

A Study on Evolvement of Management Education in India and Its Quality

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Abstract:

Importance of management as organizational practice has increased manifolds because of globalization and consequently education of management has also reached to a level of greater significance. Management is an application based discipline requires incorporating the issues of business and management and supposing to be held responsible for the final state of affairs of the business of the nation. Management education focuses developing a broad range of managerial knowledge and abilities among students. But its role has always been in existence and roots of management education can be traced back to 1950s with beginning of Indian institute of social welfare and Business Management (IISWBM). IISWBM was followed by Delhi University (1955), Madras University (1955), Bombay University (1955) and Andhra University (1957). In Students are generally the principal customers of the education. Post liberalization and especially after year 2000, there has been increase in number of management institutes. Quality of management education has not been of satisfactory standards. Quality of management education, kind of service, is difficult to measure in comparison to products. In present paper management education, quality concerns, approaches to measure it have been discussed.

Keywords: Management education, Quality, Measurement

I. INTRODUCTION

India has become part of global economy after signing of WTO agreement. It has also opened it, from 1991 onwards. This has led to increase in growth and development of country. From the average GDP growth rate of 3.2% in 1970-1980, 5.7% from 1981-1991, it has gone above 7% in mid nineties. (Ahluwalia, Montek S. 2002). The traditional contributor to economic development and economic power like material resources, production capacity has been replaced by knowledge and information. Innovation and technology improvements have made business development further complicated. Opening of markets have made movement of inputs of business fast and to profitable areas. Under these circumstances higher education and particularly management education needs to be contemporary, good quality and should equip students with abilities to deliver under these changing times (Baral, 2013). In India, nearly one lakh management graduate pass out every year who can contribute to development of knowledge economy (John and Panchanatham., 2011).

II. MANAGEMENT EDUCATION

Nature of management education is little different from other streams of higher education. Management is an application based discipline which requires incorporating issues of business and management and supposing to be held responsible for the final state of affairs of the business of the nation. Earlier the management education in India was limited to the marketing, finance, human resource development. Presently, management education has diversified into more functional areas like online marketing, operations, information technology, international business, supply chain management, management information system, retail management and customer relationship management.

Hence the dimension of management education in India has gone a paradigm shift. However, many management education institutes in India have not synchronized their curriculum according to these changes. As a result their quality of education is of little relevance to the present business ecosystem.

The qualitative and technical aspects of management education both are important. Management education should not just equip a student, who is generally the principal customers of the education, with technical skills and expertise but also nurture a set of skills which are competitive in the context of the present business demands. Decision making and problem solving are manager's core activities. The main objectives of management education are to inculcate the following attributes in students: -
 1) Knowledge: broad base knowledge. 2) Application: The capacity to draw upon this knowledge and apply successfully it in novel situation. 3) Thinking: critical 4) Independent learning: Capability for independent lifelong learning including the capability to engage in independent inquiry 5) Articulateness : the general language ability 6) Mind set and values : The mind set and values including (i) an awareness of the uncertainty and fallibility of knowledge as well as the social basis of the evaluation of knowledge (ii) an open mind (iii) Willingness and ability to doubt and question beliefs, especially one's own (iv) intellectual curiosity (v) motivation to learn (vi) Interpersonal skills 7) Drive to succeed and control with initiatives (Rai et.al.,2011).

III. MANAGEMENT EDUCATION IN INDIA

First three universities started in India were at Kolkata, Mumbai and Chennai, during British period in the year

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1857^[1]. After independence, there has been significant progress in higher education in numbers. In 1950, there were only twenty Universities^[2]. Currently there are 45 central universities, 318 state universities, 185 state private universities and 129 deemed to be universities. There are 16 IITs, 30 National Institute of technologies (NITs) and 5 Indian Institute of science education and research.

(Employment news, 22-28 August 2015, New Delhi).

Management education in India has largely been derived from western management thought and practice. Indian institute of social welfare and Business Management (IISWBM), Kolkata was established in 1950s, which was the first in India for imparting management education. The initial successful IISWBM's experiment of offering two-year, full-time MBA programme was emulated by Delhi University (1955), Madras University (1955), Bombay University (1955) and by Andhra University (1957). Successively, 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 (Shweta and Manoj Kumar, 2011). In 1961 and 1962, two Indian Institute of Management were set up, one at Kolkata and other at Ahmadabad, established by the initiative of Indian Government. These two institutions had collaboration with Sloan School of Business, and Harvard B-School (Kaul Natasha 2011). Presently, there are nineteen IIMs imparting management education in India^[3].

Many universities started management courses in 1960-70 such as Cochin University of Science and Technology (1964), Osmania University (1964), Allahabad University (1965), Punjab University (1968), Banaras Hindu University (1968), University of Pune (1971), Kurukshetra University (1976) etc. Afterwards many universities in states started management education. To regulate this expansion in management education, All India Council for Technical Education (AICTE) was formed in 1987 and the management education was formally incorporated as part of the technical education of the nation (Shweta and Manoj kumar, 2011).

At the undergraduate level, some management education entity offer three years Bachelor of Business Administration (BBA) giving basic knowledge about management concepts and business structure. Most of the management education entity offer two years MBA/PGDBM programme. Several universities and well known autonomous institutions also offer three to five years doctoral and equivalent fellow programmes in management.

Traditionally universities have been seen to play role in linking the community with the body of knowledge around the world. Hence, the community was considered to be less competent to evaluate the performance of the universities. Universities looked after their own performance and reputation. Now, universities have realized that their long-term survival depends on how good their services are and that; quality sets one university apart from the rest (Tsinidou et. Al., 2010). In this context modernization and quality of management education in Indian academia is of greater relevance.

IV. QUALITY OF MANAGEMENT EDUCATION

The word quality has been derived from the latin word "Qualis" meaning "what kind of". It has been defined with different perspectives and orientations. It can be grouped in to five discrete but interrelated ways of thinking i) Quality in education can be viewed as exceptional being distinctive, very high standard and passing set standard of quality ii) Second approach to view quality is consistency for processes. iii) The third view to look at the quality is in relation to the purpose of the product/service. iv) Fourth approach to quality is value of money through efficiency and effectiveness clearly linked to performance indicators. v) Fifth approach views quality as transformative in terms of qualitative change. These concepts are not mutually exclusive. (Harvey I. and Knight, P.T. (1996)).

Any universal accepted methodology to evaluate the value of management education in any given institution by adopting scientific methodology is not followed. NAAC, an autonomous body under University Grants Commission has some parameters for accreditation. In the context of Higher Education, the accreditation status indicates that the particular Higher Educational Institutions (HEI) meets the standards of quality as set by the Accreditation Agency, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organisation, governance, financial well being and student services^[4].

Education is one of 12 service sectors covered by the General Agreement on Trade in Services (GATS) (Jane Knight, 2002). Education services include formal primary, secondary and higher education institutions.

Quality of services, in general, differs from quality of manufactured products due to its special characteristics including intangibility, simultaneity and heterogeneity. This is certainly true for higher education since most quality attributes cannot be seen, felt, or touched in advance; production and consumption of the service are inseparable because personal contact (e.g. between students and lecturer) plays an important role; and quality varies markedly in different circumstances (from class to class, students to students, lecturer to lecturer, etc.) (Owlia S.M. and Aspinwall, M.E. (1996)).

In case of higher education, the perception of quality is bidirectional where the students entering into the management institutions value the quality of the institution on certain criterion (knowledge and experience of the faculty, facilities, exposure to industries and possible campus placements) however, on the other hand employers deal with final product i.e. graduates, who can fit in to their organizational hierarchy without much hassle. Set of parameters for the students entering the institutes and the employer are different hence the institution has to live up to the expectation of both the stakeholders. Thus it can be said, that dimensions of quality vary in level of importance for different group of customers (Owlia S.M. and Aspinwall, M.E. (1996)). For a management institution, the quality of higher education is its ability to produce a steady flow of people with high intelligence and

commitment to learning that will continue the process of transmission and advancement of knowledge. As mentioned education services are intangible and difficult to measure, since the outcome is reflected in the transformation of individuals in their knowledge, their characteristics and their behavior. It is because of this there is no commonly accepted definition of quality applicable to higher management education. (Michael, S.O. (1998)).

V. INDICATORS OF PROBLEMS IN QUALITY OF MANAGEMENT EDUCATION

China is ahead of India in terms of meeting benchmarks and meeting international reputation in management education. There are 23 AACSB (Association to Advance Collegiate Schools of Business) accreditation as compared to four in India. AACSB accreditation is a rigorous and time intensive process. Only less than 5% institutes in the world have been successful in taking it^[5]. The Association to Advance Collegiate Schools of Business provides internationally recognized, specialized accreditation for business and accounting programmes at the bachelor's, masters and doctoral level. It is the most difficult certification to achieve and granted to colleges and not to the individual courses.

Recommendations submitted by National Knowledge Commission, under the management education segment the body has observed that in last few years management education has gone to exploitative and commercial environment with quality being compromised. Regulatory focus is only on physical infrastructure rather than research, qualified faculty and relevance of courses, which has created a mismatch between supply and required demand^[6].

Between 2011 and 2013 AICTE has received as many as 231 applications from management colleges to shut down. AICTE has cleared 80 of these applications (The Times of India, Lucknow Edition, July 2013). Though these colleges are private in nature but closure indicate that there is lack of customers (in this case students) because lack of quality in management education.

Report of the "Committee to advise on Renovation and Rejuvenation of higher education" chaired by Professor Yashpal has also pointed out that mushrooming of management education imparting organizations has compromised quality of management education^[7].

There is a declining trend in the ranking of the management institution as per financial development reports of world economic forum (J., Beena, 2011). It is down to 23rd position in the year 2011-12 on a weighted average scale, with 1 = poor and 7 = excellent, India ranks 4.93 with UK having highest of 6.06^[8].

From time to time, committees were constituted to look into the issues of management education. Some of them are Nanda committee, Kurien committee, Ishwar Dayal committee etc. Ishwar Dayal committee, the 18 Member Committee set up in January 2000 by government and headed by Prof. Ishwar Dayal, former Director, Indian Institute of Management, Lucknow, has taken an over view of the

management education in the country, identifying problem areas and suggested wide-ranging recommendations for upgradation of the quality of education. It indicates that there are issues affecting quality of management education. The Committee has recommended changes in educational content and structure, specialization of sectoral areas, development of faculty and the teaching material as well as different types of programmes for executives at different levels (PIB release)^[9]. AICTE appointed committee in 2001, The management education review committee, has also identified issues which are affecting quality of management education which includes admission criteria, faculty recruitment, accreditation for quality. (Chaudhry, S., 2011.)

With growth of higher education and technical education, demand in market for different knowledge & skills, globalization & integration of business there has been several issue affecting quality of management education : i) Poor coverage of Indian business & socio-economic environment with less Global prospective ii) More emphasis on theoretical aspects iii) Out of date class material iv) Least institute industry linkage v) Lack of research base vi) Poor admission procedure vii) Inadequacy of resources & infrastructure viii) Old Pedagogy ix) Traditional evaluation system x) Self regulation is grossly missing (Rai, et.al., 2011)

VI. MEASURING QUALITY IN HIGHER EDUCATION

In the last few decades, the emergence of diverse instruments of measurement such as SERVQUAL (Parasuraman et al., 1988), SERVPERF (Cronin and Taylor, 1992) and evaluated performance (EP) (Teas, 1993a) has contributed enormously to the development in the study of service quality. SERVQUAL operationalises service quality by comparing the perceptions of the service received with expectations, while SERVPERF maintains only the perceptions of service quality. On the other hand, EP scale measures the gap between perceived performance and the ideal amount of a feature rather than the customer's expectations.

Parasuraman et.al. given model for quality in service industry, is often applied to higher education and referred as SERVQUAL, it has five dimensions for quality (i) Tangibles (ii) Reliability (iii) Responsiveness (iv) Assurance (v) Empathy {(Parasuraman et.al (1988))}. This method looks at quality in terms of customer expectation and performance perception. These five dimensions are measured by twenty two items.

SERVPERF, another approach and variant of SERVQUAL, maintains the perceptions of service quality only. SERVPERF scale consists of 22 perception items, excluding any consideration for expectations.

Quality dimensions can be defined into three groups according to Gronroos (1990): technical quality - what customer gets as a result of interaction with service provider, functional quality - how to get technical result and corporate image of the service provider.

A great deal of service-quality research in recent decades has been devoted to the development of measures of service quality in higher education. Mohammad S. Owlia and Elaine M.A. Aspinwall (1996) have suggested six quality

dimensions and their corresponding characteristics in higher education. These dimensions are (i) Tangibles (ii) Competence (iii) Attitude (iv) Content (v) Delivery (vi) Reliability.

Service quality in higher education has seven dimensions, described by input quality, curriculum, academic facilities, industry interaction, interaction quality, support facility and non academic process.(Jain, R. et.al.2013).

Firdaus (2004) proposed HEdPERF (higher education performance) a new and more comprehensive performance based measuring scale that attempts to capture authentic determinants of service quality within the higher education sector. It has 41 determinants.

Based on SERVQUAL, an instrument for measuring quality in technical education, engineering in particular, was developed and validated by Mahapatra and Khan (2007). The new scale EduQUAL comprises 28 items with five dimensions: Learning outcomes, Responsiveness, Physical facilities, Personal development and Academics.

National board for accreditation (NBA) criteria for management courses is based on Input-Process-Output model for education, with requisite area are organisation mission, governance, input (enablers like student admission process), Processing (for example teaching learning process) and outcome (academic result, placement of students).^[10]

NAAC (National assessment and accreditation council) which is an autonomous body of University grants commission has set up seven criteria for assessment - Curricular Aspects: Teaching-Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership and Management, Innovations and Best Practices^[11].

National institutional ranking framework, Ministry of Human Resource Development, Government of India has developed a methodology to rank institutions across the country. The parameters broadly cover "Teaching, Learning and Resources," "Research and Professional Practices," "Graduation Outcomes," "Outreach and Inclusivity," and "Perception". Engineering, Management, Pharmacy, Architecture, Universities and Colleges are the categories in which rankings have been done.^[12]

VII. DISCUSSION

Management education in India has grown significantly in previous couple of decades. Several new IIMs have opened, private capital has also played important role in opening up of new colleges in the area. In addition many universities have also started management department out of commerce faculty. Quantity has raised issue of quality in management education. Barring IIMs and a few business schools in India ,rest 5500 + schools are producing management graduates who not sub –par and hence are getting jobs for Rs. Ten Thousands per month ,if at all they find placements. The study by the ASSOCHAM Education Committee (AEC) noted that only 7% of the pass-outs are actually employable in India excepting graduates from IIMs Quality measurement in case of service industry has been applied to education sector^[13].

To control something, it is essential to measure it properly, first. Many authors have developed instruments to measure quality in management education based on service sector experience. Proper measurement is key to improve quality, where these instruments can vital role. Several service sector measurement instruments have been used to develop scales for identifying characteristics, dimensions on which higher education quality depends especially from primary customers i.e. students, point of view. These scales with several factors within dimensions are useful to measure quality of education service.

VIII. CONCLUSION

Management education is important for growth of business and economy as it provides human resource which is equipped with required attributes. However, in last few years' growth of management education imparting academic institutions has also raised questions about quality of education imparted. It is essential to improve the education quality for which many scales, measurement instruments have been developed. With proper measurement factors affecting quality can be identified .Strategies may be developed to improve these factors and improvement in education quality.

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