

Three Pillars of Quality Management Education in India in the 21st Century

Vigna Oza and Swaty Parab

Abstract—If we yearn to enhance quality of management Education, the first we need to do is to commit ourselves. It would require effort from one and all to achieve and maintain the desired standards in management education. As we know, the word improvement starts with 'I', so if everyone initiates self-improvement, there would definitely be quality improvement in management education. Higher education is no more mere matter of national policy and government regulations. Higher education is a globalized affair now and it's highly commercialized in the current educational institutes. In management education, quality has become a necessity and circumstances require total quality management. To make India a capital of the world, we have to rethink about the management education and effort should be made to create dynamic environment. This article attempts to identify the characteristics, challenges and elements which are required to deliver the quality management education in India and to find out the ways for total quality management in the present management education system.

Index Terms—Education, management, pillars, quality.

I. INTRODUCTION

The shift of a manager's role in 21st century provides the context of the quality challenges faced by management schools. There are several challenges of management education, which require change in the character and structure of management education and integration of management education with the corporate sector [1].

As the pasture of management is dynamic in nature, new tools and techniques are always being introduced to improve the competence, efficiency and prosperity of any organization. So is the case with management education. Professional skills should be acquired with practical knowledge, gradually making them experts in diagnosing the symptoms of patients. Just by confining themselves to textbooks, students may not understand business situations as each situation is unique and requires exceptional solutions. [2]

Management education in India is not very old; it has taken its practical shape during early sixties with establishment of Indian Institute of Management to train the people with management concepts. After that many institutions, universities have also come forward to provide management education to cater the increasing demand of good managers. [3]

II. SIGNIFICANCE OF MANAGEMENT EDUCATION

As the business world is filled with challenges and risks, the purpose of management education is to prepare students thoroughly to face these challenges and take the risk by the horn. B-Schools should emphasize on training management teachers. They should redesign management curricula in tune with the changing dynamics of the global business environment. In short, managing education could become a diagnostic tool for all problems of the globalized world. Through case studies, the teaching community not only prepares students to meet the challenges of the changing times but also helps them in identifying and choosing a career to suit their knowledge, skills and aptitudes.[4]

A. Pillars of Quality Management Education

Management education is basically a service. Quality of a service is difficult to measure in comparison to products due to the fact that services are intangible. The specific characteristics of services such as intangibility, inseparability, heterogeneity and perishability make it difficult to assess their quality. It means that the quality of management education would largely depend on its pedagogy. Quality enhancement in management education would constitute the improvement in all facets of providing management education. [5] The quality of management education depends on the combined efforts on the part of the educational system as a whole, the educational institutions and the faculties. Management education can be upgraded only when all these three pillars of education are equally strong.

We have made an effort to prepare a model showing the various qualitative aspects required at the educational system level, institutional level as well as at the faculty level for quality management education. [6]

The above model shows the various elements needed to ensure quality management education. The implementation of the model begins from the grass root level. It should start from the educational system and penetrate down till the individual level.

1) At the Level of Educational System:

a) Corporate governance

Today corporate governance should not be limited to the corporate world alone as management education is undergoing a serious change of bringing in an oath across the globe after the impact of the recent recession.

b) Contemporary curriculum

The curriculum should be designed in such a manner that the students get the appropriate knowledge which is required as per the times. It should be an updated

curriculum which matches with the changing needs of the environment.

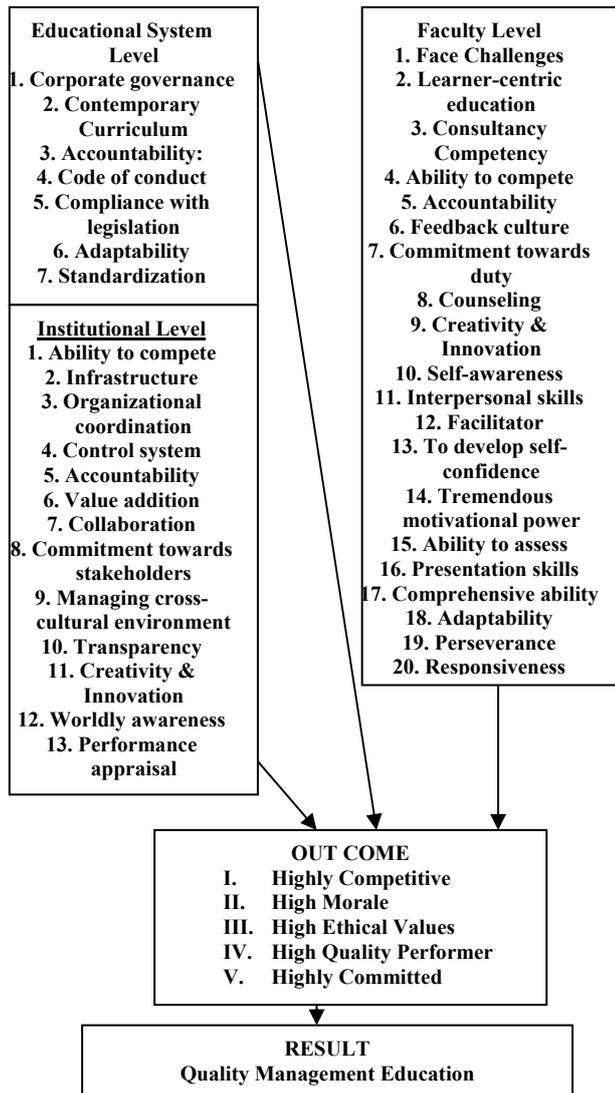


Fig. 1. 7-14-21 Model for quality management.

c) Accountability

The educational system aims at the overall development of the students. While formulating policies this objective should be kept in mind. Accountability towards the society should be of utmost importance.

d) Code of Conduct

Quality can be ensured only if there is effective implementation of HR policies and code of conduct for individuals in educational institutions and students.

e) Compliance with Legislation

Time to time change in educational policies at national and international level is an impact of the way the people think a management should be. Compliance with the new ideologies is reflected through the policies framed by the national educational bodies.

f) Adaptability

There is always a need to change with times in order to be

successful. Educational system should make timely changes in various policies in order to keep pace with the changing environment.

g) Standardization

Quality is always a result of standardization. In Management education also, quality can be ensured if there standardization methods are applied throughout the country.

2) At the Level of Institutional Level

a) Ability to compete

Educational institutions should always try to have a competitive edge. If necessary changes are made in the curriculum it would definitely provide a cutting edge to the students over others.

b) Infrastructure

Proper infrastructure is equally important along with other things for providing quality education. It is only with the help of infrastructural development that implementation of advanced technologies becomes possible.

c) Organizational coordination

Coordination is the central problem in an organization. It is the essence of management. Quality management education can be ensured by effective organizational coordination which is possible by way of staff meetings, conferences, time-tables, programmes, check-list schedules, etc.

d) Control system

Control has unique importance as it ensures the realization of stated goals and objectives. Control comprises of two components, one related to the achievement of effective control by the institution through direction, supervision and motivation. The second part of controlling is related to the evaluation of work performance or output of the facilitators and the initiation of timely correction when necessary to rectify errors and deviations or variances.

e) Accountability

Educational institutions are an inevitable part of the society. There accountability towards the stakeholders should not be ignored.

f) Value addition

There has to be a constant value addition through various types of courses which are offered to the students. In addition to the regular curriculum there has to be introduction of new programmes which can provide value addition.

g) Collaboration

Students should be given wide exposure to the practical world along with the theoretical knowledge. This would enable the students to correlate the theory with its application. This can be made possible by creating industry-institute linkages. Students can also be exposed to the global

environment by collaborating with foreign universities.

h) Commitment towards stakeholders

Quality education is the foundation of a well-cultured society. Education institutions should work for the fulfillment of their commitment of providing quality education.

i) Managing cross-cultural environment

Since the entire world has become a global village, students should be able to cope up with all the global demands. They should be made aware of the global culture and environment. Institutions can make efforts in this direction by conducting student exchange programmes, international educational tours, etc.

j) Transparency

Successful administration becomes possible when complete transparency is maintained. Institutions can prove their efficiency by having transparency in their working.

k) Creativity & Innovation

In today's competitive world sustainability is possible only through creativity and innovativeness. Institutions should initiate new activities to foster creativity and innovativeness among students.

l) Worldly awareness

In order to be in tune with the dynamic world, institutions should be aware of the changes taking place in the various areas like administration, course curriculum, industrial needs, technological developments, etc.

m) Performance appraisal

Imparting quality education equally depends on the faculties. Performance appraisal of the faculties should be conducted on a regular basis and necessary steps should be taken for improvement wherever and whenever required.

n) Community influence & representation

Educational institutions are a part and parcel of the society. They make use of community's resources as well as they provide their services to the community. While designing various policies they should be in sync with the needs of the community. They need to develop stronger relationships with alumni and other successful practitioners who support intellectually and financially.

3) At the Level of Individual Faculty

a) Face Challenges

With changing times there is a lot of change in the structure of the society. Students come from varied strata of the society and it is a great challenge. Faculties should be well-prepared to face these challenges.

b) Learner-centric education

Today the system of education has changed from teacher-centric to learner-centric. Teachers should focus on the learner and develop a learner-centric teaching methodology.

c) Consultancy competency

In today's world the traditional role of a teacher has changed. Gone are the days when the scope of a teacher was limited from one end of the blackboard to the other end. Today a teacher should be a versatile person. Apart from teaching he should have the ability to provide consultancy in his area of specialization so that he can give the practical exposure to the students.

d) Ability to compete

As stated above, teacher should have competitive ability, in order to prepare the students for the competitive world.

e) Accountability

Quality education can be imparted only when faculties understand their accountability towards the society. Whatsoever policies are framed or curriculum is designed but the ultimate successful implementation depends on the faculties.

f) Feedback culture

There is always a scope for improvement in every situation provided one is able to detect the problem areas. Faculties should develop a feedback mechanism at their individual level to find out the deficiencies in their performance.

g) Commitment towards duty

Teaching is supposed to be a noble profession. A teacher should be committed towards his duty so that students are groomed into well-cultured citizens.

h) Counseling

As compared to the olden times, today there is a vast change in the structure of the society. Nuclear families have replaced joint families. In this changed scenario, the psyche of the students has changed tremendously. The role of a counselor has exceeded the role of a teacher. To be a successful teacher one must be a good counselor as well.

i) Creativity & Innovation

Faculties should be creative and innovative so that they can inculcate these attributes in their students. They should develop innovative techniques to impart knowledge. They can develop creative methods of teaching which can make learning an enjoyment.

j) Self-awareness

Self-improvement is possible only when one has self-awareness. Faculties should be aware about their strengths and weaknesses so that they can achieve their goal of imparting quality education.

k) Interpersonal skills

Teaching is always a two-way process. Faculties with good interpersonal skills can successfully make learning an interactive, lively and joyful process.

l) Facilitator

A teacher's role is never confined to just providing

knowledge but they should facilitate the process of learning for the students.

m) To develop self-confidence

Self-confidence is the one of the most important aspect of personality. A teacher should have remarkable self-confidence in order to influence the students. Self-confidence is a result of powerful knowledge of ones subject, command over language or the medium of instruction.

n) Tremendous motivational power

Enlightened learning is the end result of inspirational teaching. Teachers should be a motivational powerhouse.

o) Ability to assess

Students need to be assessed by the faculties on a continuous basis. There should be regular evaluation so that timely corrections and improvements are possible.

p) Presentation skills

In order to impart knowledge successfully, it should be presented in the best possible manner. Topics which can be presented in a very lucid manner and with appropriate examples are easier to understand. Effective presentation depends on the physical appearance as well along with the presentation skills.

q) Comprehensive ability

The purpose of effective teaching is served only when it reaches the learner in the manner in which it is meant to be. Faculty should have the ability to understand the psychology of the learners before teaching.

r) Adaptability

Darwin's theory states: "Survival is of the fittest." In order to survive and sustain one has to adapt as per the circumstances. Faculties should be updated and try to keep pace with the changing needs of the profession.

s) Perseverance

Strong determination is the key to success. Faculties should be determined to provide quality education so that they make sincere persistent efforts in that direction.

t) Responsiveness

Apart from the institutional level, each individual faculty should develop a feedback mechanism for oneself. By way of continuous feedback one can make self-assessment and take necessary corrective measures.

u) Intention to enrich knowledge

Faculties should consistently enrich their subject knowledge so that the same can be transferred to the students which can make them competitive.

III. CONCLUSION

As the area change is taking place in economic, political & technological environment the world over, new

opportunities are opening which are prepared to fight mediocrity & quality in every aspect of life is becoming the essential for survival. So there is an urgent need to reform the quality of management education for the creation of quality intellectual infrastructure in India with the help of these three pillars.

As per the words of Cyrus Guzdev, CEO, Airflight Express, the state of management education in India, "The B-schools are not sufficiently in touch with the real world, and the pace of change, which is challenging management through today, is threatening their credibility". [7]

So, it is an instantaneous requirement to shape the management education in accordance with the global changes to improve competitiveness with the total quality management.

From the 7-14-21 model shows the three pillars of quality management education it can be concluded that in order to provide quality education the amount of efforts needed on the part of the educational institutes is double that needed to be made by the educational system as a whole whereas the efforts needed on the part of the faculties is three times that of the educational system.

Now, I would like to conclude in the words of Mother Teresa, a lady who believed in the power of one individual's contribution.

"We ourselves feel that what we are doing is just a drop in an ocean. But the ocean would be less because of that missing drop." [8]

ACKNOWLEDGEMENT

We would like to acknowledge the support of our family and institution- SEMCOM College for their constant support and cooperation for our academic enhancement.

REFERENCES

- [1] R Alamelu: MBA Review, Management Education- AnOverview using McKinsey's 7-S framework, The Icfai University Press, pp. 19, February 2010.
- [2] R. Khurana: MBA Review, Managing Management Education, The Icfai University Press, pp. 5, April 2008. <http://www.indianmba.com/faculty.column/fc631/fc631.html>
- [3] R. Khurana: MBA Review, Managing Management Education, The Icfai University Press, April 2008 pp. 5
- [4] VikasShrotriya: MBA Review, Management Education- Quality Matters, The Icfai University Press, April 2008 pp.18
- [5] V. Oza, S. Parab, "The Quality Management Education In India in the 21st Century 7-14-21 Model," *International Proceedings of Computer Science and Information Technology, Advancements in Information Technology & Business, Management and Governance, IACSITPRESS*, vol. 20, pp. 240, December 2011.
- [6] http://www.indianmba.com/faculty_column/fc631/fc631.html
- [7] Dhar, Upinder, Managing: Educational Services with special references to a management education in India. University News, 38(20), May 15, pp.8-11.
- [8] Gupta, P.K.(2000) : Excellence in Higher Technical Education Indian Management, April; pp.73-80

BIBLIOGRAPHY

- Khandai, Sujata: Dismal State of Management Education, Indian Management; Jan.2000.
Krishna, Vijay: Institute Quality in management Education, Indian Management; June2000.
Narendran, R &Narendran,V(2000): Changing Scenario of Management Education in India , University News, 38(50); December 11; pp.4-5

Naik, B.M.(2000): Industry –University Partnership, Global Trends and Relevance for India, University News, April 14; pp.5-7
BholanathDutta.(Nov. 2009): MBA Review, Management Education In India-Growth and Trends, The Icfai University Press, November2009 14; pp.5-7
http://www.indianmba.com/faculty_column/fc631/fc631.html
http://www.indianmba.com/Faculty_Column/FC574/fc574.html

<http://www.uniapply.in/articles/management/item/10373-management-education-in-india>
<http://www.uniapply.in/articles/management/item/10477-management-education-dynamics-and-challenges>
<http://www.uniapply.in/articles/management/item/10373-management-education-in-india>