

# AN INTEGRATED MODEL FOR QUALITY ASSURANCE IN MANAGEMENT EDUCATION

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## Abstract:

This research article examines the views of various management thinkers, researchers and professionals on the existing status and future of management education with particular emphasis on Indian Management Education system. With this consideration in mind, an integrated quality assurance model is suggested for MBA programme to meet global standards in management competencies. The proposed model is aimed at enhancing the student potential and managerial competencies in the global context of Indian business process. This integrated model aims at enhancing the contributions of business schools for knowledge development and human capital development. It exposes the students to the latest trends in business and also enhances their employability.

**Key Words:** Managerial Competencies, Quality Assurance, Global Context, Knowledge Development, Human Capital Development, Employability.

## Introduction:

Management education has made rapid strides through private initiative in India. Due to paucity of funds, the Government has reserved its role as regulator and started encouraging establishment of private funded B-schools. B-schools have a challenging task to promote quality and earn recognition based on a global quality assurance and accreditation system. Quality assurance leading to accreditation is the hallmark of a school which meets global standards and is committed to sustained growth. The purpose of this study is to develop an integrated model for quality assurance in management education by incorporating the views of management thinkers, researchers, and professionals.

## Review of Earlier Research Studies

Sitharamayya (2003)<sup>[6]</sup> signifies that among other factors to exploit the benefits of globalisation and competition, „Management“ in

all facets becomes an important factor. The level of entrepreneurship and the growth of venture capital in a Country will also decide on the degree of competition. Human Resource is the most important factor in any business. Management styles of companies in this backdrop of domestic and global economy, are constrained to change and adapt themselves to a dynamic environment and management education of the future must enable the students to adapt in varying environments.

Bhatia and Joshi (2003)<sup>[1]</sup> have stated that multinational companies set up their operations in India because of huge potential market of ever-growing middle class base. This factor increases the demand for professional managers thereby making the future of Indian management education very bright. However, in the changing environment, Indian management institutes can face the challenge posed by domestic and global players in the form of superior

performance. Hence, the management institutes are bound to re-orient them to the changing circumstance to prepare superior quality graduates so that they can meet the performance expectations of the prospective employers.

Pandey (2004)<sup>[2]</sup> discussed the governance of Higher Education Institutions (HEIs) in order to increase the flexibility which these institutions require to meet the needs of the society and the economy. According to him, governance includes the issues of autonomy and accountability. Autonomy is the prerogative and the ability of an institution to act by its own choice in pursuit of its mission and goals. Autonomy encompasses three areas – academic, institutional and financial. Accountability means measuring the efficiency and effectiveness of what an institution does. It presupposes clearly defined mission, goals, initiatives etc., and performance measurement indicators.

Punia (2004)<sup>[4]</sup> observed that the growth of management education in India had been exponential during the last two decades resulting in huge supply of management graduates. The challenges of management education got multiplied with the introduction of downsizing process in the public as well as private sectors. This entire process challenged the management thinkers to make management education more entrepreneurship oriented. He also believed that inculcating entrepreneurial orientation amongst the future MBAs would make them job providers instead of job seekers.

Virmani (2004)<sup>[7]</sup> studied the relevance of management education in India, Western management concepts and their implications for Indian organisations and suggested that

the management institutes must endeavour to acquire:

- New techniques of aiding learning. A new understanding of people in system through project or research based work.
- A new relationship between the learner who pays to learn and the learner who is paid to learn (formerly known as Teacher).
- A new approach to the whole question of relationship between life, work and the learning process.

Rao (2006)<sup>[5]</sup> made the following observations related to management education in India.

- Indian B-school education adds little to student knowledge. To change this, its academic content and research need to be overhauled.
- The problem with B-schools is weak faculty
- MBA admission processes tend to favour students from the urban middle class. The lower classes stand no chance.
- What is taught in almost all universities is American in approach.
- The basic value imparted in management education is that “greed is good”. Students regard jobs and earnings as the ultimate test of excellence.
- The AICTE, which oversees technical and management education, has failed with the latter. The two streams need different kinds of supervision.

Patil (2006) <sup>[3]</sup> analysed the implications of globalisation for management schools and stressed the need for business schools to develop global business managers, professionals, entrepreneurs, consultants and academicians who possess an understanding of global business scenario prevailing, emerging and in the offing. Developing tomorrow's business leaders and managers is the responsibility of both the business houses and the management schools. The management schools must organise themselves for working effectively with five distinct groups: the students, the alumni, the practicing professionals, the top managements of established businesses and the peer management schools.

#### An Integrated Model for Quality Assurance in Management Education

The need to integrate the training of the various skills along with a more flexible study programme is suggested in order to cater to the changing job scenario. This need for a revised programme is realised in the context of the fast changing industrial scenario. In order to cater to such changing scenario, it is suggested that MBA programme should lend itself to constant monitoring and evaluation to suit the changing needs. With all these considerations in mind, an integrated quality assurance model is suggested for MBA programme to meet global standards in management competencies.

The proposed model is aimed at enhancing the student potential and managerial competencies in the globalised context of Indian business process. This integrated model aims at enhancing the contribution of business schools for knowledge development and human capital development. Also, this

improved programme exposes the students to the latest trends in business and also enhances their employability.

The need for an improved programme, that allows a student the freedom to choose the courses of study, electives and specialisations, has long been felt in the educational arena, but it continues to remain something that has not been realised yet. Here, an attempt at realising such a flexible programme is made concrete and a model is drawn for the same purpose. This improved model, is expected to make the MBA programme more student friendly, by giving them enough guidance in choosing what they want to study, while exposing them to the latest trends that are prevalent in the industries and job market. Such a programme also provides plenty of scope for improvement, since its very flexibility makes it much easier to include and improve the programme to suit the changing needs of the industries and business.

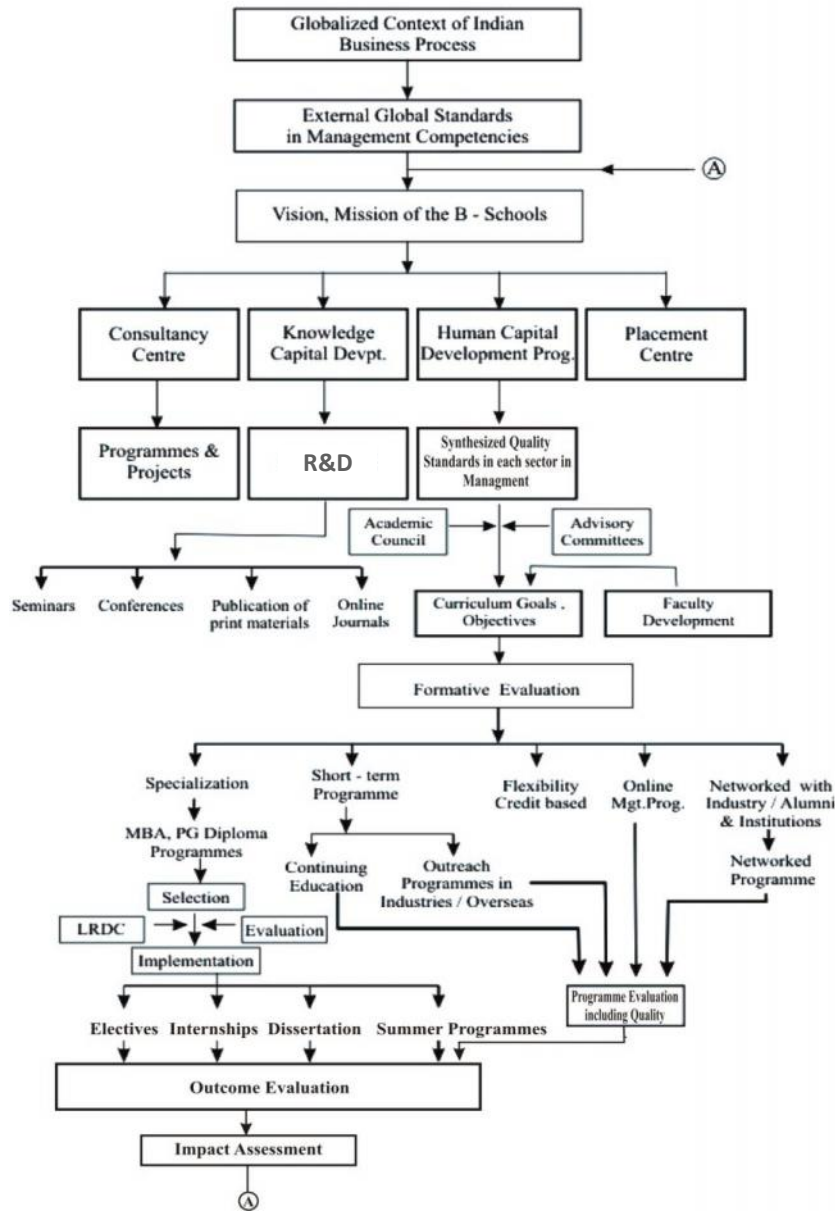
The proposed model suggests the constitution of academic council and advisory committees for B-schools with industry participation. Quality of MBA programmes can be improved by forming alliances with local businesses and including local industry leaders on the boards of B-schools. It attempts to integrate education, transfer of knowledge & practice. Then, there is a necessity to organise seminars, conferences, workshops and management meets for MBA students so as to enable them to get first hand experience to synthesise and manage the competencies in various sectors.

This integrated model also suggests that attempts could be made to establish networking relationship with the industry, alumni and other institutions of excellence

both in India and abroad for capacity building and sustained development of B-schools. It emphasises the significance of various services to be offered by the B-schools to the society such as continuing education, faculty development programmes, short-term courses and outreach programmes in

industries / overseas. The implementation of proposed model will enable the business schools to reach excellence in terms of global standards. The model further suggests evaluating the programme outcomes and the impact made. Based on these, further improvements can be made.

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