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## The Quality Of Management Education In India: A Conceptual Framework

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### Abstract:

Management education has increased considerably in the previous ten years. Concerns concerning the quality of education delivered in B-Schools have grown as the number of these schools has increased across India. According to a thorough literature analysis of international and national publications, there is no holistic technique for monitoring and evaluating quality in a B-School. The aim of this study is to understand better and analyse quality procedures at Indian B-Schools from the perspective of students, recruiting businesses, teachers and department heads (Gupta and Chaturvedi, 2021). More than 40 research publications from peer-reviewed journals were screened at random for this article. The articles are categorized by the year they were published, specific countries, the journal in which they were published, industry type, and research technique. As a result, the publications are scrutinized much more closely in this context. A conclusion and a result section are also included in this work.

### 1. INTRODUCTION

The growing need for qualified personnel as well as the rising service industries have resulted in tremendous expansion in India's higher education industry (Kulshrestha and Pandey, 2021). The number of universities climbed by 6.6% at the CAGR between 2001 and 2008, but the number of institutions of higher education rose by 9.2% at the CAGR. Student enrollment in universities has increased by around 5% between 2000-01 and 2007-08 at a CAGR. In comparison to developed and developing countries alike, the Gross Enrollment Ratio (GER) of 11% (of the population under the age of 25) is low (Ernst and Young, 2008). Over the last decade, business education has risen in popularity in higher education (Kulshrestha and Pandey, 2021). In 1954, the Indian Institute for Social Welfare and Management in Calcutta established the first business programme. In 1985, 135 schools were held, in September 2000 there were 712 (Prasad, 2006) and in 2007 there were 1761 schools (National Report of the Committee on Knowledge, 2007). India today has about 1800 business schools, according to industry estimates. The management of education (Rani and Shrivastava, 2021)

institutions, especially B schools, has become increasingly complex due to changes in external circumstances. The same issues that companies encounter with MBA education. In India globalisation, the way companies' function has been changed and transformed. Education will experience radical changes in all spheres of learning and teaching, but particularly in MBA education ().The rapid growth of B-Schools has prompted severe worries about the quality of the work that will be produced(Yadav and Saxena, 2021).The shortage of qualified faculty, facilities, and money are the specific concerns.Curriculum, research and development, issues related with being worldwide, and a lack of well-trained professors are among the primary concerns (Guha and Nikhil, 2006).B-Schools face a number of challenges including the commercialization of admissions and placement students and recruiters, the management of internal business and recruitment and human resources motivation(Fatima and Sharma, 2021).Comprehensive financial and cash flow planning and collaboration with regulatory institutions, such as the Technical Education Council for All India, the University Grants Commission, the National Assessment and Accreditation Council, are among other concerns.Consistent improvement in quality is necessary if an institution wants a long-term future. Quality must be monitored for numerous aspects of running a B-School(Yadav and Saxena, 2021). All significant aspects are the faculty, facilities, time of active learning, tests, qualifications and quality of work.Educational institutions also effect market influences, such as heavy competition, challenging students and corporate expectations. Because India has entered the GATS, which includes university education, the competition would be strong when all four supply channels were operating under GATS. Overseas universities would encounter stern competition (Somiah, 2006).

Quality is carefully monitored in the business sector, whether it is a product or a service, but according to a literature analysis, there are no clear measures to check quality in educational programs such as B-Schools. To date, no authoritative, comprehensive, and integrated study has been conducted on the quality of management education in India in general(Pandey and Kulshetra, 2020), and Karnataka in particular, according to the literature review.Management education in India has been investigated from several points of view, but not from a quality point of view. The necessity to construct an integrated measurement tool to measure the quality of education in a B-School is growing in the current setting when the state has seen a remarkable increase in the number of B-Schools(Rani and Shrivastava, 2021). Management education in India is carried out via the Indian Management Institutes (IIMs).Since 2005, India's gross domestic product (GDP), technological advancements, and expansion in the services sector have fuelled demand for new B-Schools. India now has over 1700 business schools. India has become a major center of management education in the recent four decades.IIM Ahmedabad (IIMA) was established in 1961 in collaboration with the state and federal governments as a self-contained institute. IIM Bangalore (IIMB) was founded in 1973 to meet the country's growing demand for technical revolt management. IIM Calcutta was founded in November 1961 in collaboration with the Alfred P. Sloan School of Management (MIT), the Ford Institute,

and the West Bengal government founded IIM Calcutta (IIMC). Founded ten years ago, IIMI (Indian Institute of Management, Indore) is a management institute. In Kozhikode (Kerala) under the aegis of the Indian Government and the State Government of Kerala, the fifth Indian Institute of management has been founded (IIMK). It was established in 1981 by IIM Lucknow (IIML). In 2008, its inaugural cohort was launched at the Rajiv Gandhi Institute in Shillong. In 2008, it was estimated that India had an official number of B schools in 1761 (Yadav and Saxena, 2021). The All-India Council for Technical Education (AICTE) is responsible for regulating, monitoring, and ensuring the quality of management education throughout the country (Pandey and Kulshrestha, 2020). The formation of the National Accreditation Board (NBA) and the increased number of seminars offered contributed to increased awareness and concern about management education's quality. The main classes for B-Schools are as follows in India:

1. Autonomous B-schools accredited with the AICTE Development Ministry, such as Indian Management Institutes, the S P Jain Institute of Management and Research in Mumbai and the Fore Management School in Delhi, among others
2. University management schools and departments are part of the national university education system. The University Grants Commission regulates and supervises them (UGC). UGC oversees central institutions, whereas state universities are overseen in part by state governments and in full by UGC.
3. Affiliate University Colleges shall abide by university legislation and regulations.
4. The UGC oversees private universities that are supported by groups, trusts, or corporations.

A lot of variables contribute to B-school expansion in India. According to Dr Ashutosh Priya (2006), there are various reasons for the huge proliferation of B-Schools in India. The economy, government policies, business and industrial outlook, and the mindset of Indians (Yadav and Dutta, 2021) in general have all undergone profound and irreversible changes. 1) From a food and foreign exchange shortage, India has suddenly become a surplus economy. 2) India's economy has shifted from agrarian to service-oriented. 3) After a period of low growth, the economy has shifted to a high-growth trajectory in the long run. 4) After receiving aid, India has now joined the fraternity of aid donors. 5) Despite being late and slow in the past in terms of industrial modernization, India is today a front-runner in the burgeoning Knowledge-based New Economy. 6) The government is committed to reform and liberalization, not because it is obligated to do so, but because it believes it is the right thing to do. They prefer the challenges and risks of becoming entrepreneurs (Meenu, Agrawal and Dev, 2021) and global actors in the rising private sectors, and they thrive on them.

## **2. LITERATURE REVIEW**

In recent years, the Indian environment in the B-School has altered significantly. B-School mushrooming, global competitiveness, and changing business requirements are

all factors to consider. Indian B-Schools are dealing with a shortage of skilled professors, the impact of changing technology, and rising student expectations, to name a few concerns. In recent years, global management education has faced numerous problems. Various researchers (Pfeffer and Fong, 2002; Leavitt, 1989; Pfeffer and Fong, 2004; Ghoshal, 2005; O Toole, 2005) have identified various, often competing causes for the rudderlessness of postgraduate management education in the United States. Pressures from different sources, such as the media and stakeholders such as students, have led management institutions to embrace policies that may make sense in the short run but are likely to have major detrimental consequences in the long run, according to these researchers. The literature review is organized logically, beginning with commercial concepts and progressing to definitions of quality in services, particularly educational services. Journals from around the world and from around the country have been examined.

## **2.1 Quality in the education system in India with special reference to management**

In business, quality is defined as compliance to standards (Srabec, 2000). The quality factors in product/service model (TQM) in the business, Garvin said, include performance, characteristics, reliability, compliance, sustainability, serviceability and perceived quality (1984). The overall idea of management is that quality is a continuous improvement process measured through the happiness of the client with the services they receive (Seymour, 1992). The chain reaction hypothesis of W. Edwards Deming indicates that by focusing on such different areas as statistical analysis of faults, delivery and service, customer interactions, and employee communications (Fatima and Sharma, 2021), better goods are produced. As a result, productivity rises as fewer products are rejected (Madu and Kuei, 1993). Quality is a nebulous and illusive concept (Parasuraman, Zeithaml and Berry, 1985). In the service sector, quality is a complicated and difficult to measurable structure. A standardised set of questions is a measurement approach according to Brown, Keonig and Harold (1993). For example, SERVQUAL specifies ten general quality of service problems that are assessed by the consumer (Parasuraman, Zeithaml, and Berry, 1985). The standard issues have been extended to higher education (Davis & Allen, 1990), which facilitates comparisons of schools (Brown, Keonig and Harold, 1993). The "Edu Qual," which has 43 factors derived from SERVQUAL and other studies, was developed by Mahapatra and Khan (2007). Students, graduates, student parents (Saxena and Biswas, 2021) and recruits from several technological colleges across India received the scale. The results of the learning, reactivity, physical facilities and development of personality are all based on factor analysis and have strong alpha values. Standardized questions could have certain drawbacks. Some experts argue that quality is vital to specific client needs and is unique to different schools or school classes (Ewell, 1992; Keller, 1992).

## **2.2B-School students' role as clients, products, partners, and stakeholders**

Although some authors feel that measuring of objective quality is difficult or impossible because of complex, dynamic and intangible education outcomes (Tofte, 1993; Sayed, 1993), a great number think it vital to monitor quality improvement (Seymour, 1992; Morris & Haigh, 1993; Burkhalter, 1993). Some educators object to the terms 'customer' and 'market,' claiming that they only apply in business settings (Sallis, 1993; Corts, 1992). The intricacy of higher education adds to its dynamic and interactive nature (Kulshetra and Pandey, 2021). It has to do with the role of students. While pursuing a degree, students take on a variety of jobs. They are both the sources of education and the beneficiaries of it. "Although students are the principal clientele of colleges and universities, they are their commodities, customers, co-processors and products" (Harris, 1992). In the light of the university mission, clarity is essential to identify and priority customers and to harmonise their different needs (Taylor & Hill, 1993). It is difficult for some managers to embrace the concept of students as customers, but that is exactly what it is. Schools are marketers offer courses, diplomas and a lively community of pupils in the competitive environment. Students are buyers who enrol, apply for a degree and give back as pupils to the community. The longer these recurring interactions satisfy both sides, the longer the partnership will last, to everyone's benefit (Bejou, 2005). Whilst B-Schools is classified as 'not for profit' for textbook literature, marketing at B-Schools is otherwise suggested. Market share, competitive research, customer-focused service delivery and positioning were non-higher education business fundamentals (Kotler and Fox, 1995). Sahney, Banwet and Karunes (2006) described the route analysis, with education quality as the only dependent variable. Efficient and effective leadership, clear and specific policies and procedures, assessment and monitoring mechanisms, clearly defined design of the curriculum, curriculum content adequacy and relevance, curriculum content adequacy, design, periodic review, expertise and adequacy of the education sector, class size, appropriate infrastructure and ease of use. Belohav (1984) has two perspectives: one is that the student is the ultimate client and the other is the ultimate consumer in the government and business. Education is a value process that serves as the final product for the learner and as the facility for production. The student might be seen in the classroom as a collaborator (Bay and Daniel, 2001; Henning-Thurau et al 2001). The 'social marketing approach,' as stated by Bell and Emery (1971) and Fieldman (1971) stresses, does not only exist to meet one's own demands and customer's needs, it also preserves and promotes people and society's long-term interests. University or school would play a part in fostering students, teachers (Gupta and Chaturvedi, 2021), employees (Fatima and Sharma, 2021), parents (Saxena and Biswas, 2021), government and society as a whole. Although student demands are vital for this direction, a variety of groups much outweigh the immediate desires of students (Clayson and Haley, 2005). Groccia (1997) characterises a student as a "real student," meaning that a student has the information he or she gains, not as a consumer. According to Laskey (1998), an educational institution's mission of educating students can take at least three forms: • Produce citizen-as-

product for society-as-customer • Produce worker-as-product for employer-as-customer • Offer student-as-customer self-improvement services as a product (Rani and Shrivastava, 2021). According to Sharrok (2000), a student could be one of the following on any given day: 1. Customer looking for routine information (from a department or professor office), 2. Customers seeking guidance (when a course is being selected or when a task is being reviewed), 3. Citizens with some rights (when taking out a book or making an appeal against discrimination) and 4. A subject with some responsibilities (when being fined for an overdue book or working to make a grade). A student is a client, a process participant and an almost product, according to Litten (1980). According to Armstrong (2003), clients who pay for professional services from a firm are referred to as "students-as-clients." A client is someone who seeks professional advice or services from another person.

A literature study reveals that treating students as clients may jeopardise the content of courses and rigour in learning. Students are too meek and acceptable when handled like products. To treat students as partners means that they are self-oriented and ready to share learning responsibility on an equal footing with their teachers (Gupta and Chaturvedi, 2021). A student could be considered a stakeholder. A party with a vested interest in obtaining a higher education (Kulshrestha and Pandey, 2021). In all elements of curriculum design and delivery, the faculty prioritises the requirements of students. The professors are the ultimate decision-makers because of their learned expertise and significant actual experience (Shahaida, Rajashekar and Nargundkar, 2006). Shahaida, Rajashekar, and Nargundkar discovered in an empirical study that B-School students do not appear to have a clear preference between product, partner, customer, and stakeholder perspectives, despite the perception that they are being treated as stakeholders. The results from their Study Perceptions and Preferences of Undergraduate and Graduate Students in two orientations – Students as Customers or Products – were similar to those of Obermiller, Fleenor and Raven (2004). Both customer and product orientations were almost equally popular among the students. Although there is no conclusion from empirical study in this field, a literature review reveals that more B-Schools perceive their students as clients.

### **2.3 Measuring the Quality in Management schools**

There have been a variety of approaches taken in the attempt to develop a method for measuring quality in B-Schools. The first approach is based on the services perspective, as described by Sahney et al (2006), Brown, Keonig, and Harold (1993), and Davis & Allen (1993). (1990) Service quality was evaluated by Mahapatra and Khan (2007) in higher education institutions such as engineering and business schools. Parasuraman, Zeithmal, and Berry proposed a modified SERVQUAL scale, which was used by these researchers (1985). The total quality management approach is used in the second approach (Upadhyay, Raghuvanshi and Raghav, 2017). Since the 1980s, a number of universities and business schools in the United States and the United Kingdom have implemented TQM-style policies (Upadhyay, Raghuvanshi and Raghav, 2017). TQM in

higher education has been studied by researchers such as Garvin (1984) and Burkhalter (1993), Morris and Haigh (1993), Owlia and Aspinwall (1998), Scrabec (2000), Widrick, Mergen, and Grant (2002). TQM has been used to propose various models for improving quality. To improve quality in B-Schools, the third approach proposes using the balanced score card technique. Kaplan and Norton (1996) proposed the balanced score card as a method for measuring performance in businesses.

## **2.4 Management Education in India-A Theoretical Framework**

According to a review of the literature, implementing and measuring industry-type, high-quality programs in education can be tough. TQM has been proven to be useful in academics (Upadhyay, Raghuvanshi and Raghav, 2017) for procedures like admissions, teaching-learning quality, administrative practices, and so on. There is a need for a holistic approach to assessing management education quality, one that considers all aspects—academic, non-academic, admissions, placements, perspectives of various stakeholders, government, and external bodies, among others. The following determinants of management education have been identified by Laha (2002): a. Academic environment—access to libraries, journals, and computer equipment, among other things. b. Human capital (number of professors, books and journal articles written, seminars and conferences attended, and so on) c. Physical infrastructure, which includes classrooms, labs, campuses, and dormitories. d. Industry interface: the number of MDPs (Management Development Programs), in-company programmes, consulting projects, and industry professionals who visit campus, to name a few. e. Placements—the proportion of students hired via campus recruitment, the average salary paid, and so on. f. Stakeholder satisfaction and perception—faculty, students, and recruiters' perspectives and satisfaction. g. Innovation—Among other things, courses are being adjusted and updated, and new innovative courses are being offered.

Gupta, Gollakota, and Sreekumar (2003) proposed five criteria for assessing the quality of business education in India: (1) student quality, which includes admissions, (2) pedagogy, and (3) placement. (4) Faculty development and (5) Infrastructure are two critical elements to take into account. Rao (2006) proposed a model for B-Schools to achieve continuous quality improvement and global standards. (1) Academic curriculum benchmarking, responsiveness and orientation to shifting corporate needs are the parameters of the proposed model. (3) Leadership and institutional governance, (2) Internal branding, (4) Forging international alliances and aligning one's interests (5) Internships and admissions on a global scale (6) Global accreditation benchmarking. The IIMs, which are government-funded, offer the most sought-after MBA program, which is regarded as having the highest quality. However, as the number of private B-schools grows, the quality of business education (Pandey and Kulshrestha, 2020) provided by different providers becomes more disparate. Gupta, Gollakota, and Sreekumar (2003) suggest a number of reasons for the large disparities in quality, including the lack of a uniform entrance exam for MBA admission, such as the CAT, MAT, or XMAT. The Indian government attempted to develop a single admission test for business schools, but it

was rejected by the Supreme Court of India. Many factors, including as infrastructure, teacher-student ratios, and the quantity of Ph. D faculty in an institute, are only considered in plans for AICTE approval. According to reports, numerous business schools received AICTE clearance based on appealing project designs that were never realized, leading to some of them operating "essentially from sheds." The QBS 1000 system was designed to assess quality at more than 100 AIMA-affiliated universities (Raghunath, 1998). Rao (2005) proposes "research-based schools, specialised schools, general MBA schools, practice-oriented and industry-connected schools, and garages". (Raghunath, 1998).

### **3. RESULTS**

This research conducts an assessment of over 40 articles on the quality of management education in India. The distribution of reviewed articles by journal is investigated. These papers are essentially conceptual papers, literature papers, and other types of publications that do not focus on a specific business. The subject of quality in management education (Upadhyay, Raghuvanshi and Raghav, 2017) is treated from several viewpoints, including the services marketing method, TQM approach, and balanced scorecard approach, according to a comprehensive literature review. To investigate the quality of B-Schools, a variety of methodologies is required. Holistic techniques overcome the disadvantages of individual approaches while also combining their benefits. In this study, literature from the various papers is reviewed.

### **4. CONCLUSION**

Management education has exploded in popularity around the world. MBA programs in the United States are the most sought after. The United States has the most international MBA students. International students prefer European B-Schools such as London Business School, INSEAD, and others. The number of business schools in India has increased substantially since 2000. In 2008, more than 2 lakh students took part in the IIMs' Common Admission Test. The states with the most B-Schools are Kerala, Orissa, and Andhra Pradesh. In 2008, India had around 1700 B-Schools, with 187 in Karnataka (in 2008). Both globally and in India, the B-School education market is quickly expanding. This model is constructed using empirical data from the study and a conceptual knowledge of management education quality measurement. B-inputs Schools include the philosophy of top management, the external environment, stakeholders and resources. The procedures are the teaching-learning process (Gupta and Chaturvedi, 2021), faculty development, and collaborations. Student outcomes, brand equity, faculty, recruiters, and societal outcomes are the outputs. These eight metrics encompass all aspects of a B-quality School's it is a thorough, detailed, and all-encompassing measure of B-School quality.

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