DOES INDIAN MANAGEMENT EDUCATION NEEDS TOTAL REVAMP? A STUDY WITH REFERENCE TO MBA STUDENTS IN BANGALORE

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ABSTRACT

In this survey, an effort is made to study the Quality of Management Practices and Later Life Success of the students of MBA graduates. The study revealed that present system of education focused more on academic examination, employment and economical empowerment but not on Human Empowerment. Therefore, there is an urgent need for reorientation of the present Management educational system.

KEYWORDS

Quality of Management Practices (QMP), Total Quality Education (TQE), Later Life Success of Students (LLS) etc.

THEORETICAL BACKGROUND

Management Education serves several important functions in the economy, the most important being production of knowledgeable individuals who will contribute to the welfare of the organization. However, educational institutions do not fulfill this requirement. For instance, the demands of skilled and specialized labor from the industry are not being met as majority of graduates lack the necessary skill required by the industry. Further, According to NASSCOM, 2016, each year over 3 million graduates and post-graduates are added to the Indian workforce. However, of these only 25 percent of technical graduates and 10-15 percent of other graduates are considered employable by the rapidly growing IT and ITES segments and the gap between the demand and supply of skilled workers has been steadily increasing in India over the past couple of years[1].

Again, in a recent FICCI-Cover survey-2016, it is estimated that India would require a workforce of 2.4 million employees in the IT and IT-enabled services sectors by 2020. However, over the past fifteen years, India has produced 1.6 million professionals and faces the uphill task of producing another 0.8 million in the next two years. The U R Rao Committee has projected that India needs around 10,000 PhDs for meeting its huge research and development needs, but India produces barely 400 PhDs in a year[2].

Though higher education sector in India is considered the third largest in the world in student numbers, after China and the United States, no single Indian University occupies a place in the world's top 300 but China has six Universities. The main reasons for such state of affairs are - lack of infrastructure combined with poor student quality and relatively low salaries for teachers in India. If this trend continues, it will become increasingly hard to find educators in India, who can compete with the best from America, Europe, Japan and China. The best academics in India might wind up leaving for better prospects in countries such as Australia and Singapore, which are welcoming Indian immigrants. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), India has the lowest public expenditure on higher education per student in the world. Therefore, the government needs to seriously rethink its approach in order to promote the quality of higher education, particularly management education in India[3].

Again, there is a wide spread grievance these days that colleges produce a large number of graduates every year, but they suffer in their later life. This fact is supported by many survey reports. For instance, The National Crime Records Bureau (2009) noted that more than one lakh lives are lost every year to suicide in our country. In Kerala,

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the country's first fully literate state has the highest number of suicides. Around 32 people commit suicide in Kerala every day. Why this is happening? from the survey reports the author could find that Self-concept i.e., self-confidence, self-motivation, self-control, self-knowledge, self-respect and self-responsibility, setting priorities and Balanced mind of the students found to be low. Another fact noted from the survey report is that most of the students have yet to master language skills (listening, speaking, reading and writing). Experts say that the students, who have emotional problems, cannot master their language skills well. Such students will always try to hurt others. They cannot concentrate on studies and set priorities in their life. Tests and exams, higher expectations, illness, Poverty, unemployment, debts, mental disorders, loss of job security, etc., are creating a spate of suicides in India's young population. (National Crime Records Bureau, 2014)[4].

If the system of education, which focused more on academic examination, employment and economical empowerment but not on human empowerment, is to survive tomorrow, reorientation of the present management educational system is required. Hence, it has become imperative for Indian educational sector to plan and prepare a competent, talented and innovative workforce through Total Quality Education (TQE). Then, what is Total Quality Education?

In the present context, Total Quality Education means[6]:

Total = Involvement of all stakeholders in the institutional Improvement Drive.

Quality = Creating an environment of continuous improvement that gives Total Satisfaction to both internal and external stakeholders.

Education = Imparting true education that helps students to excel both in Academic and life examination.

Experts contend that though the number of institutions imparting total quality education in a meaningful way is comparatively small, the gains generated in these institutions appear to be significant. For instance, Through TQE Students get knowledge beyond the syllabus. This builds up self-confidence among students and secure higher scores in the academic examination. It also enables them to set goals and develop a long-term vision and make a realistic self-assessment and ultimately the overall education scenario improves. Again, true education helps students to develop positive qualities like love, compassion, mercy, sympathy, empathy, punctuality, discipline, obedience and good character. Besides this, such education makes students feel better about themselves. On the other hand, it enables industry in recruiting the right people from the academia. As the 21st century has created a new and challenging environment for higher education, experts are now recommending Total Quality Education as the need of the hour for all educational sectors in India through the practice of quality management[7].

PROBLEM STATEMENT

Quality education is not a new concept to Indian educational institutions; but they still have many quality related problems to overcome. In order to have a deeper understanding of the problems faced by the educational institutions offering management education and subsequently develop solutions, a systematic and comprehensive study has been made by the researchers in 2018. The main objective of the survey is to study the status of the Quality of Education practices in colleges and find the answers to the **following research questions**:

What is the assessment level of respondents on QMP?
What is the assessment level of respondents on LLS?

RESEARCH METHODOLOGY

The study is conducted through a survey method. For the purpose of the study, primary data is collected through structured questionnaire and secondary data is collected from Journals and websites, to achieve the formulated objectives.

Sampling Design

The population of this study consisted of MBA students, who have a minimum of two years of work experience in the industry, active member of alumni association of the college and based in Bangalore. A sample of 200 respondents was identified randomly. A total of 100 responses were obtained out of the 200 questionnaires distributed, resulting in the overall response rate of 50%.

Administering the Scale

The final scale consisted of 87 statements. These statements were then administered to the respondents (Graduates), who are selected on random basis.

Plan of Analysis

In this study, Percentages are calculated to analyze and interpret the data.

RESEARCH FINDINGS

Objective-1: To study the Assessment level of respondents on QMP?

Table-1

Assessment Level	Category	Respondents	
		Number	%
Low	≤ 50 % Score	180	36
Moderate	51-75 % Score	320	64
High	> 75 % Score	0	00
Total		500	100

Sources: Primary Data

Sixty four percent of the respondents have moderate level of satisfaction and thirty-six have low level of satisfaction with regard to quality of education offered to them in colleges. However, it is very disheartening to note that none of the respondents has high level of satisfaction with regard to quality of education offered to them in colleges, **due to the following reasons:**

Leadership Style

> Students are stuffed with information rather than telling them how to analyze and learn the subject.
> Change agents are accessible to the students occasionally in order to guide and put them on the right track.

Policies & Strategies

> Vision and mission statements are displayed but its significance is not conveyed to the students.
> Rules and regulations of the college are not communicated to all stakeholders including students.
> Institutional mission and objectives are not focused.

People Management

> The feedback received from various committees set up by the institution is sometimes pigeonholed and is not acted upon for improving the institutions' performance.
> Research profile of the faculty in terms of research projects and publications in professional journals are largely lacking.
> Absence of formal alumni and parent-teacher association.

Teachers under self-funded programs are not paid as per UGC scale of pay.

Faculties are not empowered to give quality of teaching and service to the students.

Resource Management

Well-stocked library, with effective linkages with other leading Libraries are not maintained.

Resources (internal and external), available to the institution is not effectively allocated and utilized.

The Institutes do not make use of appropriate ICTs for effective teaching.

Administration and library related work is partially computerized.

Absence of communication skill center to develop English and foreign language competencies.

Laboratories are not well equipped with latest equipment's / instruments.

The Colleges do not update their Website regularly.

Process Management

Most of the students feel that the semester duration is not properly aligned to the curriculum.

Curriculum is not revised from time to time in order to incorporate latest concepts and developments and make the curriculum more holistic and appropriate.

Summer internship is not made mandatory for the students.

More MOUs (Memorandum of understanding) with industries, NGOs is not arranged.

Lack of programs for the development of entrepreneurship skills among the students

Institutional Social Responsibility

The colleges do not have a strong community network and is not actively engaged in various out-reached activities.

People Satisfaction

The recruitment of faculty is not planned and executed in a systematic way in order to maintain professional Standards.

Effective salary structure / reward / award management is not implemented.

Job security is not ensured to the faculty and supporting staff.

Student strength going over 120 in a class, the faculty may find it difficult to give individual attention.

No formal mechanism for addressing the grievances of staff members.

The level of employee absenteeism is high.

Customer Satisfaction

Only few students are motivated and guided to participate in the intercollegiate cultural or literary competitions or present papers in the conferences or seminars.

Most of the students expressed that the curriculum of B schools relies heavily on case studies based on corporate situations abroad. These case studies may not be useful, if they are employed in the Indian companies, as work culture in India is radically different from that of the West.

Most of the students' surveyed feel that the courses covers more theoretical grounding and provide more theory based inputs and are not practically oriented enough. Therefore, the present curriculum is not relevant in terms of industry orientation and expectation.

Majority of the students are not aware of the facilities provided in their own institution. This could be due to the low degree of involvement of the students in the course, which affects their performance largely.

Objective-2: To study the Assessment level of respondents on LLS?

Table-2

Assessment Level	Category	Respondents	
		Number	**%**
Low	≤ 50 % Score	090	18
Moderate	51-75 % Score	410	82
High	> 75 % Score	00	00
Total		500	100

Sources: Primary Data

Note: *Significant at 5% level X2 = 4.50*

The Later life success of 82 percent of the respondents found to be at moderate level and 18 percent at lower level. However, Commerce and management graduates do not have high level of satisfaction even with regard to their later life success, **due to the following reasons:**

Students do not set goals. Some of the reasons for not setting goals by the students are lack of confidence, not having a workable plan for achieving them and fear of failure.

Students are not aware of the significance of self-concept because they were not mentally prepared to know about themselves, love themselves, and be true to themselves.

Most of the students have yet to master language skills (listening, speaking, reading and writing) well, although they have already completed their graduation.

Students are better in their outlook and ambition, but lack commitment and are poor team players.

Majority of the students lived in the past, without realizing the fact that past is past, and they should live in the present moment with an eye towards future.

They feel to commit suicide because of the following: love failure, extra-marital affairs, loss of job security, boss abasement etc.

Students have not realized that they should learn to set healthy personal boundaries, which are necessary for maintaining a positive self-image and not allowing others to define them.

Most of the students' have not developed the art of listening patiently either to their inner voice or to other people around them.

A good number of students' suffer from bad inter personal relationship in their workplace and in their family which has led to disagreement and conflicts.

Growing competition and the desire to succeed in every field has led to a higher level of anxiety, stress and acute depression among students. Because of this, they are not able to concentrate on their career progress and set priorities in their life.

Students have subject knowledge but they are not able to face any kind of crisis in their life confidently.

The performance of the students in various competitive examinations found to be low.

CONCLUSION

The study has identified several areas for improvement of which the most critical have been "People management", "Process Management", "People satisfaction" "Customer satisfaction" and Institutional Social Responsibility. These areas need priority as a part of the current quality assurance program in order to establish a self-reliant learning institution.

SCHEME OF RECOMMENDATIONS

Leadership Style

Teacher should make students responsible for their own growth and take away things, which students have and do not require. Further, Teacher should punish students with compassion and lead them by example.

Teacher availability outside the class and extra-academic interaction through extra-curricular activities and counseling is important.

Policies & Strategies

Industry visits as per students' specialization can be arranged, so that students will have exposure of current happening in the Industry.

Academic collaborations with national / international institutes may be enhanced.

Institution has to develop a perspective plan for the next 10 or 20 years in tune with the emerging socio-economic scenario.

To strengthen students to handle any business crisis successfully, B-schools should have the policy of admitting those students, who have a minimum of two years of work experience to do an MBA program.

People Management

Good Faculty who is excellent in delivery and subject knowledge shall be appointed.

Effective performance measurement systems for faculty, staff and students should be adopted; as such, system induces a spirit of healthy competition in the institution.

Administrative staff should be supportive and customer oriented.

More teachers are to be encouraged to participate in National and International seminars and management may recognize those who publish papers in International journals.

Attract and retain qualified teaching and non-teaching staff

Resource Management

Language lab can be established to improve communication skills of students and the Institute can make use of appropriate ICTs (Information and Communication Technology) for effective teaching. Further, The Colleges should update their Website regularly.

Canteen and Hostel facilities should be good.

Library should be open 24 x 7, availability of books and e-library and Placement should be excellent.

Library infrastructure needs to be improved.

Process Management

The question papers set should be short and thought provoking and questions designed are not identical to questions set in previous examination papers.

Multiple-choice tests can be conducted after completion of each chapter; as such, method reduces anxiety and positively affects a student's ability to learn.

The two-draft technique or the two-draft term paper requires the student to redo the exercise. Such exercise motivates the students to review, to revise and to edit their work.

Teaching Pedagogy should be of interactive session and case based learning.

It is a known fact that a list of facts will be forgotten, but stories are remembered. Therefore, few subject related concepts can be explained with the help of stories. Even students enjoy story-telling classes.

Institutional Social Responsibility

Every institution should now think and act as a responsible trustee of Earth, seeking choices in ecology, economics and ethics that will provide a sustainable future to eliminate pollution, poverty and violence and foster peaceful progress in the human adventure.

Disruptions in world economies, regional political turmoil, and natural and other disasters have affected many people and organizations, including ourselves. The last few years have presented unprecedented

challenges around the world. Therefore, institutions have to begin recognizing and remain committed to the principles of environmental stewardship and social responsibility.

People Satisfaction

The grievance redressal cell has to be activated better with representation from all the constituencies of the college.

Extend the health and welfare measures to faculty & Administrative staff.

The self-financing stream teachers may be given good salary.

Customer Satisfaction

In order to enhance the emotional intelligence of the students, the colleges can provide TM (Transcendental Meditation) or NLP (Neuro Linguistic Programming) or Vipasana Meditation facility to the students.

Pet therapy can be used extensively to reduce stress in students.

To help students to understand themselves better, in-depth self-analysis exercises and role-playing can be organized.

To develop rational thinking and emotional awareness in the students, Small group discussion can be conducted at regular intervals in the college.

To build interpersonal and social skills in the students, the college can provide opportunities to the students to do social projects like survey on model house, project on learning habits of the children in slum and rural areas, Socio-economic status of the women in rural areas, Quality of mid-day meals provided to the students in rural areas etc.

Let us hope that all these efforts would lead to one magnificent phenomenon that all of us are longing to see – which also is the very purpose of Education – a confident and successful smile on the face of the student.

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