Exponential Growth of Business Schools - A Paradigm in Emergence: An Imperative Need to Transform Management Education and Development

Dr. L. Mothilal, Assistant Professor, Dept of Management Studies, Pondicherry University, Pondicherry, India

Abstract:
Rapid technological advancement coupled with ever increasing interconnectedness has been opening the global opportunities for everyone, amidst rising global population and declining resources. It is an imperative need of management professionals to deal with newer and dynamic challenges in the public or private systems. Often newer challenges require varied solutions that can come from critical thinking younger generation management graduates and quality of tomorrow’s professionals is the result of today’s efforts in educational systems. Present scenario of management education presents a bleak future as most of our educational policies and systems are designed to produce mediocre professionals. Therefore, it is need of the hour to reengineer and transform most of the management programmes the way they are offered. The paper discusses the present scenario of management education, prerequisites for quality of management education, sustenance of quality, pedagogical tools and future outlook.

Key Words: Management Education, Quality, Infrastructure, Pedagogical Tools, Curriculum, Transformation.

I. Introduction:
Knowledge, collaboration and sustainable management skills are the driving forces in the rapidly changing globalized economy and society. Quantity and quality of specialized human resources determine their competence in the global market. Emergence of India as a knowledge hub results in both challenges and opportunities. It is well known that the growth of the global economy has increased opportunities for those countries with good quality of education. The benefits of increasingly networked global society accrue to the countries with highly skilled human capital. Developing and transition countries are challenged in a highly competitive world economy because their poor educational systems which are not adequately developed for the creation and use of knowledge. Converting the challenges into opportunities depends on the quality of education that an individual has got and how rapidly he/she can adapt to the changing environment.

In view of multiplying complexities arising out of increasing globalization (Mahesh), quality of management education has to produce real managers and tomorrow’s business leaders. They will not only be able to manage complexities and unpredictable situations of the corporate world, but also are able to handle the familiar problems systematically in order to live satisfied life.

Current system of education has been under a great change to cater the emerging needs of the society. However, the change has to be at rapid pace to transform the entire management of educational systems. Most of the relevant things of today are becoming tomorrow’s obsolescence as knowledge sharing and collaboration are on rise and cutting across national borders.

Human beings have been adapting to the changing global environment (Stephen & Chen, 2008) and today there has been a demand for many novel management programmes which were unthinkable few years ago. The knowledge of management is almost essential for everyone not only to manage individuals but also to the society at large as Management is the convergence of an Art, Science and Craft that adds value to the already existing skills across fields.

II. Present Scenario of Management Education:
Following once well-thought educational system leads to today’s obsolescence and tomorrow’s rigidity. Most of the management programmes offered in India are irrelevant as they merely follow traditional pedagogical tools. Moreover, faculty are provided with almost negligible resources to design and offer management programmes of high quality.

III. Prerequisites for Quality of Management Education:
Broad vision of top management, coupled with committed faculty, dedicated supporting staff and

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world-class infrastructure are prerequisites for offering Quality of management education. Management of the institution needs to have transparent and clear vision and mission with self regulation rather than top-down control of organization (Kauffman, 1995) and closed systems of working to adaptive systems (Dooley, 1997). Many instances organizational structures are created from simple to complex (Lewin, 1992) that hinders the quality in systems which subsequently affects learning systems in the institution.

a) Faculty and Supporting Staff: Adequate number of faculty with respective specializations is vital for any management programme. Every area of specialization needs to have at least three faculty members apart from general subjects.

b) Infrastructure: There are many factors that satisfy and dissatisfy employees. Herzberg’s two factor theory states that if hygiene factors are of paramount importance. Ensuring these will not motivate employees but are minimal things to be maintained. Moreover, motivating factors will work only when hygiene factors are considered and provided by the organization. Therefore, the following listed are some of the facilities essential for employees to work comfortably.

i. Facilities for Employees
Employees need to be provided with all facilities or they may not be productive (Fig.1&2). Herzberg had identified satisfiers and dissatisfies of employees and still it is relevant today, which organizations need to pay attention.

- Fully equipped residential quarters – employees need to be sourced from all over the world to have the world –wide views in a multicultural society.
- Telephone/internet/intranet: Faculty members need to refer online journals and their access from their independent rooms in the department and homes is essential.
- All bills payment by deduction in salaries:
- Payment of all bills on behalf of employees residing in the institutional quarters will enable employees free to do some work.
- Necessary computing facilities: It is Institution’s responsibility to provide all necessary facilities such as Desktops/Electronic Note Books/ipads etc. with software - Office, OS, Statistical Package, CMIE Database, Reference software - End note etc.
- Online/offline journals: It is unthinkble not to have online access to essential online journals to be accessed by staff and employees.
- Essential News Papers at Home: Institution must reimburse news paper bills of all faculty members.
- Leave Travel Concession: Professional institutions must provide LTC facility at least once in five years.

ii. Facilities for Students

- Individual rooms with Internet/Intranet: Students at post graduate level develop independent thinking and have varied interest and timings of reading and other individual activities. Therefore, there should be independent rooms for accommodation while pursuing regular/short term course etc.
- Common mess with hygienic food: Diversity is common in a advancing socio cultural society and hence there must be hygienic food for all students with multi-cuisines.
- Flexible canteen timings: Canteen timings must be flexible and must operate even late nights to enable students take coffee/tea etc.
- Pay and use Washing machines: Common washing machines for students may be provided.

iii. Common Facilities
- Professional website: Institution must have a professional website updated regularly in real-time.
- Official email accounts integrated with Library Management Software: Any professional library management software come with email accounts to be integrated for reserving/reminder and other alerts of books and journals.
- Professional Bank, Post Office: Institution cannot afford to have a bank with poor banking facilities. It must be ensured that banks that institution maintains and salary accounts of its employees be professional and offer certain benefits such as granting personal loans without surety for small amounts depending upon the cadre of employees. Post office also must be able to offer its services efficiently or else there may be arrangements with some courier service in the campus.
- State-of-the-art library: Library is the knowledge reservoir and must be added with latest hard copies of new books and journals on weekly basis (e.g. IIM Ahmedabad). As soon as new books/journals arrive, the list of the same must be sent to all university/institution employees and students.
- Play Grounds: Physical exercise is essential to remain healthy and therefore it must be made as part of core curriculum.
- Swimming Pools: Swimming is one of the best physical exercises for human beings and therefore, it must be there in every institution.
- Gyms and Yoga Centre for Men and Women: Gyms and Yoga centres are other facilities vital and add on facilities to physical exercises which must be there in every institution.
- Health centre: Depending on the size of the institution, health centre with essential medical facilities must be set up in every institution.
- Work Culture: Institution must create sustainable administrative system, keeping in mind the differences of individuals as heads of
various departments/institutions do not change the core values:

- Appropriate professional work culture: Professional work culture has to be created from the beginning of the institution. At later stages it is not only expensive but also very difficult to mould.
- Code of ethics: Institutional specific professional code of ethics must be developed and implemented hole-heartedly.
- Training and orientation of employee skills: Every employee must be oriented towards organizational objectives and inculcate values in them.
- Students Discipline: It is utmost important to inculcate a habit of self-regulation with professional outlook and modesty in all activities.
- Every employee as stakeholder/ownership of responsibility: Any stakeholder (employee/students) of a good institution must be able to take the responsibility of ownership.
- Aesthetically Designed Buildings: Any professional institution must have scientifically designed buildings in which an Architect, Civil, Electrical & Acoustics Engineers and the model of professional institution play a vital role. For management programme, gallery-type classrooms with 360 degree rotatable chairs, fully equipped with audiovisual facilities are necessary to enable students discuss issues in a dynamically arranged groups.
- Minimal movement of vehicles: Designing of any modern campus should be in such a way that no vehicles move very closely to any office, classrooms or other facilities. Sound pollution and movement of vehicles should be as least as possible.
- Weather-proof pathway to walk in the campus: Although we can claim that our standard of living is much higher than our forefathers, an Ecologist and WHO will do away that as our lives are more miserable as lesser people have peace of mind and healthy despite amassing wealth. Hence, a pathway must be built interconnecting all facilities in the campus to enable everyone walk in all seasons and have a healthy life. This will make everyone maintain better health.

IV. Sustenance of Quality:
Quality of management education comes from incessant efforts of committed faculty members, dedicated supporting staff and disciplined students, coupled with the undisputed vision of the management of the Institution.

a) Flexibility/ autonomy to faculty members: Faculty members must be given minimal class work so as to leave adequate time to develop individuals as professionals and maintain ones expertise. This will not be possible with current U.G.C.’s model of class hours. Teaching and research are inseparable and therefore, faculty may have class work of about 5-6 hours a week so as to enable him/her focus on research and publications.

b) Support to faculty by Faculty Associates & Supporting Staff: Similar to professional institutions such as IIMs, faculty must be assisted by Faculty Associates and supporting staff in all academic activities. Currently in almost all universities, individual faculty members run from pillar to post to move any type of files. This takes away their precious time and supporting staff sitting idle or doing their private work will result in a least employee morale. This is the practical scenario is prevailing in almost all government universities and institutions.

c) Training and Development:

- New faculty Induction: New faculty must be selected on the basis of one’s knowledge and wisdom and not on current U.G.C.’s Performance Based Appraisal Score (PBAS) which is totally misleading professional faculty members in India. Individual faculty’s values must be assessed with utmost care before inducting into the educational system.
- World-class Training & Development: Secret to have quality in teachers is to undergo the best Training and Development programme after appointment in the institution. This is one of the key factors that are almost ignored in most of the institutions. Current Academic Staff Colleges play irrelevant methods of training and development though they are provided with some funds with irrelevant rules as per the current requirements.
- Content of T&D: Training must include basics of management principles, common subjects of management, statistical analysis for independent research. It also must cover professional writing skills on research paper, case study and articles writing. Usage of software such as CMIE package, SPSS, End Note/ reference software etc. Consultancy and other related areas must also be covered in training. Knowledge on good journals and magazines and research paper cite index must be included.
- Initial work as Faculty Associates: After training and development of newly inducted faculty members, initially they may be posted as Faculty Associates.
- Regular posting: After satisfactory results of Faculty Associates they may be posted in regular job.
v. **Promotion**: Promotion must be on the basis of individual faculty member’s knowledge and wisdom with leadership skills and not on number of years of service especially for headship. Someone may be very good at teaching but in heading he/she may be inappropriate candidate because of lack of leadership skills.

- Finance for conferences/meetings etc.: To maintain expertise, one needs to update knowledge by attending conferences, workshops etc. This expenditure for every faculty member must be borne by the institution.

- Membership fee for professional bodies etc.: Every faculty members’ association with some professional body is vital for professionalism and its fee up to a certain limit must be borne by the institution.

- Fee along with associated cost of short-term programmes: Managing discontinuity is a key issue in a ever changing business scenario and therefore, to cope with obsolescence faculty must be encouraged to undergo major programme of week/s to enhance skills.

- Industry Sabbaticals: Industry sabbatical leave must be encouraged that enables faculty member work in industry on practical issues and come back to classroom. During this period, his/her service must be taken into account.

d) **Offer Mix of Academic Programmes**: Standardised traditional academic programmes will neither help students nor faculty as the entire global scenario has changed. Aspirations and values of younger generation are entirely different with every other small group, leading to multiplying the market offerings for niche products/services. Entire curriculum must be redesigned to incorporate present and future needs of the society (James Schmidt-Wilk, 2011) that fosters integration and holistic thinking among learners (Fahri, 2011 & Gleick, 1987).

Moreover, offering mix of academic programmes will help faculty update his/her knowledge especially in a programme such as part-time course and programme for executives as they share their individual experiences in a classroom discussion of case studies, etc. Executive programmes and consultancy services offered by faculty will benefit students where predominantly students without any work experience. India’s leading management business schools such as IIMs’ flagship programme - Post Graduate Programme consists of majority of the students without work experience, contrary to Global leading B-schools programmes where work experience is must. Why work experience is insisted is on account of unable to relate theoretical/general issues of classroom to prevailing real issues in the world. This shortfall is bridged to some extent by faculty as they also offer Executive Programmes where they not only enlighten executives with concepts and theories but also they learn from the practical experience shared by executives (Berggren & Jonas, 2011).

Therefore, offering mix of academic programmes (few mentioned below) will benefit students and faculty.

- Post Graduate Programme
- Part-time for working executives
- Diploma
- Certificate courses
- Consultancy
- Diversity among students
- Fully residential programme

e) **Evaluation of faculty / staff – 360 degree**: This is one of the tools that need to be customised before applying in any organization. Because, the real effect of the 360 degree evaluation depends on the prevailing work/study culture of students and employees. If students are of high maturity and have integrity and order, they may assess faculty or else it is the best not to undertake any student evaluation of faculty exercises for branding institution, which actually hurts institution more than not undertaking any such exercise.

f) **Publications**: Research and teaching are almost inseparable. However, to concentrate on twin objectives of quality both in teaching and research, faculty needs to have minimum class work. It is fair enough to publish one or two research papers a year and not play quantitative game. Current workload norms prescribed by University Grants Commission requires unrealistic output by faculty.

V. **Pedagogical Tools**:

Methods of learning/teaching are of paramount importance as different methods of teaching and learning lead different results among learners. Pedagogical tools need to be carefully selected and applied in a classroom/outside. Briefly they are explained below:

a) **Case Studies** – Case studies describe a particular situation and participants take part in discussing the issues presented there. Each participant views from his/her understanding of the issues and puts forth for discussion before all participants, leading to convergence and sometimes differing views. Most of the management subjects must be taught by discussing case studies.

Issues in case study: Classroom needs to be uniform or with minimal variation in his/her skills in understanding. Other vital issue include purchase of case studies. Most of the case studies are copyrighted and need to be purchased per use resulting in costing a minimum of Rs. 20,000/- per student for two year course.
Apart from case studies, text books may cost another 15,000. Harvard University is the best in producing and selling good quality of cases that are being used in top business schools all over the world.

b) Lectures - Lectures need to be as minimal as possible. Because, learners need to take active part in learning and passive learners will not learn anything. Lectures are suitable for basic concepts, theories and general topics.

c) Role Plays – This is suitable for some courses such as communication, negotiation skills, etc. In others it may be minimal.

d) Management Games – This can be discussed in many subjects wherever appropriate.

e) Movies/Plays – These will unravel mysteries and general perception contrary to real issues.

f) Term Papers – These are written by students and generally submitted at the end of the course/subject. This exercise makes learners put their learning to show reality through integrated knowledge in paper.

g) Industrial Visits – This will enable learners understand the corporate world and factories will give them how exactly work/process takes place. In a entire MBA course, there must be at least 10 industrial visits of different types.

h) Compulsory Students Exchange Programme – Student exchange programmes especially with institutions located in foreign countries will enable students learn cultural aspects in a divergent world.

i) Simulation- Practical scenario can be simulated by some software such as Markstrat

j) Evaluation of Students by Faculty – Students taught by one faculty need to be assessed by the same faculty and cannot have third person to set question paper and fourth person to evaluate, which is totally inappropriate.

k) Compulsory Foreign Language – In an increasingly globalized world, knowing at least one foreign language will help work in foreign countries or projects of such countries within the country.

l) Guest Lecturers – Despite using all faculty expertise, it is essential to learn from others specially by inviting guest to the campus/institution. Sharing the views of people of significance/nature of their contribution will help learners think beyond horizon.

m) Physical Exercise / Yoga / Meditation – Most of professional courses leave much of stress and work and least importance to relax and physical exercise. Health is wealth and therefore, institution needs to incorporate wellbeing of learners in the curriculum of MBA itself.

n) Number of Classes a Day – In India’s top most institutions, IIMs there are only 3 classes of 75 minutes sessions per day for the first one year. Entire afternoon is meant for preparing for next day’s class work. This system can be applied in all management and other institutions too. Not the quantity game of UGC in having classes from morning 9 to evening 5 that leave hardly any time for students to do some assignment for next day’s work.

o) Fee for Management Programme: There are many institutions in private and government offering management programmes, particularly two-year Master of Business Administration course. Fee in the range of 50,000/- to 1,00,000/- per year for these programmes are prescribed by the universities which is totally unscientific. Because, if well proven and scientifically established learning-teaching pedagogical tools are employed in any reasonably good business school, the cost of course material will exceed the fee prescribed by universities. Moreover, skilled faculty will have to be paid hefty salaries to retain in the job. Thus a reasonable MBA should cost anywhere between 4,5-6 lakhs in other than IIMs in India without the cost of food. Hence, the entire gamut of deciding fee is baseless.

VI. Future Outlook:
Increasing world’s population and dwindling resources are posing newer challenges to manage with limited resources. This scenario invites creativity in management and inter-disciplinary approach to challenges. Networking and collaboration among nations and individuals are increasing rapidly and creating niche areas to be addressed by corporate and governments. In this scenario, management institutions need to analyze the environment and offer appropriate academic programmes especially management courses. There would be demand for trained human resources in emerging industries such as biotechnology, aerospace, tourism, entertainment, nanotechnology etc. Management institutions have ample opportunity to offer tailor-made programmes to suit individuals as well as corporate.

VII. Conclusion:
The present scenario of offering management programmes is predominantly dominated by people with narrow vision. For some institutional managements’, there may be real interest to enhance quality, and in the process appoint people of higher experience as heads. However, the so appointed experienced people may not have creativity and may not even know the real management subject itself. Years of irrelevant experience will not take any institution above
normal working quality. The entire gamut of planning and managing management schools need to be transformed with a relevant and futuristic management programmes. This requires not only courage to do, but also innovative process of revamping the existing system with realistic and professional work culture. There need to substantial autonomy for B-schools within the Universities/engineering colleges and other institutional frameworks.

The system has to be revamped in phases. Initially an individual need to be transformed who will perceive new meaning to his/her life, to events, to numbers, to interactions between people and his/her value to the organization (employer). The transformation is everyone’s job and more so of top management to accomplish the desired objective.

REFERENCES:


Figure – 1.