroom shall be equipped with computer, projectors, air conditioners, smart classes, and all modern equipment, for better teaching learning experience. Usually it has been observed that the classes are affordable but library is overlooked which is the main resource of learning. A good library is needed, with proper reading room, well stocked with variety of reference books and journals in print form and electronic form related to the subjects taught and general awareness. Ebscos, Delnet, Blackwell and CMIE database etc, shall be used by the students and teachers helping in writing research paper (Shahaida, et.al, 2016). After library the Communication lab is the place where the training and placement cell shall work upon developing the communication skills of the business graduate. Computer is very much to be teach-savvy in today's IT world.

Other infrastructural facilities shall include sports stadium, good theater for arranging cultural activities, well equipped conference hall is usually not available in more than half of the B schools (Marimuthu & Mukherjee, 2014). This needs updation because educational institutions do not prepare the students for the life of examinations rather they prepare students for examination of life, which can better be done through frequent co-curricular and extra-curricular activities. Proper teaching of language (English, Hindi, South Indian languages and foreign languages) will add value to the institution and students.

Upgrade on Business School Regulation

At present, the All India Council of Technical Education (AICTE) is the apex body regulating the B-Schools and technical institutions which is the agency of Ministry of HRD, Government of India. AICTE has given full autonomy to the B Schools in PGDM course in case of curriculum development, assessment of students, conduct of examination, recruitment of faculty, tuition fee etc. However, there are no checks and balances on these matters. While the AICTE ensures compliance regarding infrastructure, library and laboratory facilities and student-faculty ratio, governance and administration it overlooks the indicators of quality education (Ashutosh; Marimuthu & Mukherjee, 2014). Recently, NAAC is looking for the higher educational institutions performance under Internal Quality Assurance Cell (IQAC) to look at their quality performance in each category-wise as well as evaluating to provide the grade like; A++, A+, A, B++, B+, B and C etc (Viswanath & Gangaiah, 2014).

UGC also plays an important role guiding the bachelor course of management education. The concerned university administration is also authorized to regulate technical education. Moreover, almost every state has a technical university and the faculties are appointed under the guidelines of the universities. Admission and examination are also controlled by them. Sometimes the area of one agency intercepts the areas of other agency. This should be done away with. A proper regulation is done. The National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) must be made mandatory to promote the better infrastructure, teaching faculty, infrastructure facilities and teacher taught relationship.

Acquiring and retaining the qualified faculty is one of the key challenges faced by the B-Schools. According to the surveys and reports more than 50 percent of the universities and institutes are in search of the good faculty with excellent academic background, research orientation and an industry exposure. At the same time the regulators must ensure that the faculties be provided decent salaries and professional ambience. In order to teach the students through innovative methods of teaching the faculty members must be encouraged to attend workshops, training programs, faculty development programs to update their skills and abilities.

According to Bill Gates, Chairman of Microsoft Corporation, USA, "You need to have specialized knowledge a skill while maintaining a broad perspective... No one should assume that the expertise he has today will suffice tomorrow, so a willingness to learn is critical". This statement is also resulting in a need of quality improvement with the change (Viswanath & Gangaiah, 2014). So a strong relationship exists between the principles of Total Quality Management and the best practices of management education i.e. there is an urgent need to reform the quality of management education for the creation of quality intellectual infrastructure in India (Ashutosh; Shetty, 2014).

Changes on Curriculum Pattern

Management education is a mix of theory and practice of managerial skills and the examination thereof must test both of these sets. Unit test, mid-semester exams, surprise tests, pre-university tests, seminars, presentations, participation in co-curricular activities must form the base of internal assessment whereas practical tests and project based viva-voce examination must be conducted by a board comprising of the academicians/technical experts and guide/supervisor of the project. This may lead to fair and judicious evaluation. First division and distinction marks must be awarded to really deserving and high performing students only. This will add to the quality of degree/diploma of MBA/PGDM. Percentage marks shown or grades awarded in the mark sheets must match the inner worth of the recipient of the degree/diploma. Unfortunately because of present prevailing evaluation system the degree and marks do not reflect the worth of the student (Viswanath & Gangaiah, 2014). The high scoring management graduates prove hollow when interviewed. This should be done away with. The examination process must prove to be real test of knowledge and the degree holders possess the required business wisdom. The questions asked in theory and practical examination must be knowledge oriented and not just information oriented. This will prompt students for thorough studies and detailed preparations (Thakur, et.al, 2017).

After the successful completion of summer training in any organization the student is required to submit the project report which requires evaluation of the project and viva voce of the same is conducted by the external examiner but all this becomes futile exercise. It has been observed that is merely a formality. The management institute / university shall adhere to the norms and issue warning to the students while submitting the summer training project report. If the projects are rejected the students would also show seriousness towards the project resulting into learning in real sense (Shahaida, et.al, 2016).

After the evaluation of scripts, writ personal interview and viva voce test proper certification is necessary. University and institute imparting degree and diploma distribute certificates to the pass out students in a formal function called convocation, studies complete through certification.

Reengineering the Training and Placement

MBA degree is known as a job oriented degree and the students study this course because of the job potentially and placement possibility. Therefore, all management institutes including IIMs remain effortful for ensuring hundred percent placement of the pass out students. The minimum and maximum package grabbed by the graduates of management degree/diploma is the index of academic organization. Bu the efforts of the educational institute also play as important role in placement process albeit placement depends upon the inner worth of the student (Marimuthu & Mukherjee, 2014).

Placement is the result of the involvement of the students, institute and the recruiters. In many institutions internal placement cell generally known as Training and Placement, generally composing of the

students under the guidance of one or more faculty members work for placements. Few institutions depend upon the placement agency while reputed management institutes attract corporate world directly. The placement process starts with summer placement and ends with the final placement. During the summer training the student is required to undergo on the job practical training in any manufacturing, service or financial organization for one or two months duration. During this period, the student is expected to learn about the organization and analyse and suggest solutions of a live problem (Shahaida, et.al, 2016). The objective is to equip the student with the knowledge of actual functioning of the organization and problems faced by them for exploring feasible solutions and suggestions which helps him in developing the decision making abilities (Viswanath & Gangaiah, 2014).

For the purpose of final placement thrust over personality development shall be the main area of concern of the Training and Placement cell. The Cell should also help students in acquiring soft skills. Interpersonal skills, which are vital when seeking employment, may be the single most important factor for many recruiters. The students must be trained to acquire and develop employability skills which are necessary for getting, keeping and being successful in a job (Datta, 2016). Their skills and attitude enable the employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for the organization (Shetty, 2014). Mock interviews help the students in getting the virtual environment (Marimuthu & Mukherjee 2014).

Research and Development:

There are number of funded agencies in India to develop the research and development area in each and every higher educational institution. Institutions or University faculties are to upgrade themselves on research area with innovative ideas using the funds of UGC, UGC-SAP, DST and ICSSR etc. Innovative research ideas' and project were invited from the faculties, PDF and research scholars from all over India and choosing the best project and allocating the funds to get into the project for immediate implementation and bring into the public. Because there are lot of ideas were hidden, which is not brought up in the light of every public place. Management Institutions is also bringing many innovations research among the skilled people as best project. This project is going to help to develop the organization in the future using the brilliant management students/scholars like attitude, knowledge and awareness (AKA).

Conclusion

Education is an interaction and therefore, best students, competent faculty members, qualified trainers, excellent institutional infrastructure, and reforms in examination system, are the essential measure necessary for upgrading the quality of management education (Marimuthu & Mukherjee, 2014). India is emerging as the powerful economy with decisive leadership, millions of competent heads and hands, with demographic dividend, extensive market, call for 'Make in India' mission a thought to make India strong as well as the

reengineering of Management Education. For improving the quality of management education is most of the University departments and B-Schools, there is an urgent need to have a relook at the curriculum and examination system to bring out necessary reforms and for revamping the entire management education. In modern days, even state universities were performing well better than b-schools on admission-wise, placement-wise and bring out the fittest candidate to the society. While compare with foreign business school, there may be more up-gradation require to enter into the modern reengineering management education as soon.

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