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# Management Education in India : Global Issues and Challenges in Context of Quality

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## Abstract

*Corporations, now a days face pressures from different stakeholders of the business environment and the changes in the environment have created threats to all of today's organizations. The traditional contributors of economic development and economic power such as material resources and production capabilities have been replaced by knowledge and information. Globalization has resulted in significant changes in the knowledge economy and ushered in new conditions for the provision of higher education to cater to skill requirement across the globe. The key elements of globalization include the knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures. These elements of globalization have impacted significantly the education sector in general and higher education in particular. The present study critically analyses the growth of higher education sector in India and identifies the major concerns of quality. It also evaluates the preparedness of the country for the opening up of its borders for foreign institutions and an attempt to understand the change process. This research has been mainly done on existing literature of management education.*

## Introduction

Today, the corporations want to give a clear message to the business school about their role to play in this regard, means to put all necessary efforts to come with proper set of management skills for the challenges to be faced by the corporations. The leading business schools of the USA and Asia Pacific have got proven records of maintaining standards in terms of vision, program design and offerings. It implies that the business school has to cope into the needs of changing situations to produce future managers with all the required skills.

Management education (MBA / PGDBM etc.) denotes those activities traditionally conducted by colleges and universities that focus on developing a broad range of managerial knowledge and abilities. Today one fundamental question comes, whether the curriculum of a business school can produce future leader of the corporation with required management skill to meet contemporary challenges. This research attempts to evaluate today's management education standard to develop management skill in the paradigm shift of managing business in terms of quality. This paper evaluates the changing scenario of managing business organizations with the emerging needs of the business management in the context of changing situation.

As per the GATS, Higher Educational Services include education services leading to a university degree or equivalent. Such education services are provided by universities or specialized professional schools. The programmes not only emphasize theoretical instruction, but also research training aiming to prepare students for participation in original work (GATS). Societies have a profound

## Keywords

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and long-term interest in their higher education institutions that extend beyond the pecuniary and short-term interests of current students, faculty, and administrators. The Government of India has recently decided to open 'world class universities' for the development of higher education. At present the country has 42 central universities, 285 state universities, 130 deemed universities and besides more than 112 private universities as of June 7, 2011. To bring revolution in modern education and changes in the working condition of the universities, the country must emphasize on scientific education and quality research. Basic changes in the education system for establishing a higher education commission which may govern universities and other educational institutions without bureaucratic hindrances are needed. Higher education system in India is not geared to attract talent. India has the third largest education system in the world, with only USA and China ahead of it. India takes pride in having more youth in our population, but this demographic advantage will become a liability if fail to address the fundamental issues of higher education. Barring a few premier institutions, the rest do not even have the capacity to meet the challenges of the new millennium. Universities should be the centres of research. According to Mashelkar (Times of India), 'Indian universities also need to excel in research and teaching without research is of little use'. India needs such world class universities which should excel in research, so that the country may contribute substantially to knowledge-based economy of the world. Besides creating excellent education facilities, the country requires more attractive strategies to produce excellent teachers, as there is a chronic shortage of good and quality teachers. Generally, the university teachers are burdened with loads of teaching in addition to establishing good laboratories and other duties. In some

cases, teachers are not allowed to attend refresher courses because of their role in other developmental activities of the institution.

Until the teaching faculty is involved in quality research of global standard, the system may become stale and sterile. The Indian education system does not lay emphasis on scientific research and sadly, the symbiosis between teaching and research has been lost in the country. As mentioned by Balaram, 'universities are key elements in driving economic development and in facing the challenges of global economic competition. Restructuring and reform of our existing system must accompany the process of expansion'. Barring a few, most of the universities do not have an integral link with research institutions. Our sole attention should not be only on opening new universities but to make the teaching profession more attractive by providing better opportunities to teachers. The recent recommendations of the 'Chaddah Committee' to look into the various problems of university teachers will definitely stop the exodus of teachers and improve their working efficiency and conditions, so that the young talent may be encouraged to join this profession. The selection criteria must be made more transparent and only interviews should not be the sole criterion. The recommendations have made it clear that knowledge economy is the next big thing and the Government must invest on teachers for long-term gains, so that the profession may get due respect in the society. The information has been collected from web sites of ten top ranking business schools of each of the two regions; the USA and Asia Pacific (Table 1). The thoughts on management education according to literature review have been used to analyze the information from MBA brochures of top ten business schools of two regions studied in the research.

**Table 1 :**  
**List of Top Ten Business Schools in the USA and in Asia Pacific**

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## LITERATURE REVIEW

Reviewing the literature, it is revealed that today's business management faces tremendous pressures from globalized economy. Against this backdrop of the study the driven forces of globalization can be analyzed to understand the nature of implications. Globalization is being driven on the one hand by the spread of economic logics centered on freeing, opening, deregulating, and privatizing economies to make them more attractive to investment, and, on the other hand, by the digitization of technologies that is revolutionizing communication (Barkema et.al. 2002). So, opening market increases scope of investment to anywhere in today's world, and movement of technology, money and people in some place increase to avail of the opportunity of deregulation. At the same time it poses challenges to existing players of economy and to new entrants as well. Globalization is speeding up industry life cycles by accelerating the pace and the rhythm at which firms must develop new technologies and produce and roll out new products and services on a global scale to stay competitive. So, the new management challenge gets in with managing team of experts from different culture as dispersed worldwide using digitally adopted organizational structure (Barkema et.al. 2002).

To use the words of Bettis and Hiltt(1995), new competitive landscapes are emerging, marked by increased levels of uncertainty and ambiguity, leading to what is now known as hyper competition (D'Aveni 1994). Management educators may be interested in accompanying these challenges to help managers in shaping organizations in such a way as make them willing and able to respond to complex organizational challenges. In brief, it may be advantageous to expose business students and managers to complication (Cunha et. al. 2004).

The other challenges of managing businesses are created from the need to speedy decision making in resources deployed, managing diversity, searching right direction of knowledge management for the people, timeliness of the process and innovative approaches, synchronization need of process and activities, industry life cycle effects on the firms operations, and finally social responsibility of present generation for future generations (Barkema et. al. 2002).

More specifically, global change forces have brought fundamental changes to the way in which business organizations are managed. For example, the following management trends are found (Hallinger and Snidvongs 2008):

1. Organizations are more restructured in response to more open competition (O'hame 1996).
2. There is an increased emphasis on entrepreneurship and entrepreneurial

management as engines of global economic growth (Drucker 1995).

3. The recognition that ethical crises and environmental problems located in a single nation or organization are magnified in a global society has led to a greater emphasis on moral leadership and corporate social responsibility among business leaders (Csikszentmihalyi 2004).
4. The ability to manage and use information for decision making is now a core competency required of managers throughout business organizations (Drucker 1995).
5. There is increased emphasis on linking corporate goals with human resource practices, especially through the use of performance management and measurement (Norton an Kaplan 1996).
6. Knowledge is viewed as a key currency of organizations that requires conscious, proactive management (Buckman 2004; Stewart 1997, 2001).
7. Capacities for innovation and change are viewed as competencies that distinguish organizations that thrive vs. others that flounder in a rapidly changing, turbulent environment (Drucker 1995; Kotter 2002; Rohwer 1996).

These changes have required a cadre of business leaders who possess a broader set of both leadership and management capacities (Hallinger and Snidvongs 2008). More recently, attention from both academics and practicing managers has focused on the formulation and implementation of strategic initiatives within the realm of human resource management (Beer et. al. 1984; Szilagyi and Schweiger 1984; Foulkes 1986).

## QUALITY IN MANAGEMENT EDUCATION

In today's rapidly changing business environment, capable managers are crucial to organizations' success in gaining and sustaining competitive advantage. This must be achieved against a background of intensified competition, incessant change, a power shift to the customer, collaborations across organizational and geographical boundaries, and a need to maintain high levels of talent. Business programs across the nation recognize the need to change in response to external pressure from key stakeholders. An important dimension of such change is the redesign of business curricula.

Achieving greater integration across curriculum is often a central focus of such efforts. Business organizations continue to transform themselves in response to the challenges posted by increased competition, the globalization of business and rapid

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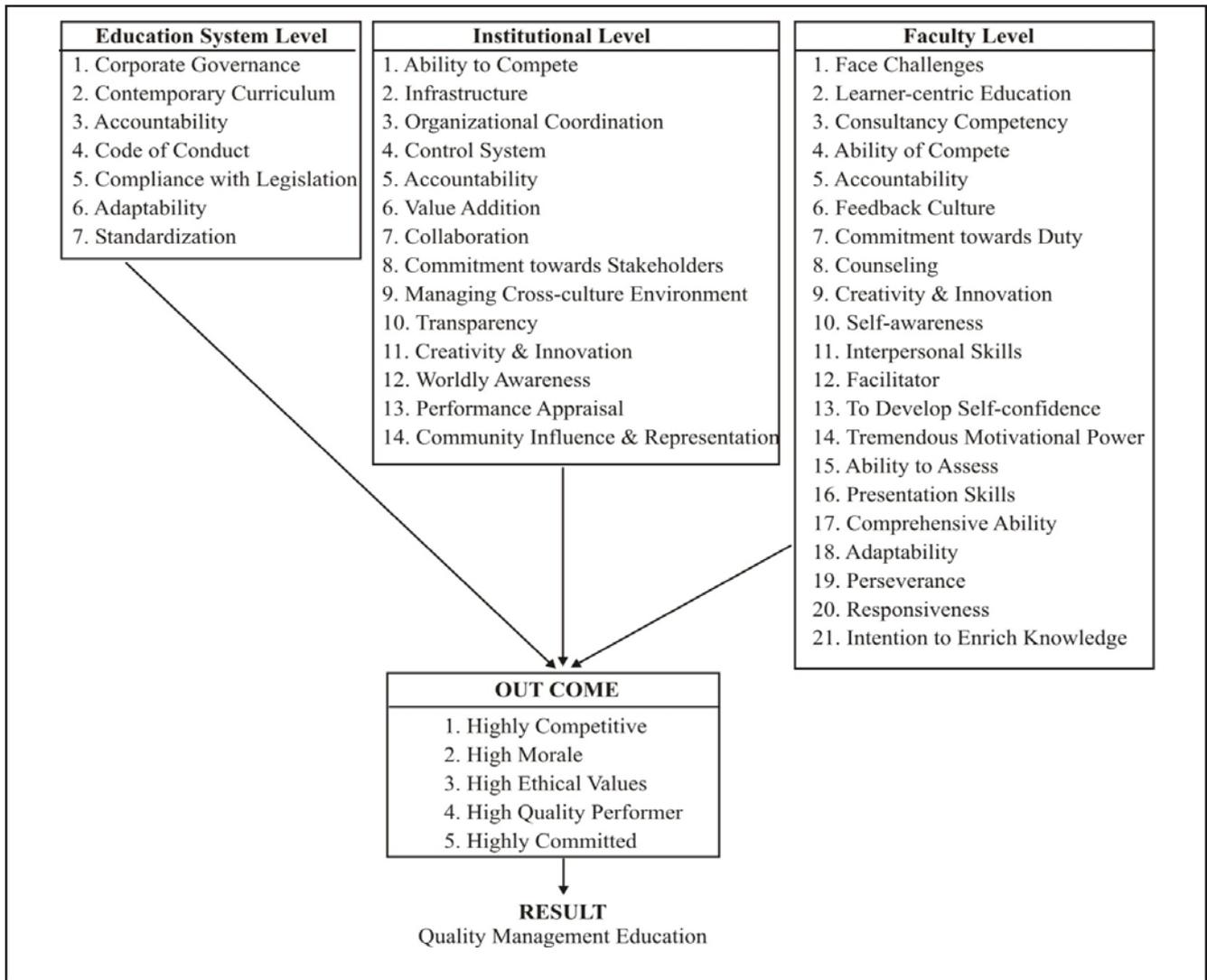
change in information technology. Because of the accelerating rate of change, the workforce in terms of human and social capital should be seen as one of the critical factors in developing and maintaining competitive advantage, joining traditional factors such as technology and protected market. He also claims that an appropriate development of the workforce is closely related to appropriate management. In connection to this perspective and from a knowledge based view it is understood that "the whole system of knowledge management" bound up with a particular competitive advantage, intense and global competition, rapid technological change, new complex organizational forms, organizational alliances, and international capital markets are creating an increased demand for change leadership at a time when such leadership is increasingly difficult to find. It suggested that before expecting others to change, a leader must understand strategies such as those based on confrontation, facilitation, persuasive discourse, and the management of meaning to ensure that their actions are consistent with their vision of the future. These scholars and others are suggesting that individual employees, not just top management, must become leaders who can work with the technological revolution and globalization of business and can continually acquire new knowledge and remain flexible.

Therefore the business schools, responsible to educate future leaders of business organizations, need to understand the challenges faced by the organizations. This is how; they can try to bring necessary changes in their curriculum according to the needs of the changing situation of the environment. Which challenges are important to consider is more important to them? The following section of the paper describes the nature of the organizational challenges today. It can be termed as 'paradigm shift' of managing today's businesses. The management of business organizations has changed in significant ways since early 1990s. The sources of these changes include the followings.

- ♦ Growth and integration of a global, increasingly free market economy has raised standard of competition in all sectors providing goods and services.
- ♦ Greater openness of political systems among nation states allows greater access to global information and exchange of cross broader business.
- ♦ Developments in information technologies have fundamentally changed the way in which business is conducted, allowing for less expensive communication, easier sharing of information and greater efficiencies in production and management of goods and services.

Organizational survival, development and prosperity reflect the extent to which an organization is able to obtain, allocate and control its resources to take advantage of changes in its environment perceived as opportunities: and avoid or overcome the threat posed by changes perceived as constraints. Managerial competency is vital in such responsibility of the organizations. India being a signatory of WTO is bound to open up its market for trade in services including education but it does not have a clear policy for strengthening its education sector to compete with the giants in the world. Policy restrictions stop the competent institutions from making necessary changes in the processes of admission, recruitment and salaries of faculty/ staff and opening campuses abroad. In lack of proper policy provisions in time, higher education sector in the country is adversely affected. The more dynamic the environment, the more strategically important management development is to the organization. There is a growing awareness that survival and future success reflect to a considerable extent the ability of an organization to develop its management resource in appropriate and anticipated ways. In response, educational institutions have made significant adaptations in the curriculum designed for business leaders.

Corporate leaders have been placing demands to the business school to redesign the programs while they need management skills to face the challenges described in the previous section of the research. This reshaping of management education goes to the context. So, a critical review of management education has been given first. Then the evolution of management education has been described to know the changes happened with the contemporary challenges. Finally, the restructured MBA program has been examined to evaluate the roles of business school. 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. 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. An effort has made 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.



**Fig. 1: 7-14-21 Model for Quality Management Education**

The above model shows the various elements needed to ensure quality 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.

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. 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. The educational system aims at the overall development of the students. While formulating policies accountability towards the society should be of utmost importance. Quality can be ensured only if there is effective implementation of HR policies and code of conduct for individuals in educational institutions and students. 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. Quality is

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

At the institutional level quality can be assured by regularly updating the curriculum which would definitely provide a cutting edge to the students over others. Proper infrastructure is equally important along with other things for providing quality education. 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. There has to be a constant value addition through various types of courses which are offered to the students. 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. Educational institutions are a part and parcel of the society. While designing various policies they should be in sync with the needs of the community. At the core of the above model stands the

faculty since they are the ones who ultimately provide the teaching services. 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. 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. 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 counsellor has exceeded the role of a teacher. To be a successful teacher one must be a good counsellor as well.

In the context of today's changing need of management education, and the way an MBA program has to be

designed, as these issues discussed in the research, the leading business school's performance standard has been examined. The following section of the research gives a contrasting picture of leading business schools of the US and of Asia Pacific. The evolution in management education and the subsequent changes in MBA program suggest a framework to understand the performance standard of leading business in the USA and in Asia-Pacific region. The basic criteria used in such framework are;

- a) Vision to create talented leaders of the corporation.
- b) Curriculum fitting to understand the environmental dynamics, and
- c) Quality management of the program.

Against this backdrop of the study, the vision statements of leading business schools have been structured in the following table (Table 2).

**Table 2 :  
Vision Statement of Ten Leading US Business School**

<b>Business School</b>	<b>Vision Statement</b>	<b>Remark</b>
Harvard	To prepare students for a lifetime of leadership.	Quality Committed
Stanford	To help the students to be best leader.	Confident for Quality
Wharton	To equip students how to make decisions, reason strategically, and understand all the dimensions of a business problem.	Holistic Approach
MIT	Empowers students as leaders who can create innovation strategies and execute them in the market.	Committed for Quality
Chicago	To examine ideas, evaluate problems and opportunities and handling uncertainty.	Committed for Skill
Tuck	To prepare students to think on their feet and act decisively in any business environment.	Coping to fit for Challenge
Haas	To educate students broadly on the topic of leadership, with a particular focus on teaching students how to lead the process of innovation within an organization.	Innovative Leadership Orientation
Columbia	To give students the edge for success in a world that demands smart, flexible and effective business leaders.	Quality in Leadership
Michigan	To prepare students to lead globally diverse teams, consider the role of business in society, and build organizational cultures that foster innovation.	Innovation in Leadership

Source: MBA Brochures shown on the websites of the schools

The vision statements of leading business schools given in the Table 2 give clear message to the corporations that all of the nine leading business schools in the USA have got useful vision or purpose satisfying the needs of today's challenges of business management. It is found that such a vision statement can be perceived as proper role played by a business school to produce talented

leaders with necessary skills to fulfil the needs of today's contemporary challenges in business management. At least the remark column of the table corresponding to the vision statement of each business school reveals that the schools are playing the role effectively in this concern. The vision statements of Asia Pacific business school can be examined to find the contrast.

**Table 3:  
Vision Statement of Ten Leading Asia Pacific Business School**

<b>Business School</b>	<b>Vision Statement</b>	<b>Remark</b>
Melbourne	To equip professionals with fundamental business knowledge and analytical skills required for management roles	Build Professionalism
IIM, Ahmadabad	The program nurtures world-class managers by exposing them to real life unstructured situations along with analytical tools and business philosophies	Management Skill as Strength
AIM, Philippines	To provide rigorous training, conceptual foundations, up-to-date knowledge, analytical tools and people management and leadership skills.	Skill Variety Development
SOM, AIT, Thailand	To develop skills and attitudes of listening and understanding others, holistic thinking, collective decision making, leading by example, communicating, negotiating, being sensitive to societal concerns etc.	Build Management Skills
NUS Business School	Vision for the US MBA Program is for it is become a top provider of effective and responsible business leaders.	Produce Talented Leaders
Korean Graduate School of Management	KAIST is the best model that leads a globalize with the accumulated capability in education and research and the graduate school-oriented educational system	Focus on System Development
China Europe International Business School	To prepare talented young people with career aspiration, managerial potential and international orientation for a career of global business leaders in the future organizations.	Commitment for Future business Leadership
Nanyang Business School, Singapore	To provide opportunities to conduct analysis of companies under the auspices of The Nanyang MBA. To take advantage of this rare opportunity to build regional business networks.	Unique Features for Confidence

Source: MBA Brochures shown on the websites of the schools

From the above table it is revealed that the leading business in Asia Pacific have got right set of vision statements for MBA programs. The statements are committed to produce future corporate leaders with required set of skills necessary to face the challenges of today's management. The remarks of the statements give the nature of the visions of the schools. Basically in term of focus of MBA program of both the regions schools, they have good standing to play proper roles to produce talented leaders as it is reflected from the vision

statement. The next question is related to curriculum designing and integration so that the vision can be implemented using deserving set of curriculum of offerings and the way the program can be imparted. So, the two other issues are; curriculum integration designing and the mode of offerings. From the brochures studied here the curriculum integration according to today's management need and the features of program management of the schools are summarized in the following table.

**Table 4  
Summary of Curriculum Integration & Program Management**

<b>Aspect</b>	<b>US Business School</b>	<b>Asia Pacific Business School</b>
Curriculum Integration	Aim at developing student's necessary capacity Diverse range of electives are offered Core courses for foundation Participant has found flexibility Scope of getting competitive advantage Courses required to improve management skills	Combination of core and specialized requirements Lead to develop required skill level Covers all the areas required to address the changes in business management Skill level help to achieve professional development Scope of getting knowledge of interdependencies and interrelationships
Program Management	Interdisciplinary approach Community Experience Other initiatives to be professional Capstone Experience Seminar & Workshop Case study Method Exposed to realities through Experience International Exchange Program Action Based Learning	Exposed to diverse environment Summer Internship Exchange Program The Case Method Internship Program Business Project Elite Mentoring Program Industry Linkage Career Development

Source: MBA brochures downloaded from websites of the schools

The above table shows that the curriculum integration of the top ranking business schools of the USA and of the Asia Pacific has got necessary emphasis to ensure the skills required to face the challenges. While it is found that in both the regions business schools have included required courses with diverse range of options. So, the business schools in the regions can play role of building management skill in the MBA program as the candidates have got scope of getting knowledge build up in a competitive way. This sort of combination in curriculum designing, as it is revealed in both regions schools, gives scope of professional skill fulfilments of the future leaders. In case of program offerings it is found from the table that the US business schools are more professional to use modern effective approaches, whereas the Asia Pacific business schools are not far behind while they use effective set of offering techniques.

The study perceived that, top ranking business schools, considered as the best institutions for providing deserving candidates managerial positions, should play proper role in this concern. It is revealed from the study that these business schools of both the regions; USA and Asia Pacific, have been trying to play effective role in producing right set of management talent for the corporations. That is how they are considered as the best business schools in the regions to produce future business leaders. The study further reveals that the business schools should have vision of enhancing leadership quality of prospective managers which has to be reflected in curriculum integration process and in program management. The curriculum integration process should address all the management skills required to face the contemporary challenges as it is found in case of leading business schools examined in the research. From the 7-14-21 model 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.

## Conclusion

In India, higher education was traditionally looked after by the government, but in view of lack of resources to meet the increasing demand, private sector has been allowed to share the responsibility. The country has a well developed educational set up in terms of range of programs and their acceptability in local industry, but it lacks in terms of international quality standards. Higher education institutions managed by private sector emphasize more on commercial aspect than creation of knowledge which leads to deterioration of quality of education. The councils and government bodies responsible for quality assurance do not have internationally matchable quality norms on one hand and an effective system to monitor and control violation of the existing norms by the institutions on the other. Further, the political parties manipulate the issues of access and equity in higher education for their vested political interest rather than taking the right steps to

enhance the quality of higher education. As a result those who can afford the high cost of higher education look forward for the opportunities abroad while the others have to compromise with sub-standard education. If India has to emerge as preferred location for higher education in the globalizing world it will have to develop a national policy to address the challenges of sub-standard quality, ineffective systems of monitoring and control, red-tapism in growth and development and political interference. The study reveals that business organizations have been giving pressures to universities to fit their professional mode. It becomes crucial for their successful survival in creating knowledgeable people to face the challenges of the environment. The management education has to be shaped into the needs of the industries today. But in today's situation survival of business school is questionable due to lack of professionalism in its management. The issues from the literature review of the study can be considered as proper set of guidelines to business school. The study shows that top ranking business schools have been playing proper roles in all the concerns addressed in this study. As a matter of fact the ranking status of the business school of the USA and Asia Pacific is given due to their roles played in producing management experts of the corporations. In the changing scenario of managing, each business has to depend on such a business school to fulfil the required management skill. The study reveals that top ranking business in the regions have responded rightly to build the skills of future managers. The business schools those who have poor standing in case of setting right vision statement, have got drawbacks curriculum integration process accordingly and finally, do not have exposure to effective approaches to offer the programs have been treated as inefficient institutions to the corporate leaders. 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 and 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.

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