CHAPTER- 2

LITERATURE REVIEW
2. LITERATURE REVIEW

A literature review includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews use secondary sources, and do not report new or original experimental work. Literature reviews are also common in a research proposal or prospectus (the document that is approved before a student formally begins a dissertation or thesis). Its main goals are to situate the current study within the body of literature and to provide context for the particular reader. Literature reviews are a staple for research in nearly every academic field.

*Bailey & Dangerfield (2000)*; contend that business schools need to focus on the long-term needs of students by looking strategically at market orientation and use innovation to improve programs, maintain both quality and academic reputation while continuing to provide a rigorous curriculum.

*Kemelgor, Johnson, & Srinivasan (2000)*; recognized in their study of business school organizational change that forces driving change in academia are vital to organizational future performance.

*Scrabec (2000)*; argues that quality education is not customer driven explaining that students should not be regarded as customers of education but rather recipients and beneficiaries.

*Cotton, McKenna, Van, & Meuter (2001)*; Although there have been many changes to the MBA curriculum in its history the struggle to provide quality and relevant business education, is one of the challenges still facing the MBA curricula today.

*Murray and Robinson (2001)*; classified the skills requirements of employers into three areas: academic skills, personal development and enterprise skills.
Paton (2001); acknowledges that institutions are criticized for changing to fit students demands rather than considering all stakeholders.

Tay (2001); Employers expect MBAs with good work ethics, sound management and leadership skills, critical thinking and analytical abilities, and a good grasp of local, Asian and global business practices.

Pfeffer & Fong (2002); argue that existing practices and models in MBA education have been institutionalized, insulating them from challenges and competition, making change difficult as it upsets the status quo.

Richards-Wilson (2002); also questions at what point customer-driven curriculum change affects business education quality. She agrees that changes should be made to MBA programs based on feedback from various stakeholders, however, in conjunction with program assessment, and course evaluations. These calls for change need to consider program quality and a long-standing relationship between stakeholders among other things when the issue of MBA curricular change is raised.

Morsing (2003); The Management guru Michel Porter emphasized the need for “right type and quality of education of future employees”

Trivedi & Sudarshan (2003); one of the great disservices of management education has been the formulation of the idea that there is an exact science of management that can be learned like engineering, science or computer programming.

Elmuti (2004); Defining that management education is the mechanism for transferring the knowledge contained within management subjects from the holder of that knowledge (the academics in the universities and institutions of higher learning) to the persons desirous of receiving that knowledge (the students).
Barnett (2005); Management education has developed more and more sub-disciplines to cover emerging fields of interest. For example marketing, itself an offshoot of economics, spawned consumer behaviour based on psychology and from there, branding and advertising which incorporate the newer fields of communications, media and technology.

Bennis et al. (2005); over the last decade, management education has been challenged by the increasingly competitive environment brought about by globalization and internationalization.

Muniapan (2005); (Meaning and Integration of ME) unlike engineering and science, management is an interdisciplinary field with contributions from various fields such as psychology, social psychology, sociology, anthropology, political science, economics and finance. Contemporary management also includes issues related to cross-cultural management and international management.

Padhi and Palo (2005); define Total Quality Management (TQM) as, “TQM is an integrated organizational approach to bring continuous improvement in products, services and processes along with proper tools, technology and training to meet customers’ expectations in a continuous basis through total employees’ involvement.” Total Quality management will help the management education institute to attract quality input into the process and also provide better quality services to the customers. The globalization has altered the facilities requirement in a management institute. Hence, the economics of offering management education is altered.

Mehta (2005); the debate over regulation of higher education is highly charged with images of private operators charging exorbitant fees, poor quality, financial barriers to the entry of deserving students, etc.
Meenu Verma, (2005); ‘We need high quality, Indian context-based knowledgeable faculty with an international orientation to groom managers for the 21st century, develop our organizations as global players and push our country several notches above the present rank worldwide’

Raghunandan (2005); the quality of faculty directly reflects the quality of course design and programme delivery. Poor quality of the faculty doesn’t allow innovation & creativity in teaching learning phenomenon.

Rama (2005); Today, the most important qualities that are needed in a business leader are problem solving skills innovation and willingness to shed past dogmas and respond willingly to change. The case method does a splendid forecasting of all three.

Robyn (2005); the mismatch between the skills business professionals perceived as necessary for their organizations to function and the MBA skills with which students are being prepared was apparent.

Scottish Executive (2005); Today, though, from a wealth-creating economy point of view, the challenge of management education is to develop new skills, including ‘employability’ skills and the expertise needed to undertake ‘knowledge work’. Investment in knowledge and skills brings direct economic returns to individuals and society.

Devinney, Dowling and Perm-Ajchariyawong (2006); Maintenance of the traditional MBA structure is reinforced by market demand in the form of student and ranking criteria perceptions of what an MBA should be.

Green & Harmon (2006); Disciplinary integration is further weakened by the trend to create large business schools to cater for research clusters based on discipline. Such structures not only minimize opportunities for exchange between the disciplines, but dissipate responsibility for program and course integration and distances educators from their students.
Irala L.R. (2006); was of view that management education in India is at cross roads with the dawn of new millennium; there has been exceptional growth of management institutes, to upgrade their competencies.

Levy (2006); In addition to growing enrolments, emergence of private higher education has been a worldwide trend in recent decades in different countries. Growth of private higher education has been in secular institutions that absorb the demand that the public sector could not or would not accommodate. Most private institutions are commercial-oriented (though they may claim to be otherwise) and prepare graduates for job markets. Majority of private providers are fully or almost fee dependent.

Sanyal & Martin (2006); Reforms in higher education in China were initiated along with other economic reforms when China decided to become a market economy in the year 1978. Prior to that, higher education was in the public sector. There was no tuition fee. The government also took care of living expenses of the students. Since then, the system of higher education in China has radically changed.

Ramakrishnan & Kumaravel (2006); Education is vitally important to all nations, given the critical role of education in economic, cultural and social development. Education is a dialogue between the past, present and the future. It is an important investment in human capital essential to economic growth as it lays emphasis on the training of skilled manpower, market forces requiring “marketable products” and consequently on, “specialization” contributing to a knowledge-based society in many ways.

Duoc and Metzger (2007); state that the most important quality indicators for graduates are critical analysis, problem-solving skills, and overall quality of work.
Khurana, 2007; McGrath, (2007); Because, historically management education borrowed from the social sciences to gain academic legitimacy, the growth of these disciplines within management thwarted further interdisciplinary progress and ultimately undermined its legitimacy as a professional field able to develop its own body knowledge.

McGrath (2007); Agarwal and Hoetcher (2007); Starkey and Tiratsoo (2007); In line with both the growth in management education and the proliferation of new courses, there has been an extraordinary growth in management research encouraged by an increasing number of management journals, conferences and publications, all of which have multidisciplinary content.

Hopgood (2008); notwithstanding historical and cultural barriers to the development of interdisciplinary, the contribution of business schools to the development of knowledge beyond the disciplines is evident. The emergence of new fields and perspectives has been facilitated by the proximity to each other of academics from different disciplines.

Thomson (2008); states that the soft skills required for MBAs, such as self-awareness and the capacity for introspection and empathy, critical and creative thinking, and communication skills are learned more from hands on learning than book knowledge.

Cabrera et al. (2009); Research is a central part and collective endeavour of the academic mission of business schools. Any successful attempt to transform the educational process must therefore consider the types of research that is necessary to support such transformation and produce the required body of knowledge.

Chandra (2009); Keeping in view this larger purpose of management education, business schools should thus focus on developing a number of aptitudes and skills, Specifically, they should: Develop state-of-the-art domain knowledge, skills and competencies; Impart generic skills transferable across domains and situations - creativity, innovation, problem-solving,
strategic thinking and communication; Build thinking-ability skills and emphasize cognitive development (conceptualization, analysis, synthesis) dealing with abstraction; Foster a spirit of inquiry and critical evaluation, experimentation with new ideas, information, approaches, assumptions and frames of reference.

*Figel (2009)*; one vital ingredient of management education and training in a globalized environment is students’ experience with mobility.

*Harvard Business School (2009)*; A most effective MBA curriculum should be based on the modules designed to nurture high quality new generation business managers.

*Kaissi et al. (2009)*; in this era of global competitiveness, developing a passion for quality is critical. The rise in initiatives aimed at promoting the globalization of management education underlines the pressing need for establishing robust frameworks for quality assurance and the recognition of qualifications.

*Waddock et al. (2009)*; PRME (Principle for Responsible Management Education) represent a set of voluntary standards, The six principles focus on the (1) purpose of creating sustainable value and an inclusive, sustainable global economy, (2) values of responsibility, as illustrated by initiatives like the UN Global Compact’s ten principles around human rights, labour rights, ecological sustainability, and anti-corruption, (3) method of creating pedagogies and education approaches that develop effective and responsible leaders, (4) research that advances understanding about the impacts of companies in creating sustainable social, environmental, and economic value, (5) partnership that fosters interactions between managers and academics to explore challenges in meeting environmental and social responsibilities, and (6) dialogue that facilitates debate among representatives of the multiple sectors that constitute society around key social and sustainability issues.
The UNESCO (2009); studied that “Without improved human capital, countries will inevitably fall behind and experience intellectual and economic/marginalization and isolation”. Education for all goals is most urgent in the E9 countries (i.e. those with the biggest populations with very large youth cohorts - Egypt, Nigeria, India, Bangladesh, Pakistan, China, Indonesia, Mexico and Brazil). For example Egypt has 40 million citizens less than 20 years of age - i.e. 60% of the population which requires education and training in the immediate future.

The World Bank’s Lessons of Experience report (2010) identified severe quality problems resulting from overcrowding and insufficient control over the quality. The agenda for enhanced quality in the early 90s, then, included attention to such reforms as improving the qualifications of teaching staff and the quality of their instruction, the appropriateness of the curriculum, improved student assessment and selection; and the extent and quality of facilities such as libraries, computers, and equipment.

According to annual report of MHRD (2010); there were 20 Universities and 500 Colleges at the time of independence. At present, there are 504 Universities and university-level institutions (as on 31.12.2009) 243 State Universities, 53 State Private Universities, 40 Central Universities, 130 Deemed Universities, 33 institutions of national importance established under Acts of Parliament five Institutions established under various State legislations. There are 25,951 colleges of which, 7,362 are recognized under 2(f) and 5,997 colleges recognized under section 2(f) and declared fit to receive grants under section 12(B) of the UGC Act, 1956). Shows growth of AICTE approved technical institutes in last five Years. In 2008-2009 the number institutes increased at exceptional rate, thus can be called the golden year in respect to establishment of institutes. In last 5 years the number of AICTE approved colleges has increased by almost 70%
in total in various disciplines, whereas number of management institutes has seen growth of 90% in terms of number of institutes and growth of 123% in terms of intake.

*Bhoi (2011)*; studied the aspect of economic growth Vs higher education and find that the higher education plays an important role in maintaining the stability in our economy as well as strengthening the human capital, relatively high economic growth coexist with the presence of wide spread deprivation and exclusion. The technological development has failed to marginalized people who are the essential for the inclusive growth of our country.

*Kumar, S.P. & Giri V.N. (2011)*; in his study related to commitment and organizational citizenship behaviour in Indian Engineering Institutions examined the relationship between different form of commitment, shows that there should be involvement of teacher in their activities which can increase their group cohesiveness, thereby increasing teachers organizational commitment to the job. The job involvement will have a positive effect on organizational commitment and can increase teacher’s engagement toward students, the team and the organization.

*Sarnikar (2011)*; studied the issues on regulatory system and funding of higher education in light of higher education growth, suggested that the MHRD has got ready a series of bills for education reform to check the malpractices, the mega regulator i.e. UGC and AICTE. The sequence in which the bill will be introduced is yet to be decided. Also, it is not clear what role the mega regulator will play.

*Menan & Athisayam (2012)*; has studied training need for the management teachers and suggested that the central focus on the training need to influence the aspirations of teacher to produce worthy product from B-School to meet the global benchmark. It is finding that there are gap between the stakeholders expectations as reflected in vision and mission of institution with
regard to students aspirations and the available competency of the institutions in term of knowledge, skills and aptitude of the teaching faculty, from strategic perspective.

*Kang & Sharma (2012)*; has compared the University and private management institutes in Punjab and found that the alumni have stronger belief than practicing manager, and practicing manager have stronger perception than faculty that university management departments are better than private management institutes in term of faculty, fee structure, link with industry, placement and infrastructure.

*Kumara (2012)*; Studied the Growth in supply of technical manpower and concluded that polynomial growth in number of institutions, intake and outturn give a signal that greater social responsibility lies on the universities in not only supplying technical manpower to industries, but also encourage entrepreneurship culture in the campus. The problem is the size of unemployment and the excess of technical manpower supply over demand.

*Pillai & Garg (2013)*; has studied the attitude and perception of Management students toward Ethics in Marketing, and find that students consider ethics in marketing as a very important point for discussion and that the subject of marketing and allied subject cover ethics inadequately, and indicated that most respondents feels that the existing teaching in business school does not cover ethics in marketing the way it should. A majority of the respondents feel that a barely adequate job is being done in discussing ethics in basic marketing and sales.

*Rao (2013)*; studied the critique on quality talent supply by Indian B-Schools for future leadership, concluded that there is a strongly felt gap in the quality of B-School products, especially in the areas of curricula and efficiency of B-Schools within their classrooms and also campuses, besides other contributing factors. Further, organizations need this young talent groomed and deliver extraordinary and competitive performance in the global context.
Dugar et.al. (2013); in his study related to service modification through mass customization in professional education, conclude that enhancing mass customization of management education will boost up creation of customized learning environment and individualized instruction methodologies which in turn will affect the use of information, content delivery and service technologies to enable students to develop skill set based on their strengths and as demand by the industry.

Pandya & Gor (2013); in his study related to knowledge management as success key, concluded that the knowledge sharing can creates comprehensive wealth for the nation in the form of better education, health, better civic sense, infrastructure and improving the overall quality of life. The ultimate goal of business education is to enable students perform well on their job; teaching of content is no more sufficient taking into consideration the expectations of the industry and society at large. In the long run only those institutions that have competitive edge in term of their value added service delivery are to be survived and vice-versa.

Tyagi (2014); in her study related to the implementation of TQM in education for the better solution, concluded that TQM can be implemented for achieving excellence in the education, i.e. schools, higher education and universities, it is the job of top management to provide a way for continuous improvement of the system. It requires teamwork, training, collaboration and following the TQM cycle properly.

Vrat (2014); in his note on impart quality in technical education, guided that the emergence of a knowledge driven economy and the role intellectual capital will play in enterprises in the future have also be given an additional reason for countries to focus on time improvement of quality of technical education. The rapid quantitative growth of technical institutions in term of number of institutions and enrolment has led to a compromise on quality as trade oil with quantity.
Chattergee (2014); in his note on quality crisis in higher education, guides that the main objective of imparting quality education is to produce quality manpower who will be able to tackle the quality crisis in the education. The responsibility of involved persons i.e. teachers, students and management staff are truly motivated and determined for quality development, quality sustenance and quality improvement.

2.1. Summary of Literature Review

The following identified factors may affect the quality of Management Education; these factors are categorized under the head of Administrative/Government, Teachers, Students, Course curriculum and other factors

Administration/Government/Regulation related; The coverage and identification of this section of study are based upon various challenges related to the administrative course of actions such as; Admission process of the institutions, Teacher-Students ratio, placement level, Importance of practical approach in management education, Immense need to monitor the quality in the era of expansion, Change in approaches of educational system, Govt. Approach toward quality of Education, Infrastructural support for Physically Challenged Students, Regulation over education, transparency in the functioning, Rural, urban and gender disparities, Allocation/utilization of the resources, Basis of fee structure, Reduction in govt. Funding and investment, Infrastructural Support, Commercialization of Education etc.

General and Course curriculum related; The coverage and identification of this section of study are based upon various challenges related to the approaches adopted in the development of course curriculum such as; quality of education with reference to course curriculum, Course Contents of Education Learning process, Applicability of Deming PDCA Model in Education,
Preferences of the Employer, Need for Re-structuring of educational programs, Lack of Industry-institution interaction etc.

Teacher related; The coverage and identification of this section of study are based upon various challenges related to the approaches adopted in the teaching by the teachers and their working environment such as; Teaching methodology/Aid, Teaching techniques, Activities related to the research and development, Experience level of the teachers, Emphasis over quality of teachers, Work load on teachers, Employer’s Facility to the Teachers, Provision of training for teachers, immediate appointments of the students as a teacher in same institution etc.

Student related; The coverage and identification of this section of study are based upon various challenges related to the approaches adopted by the students toward management education such as; Students attendance rate, Students approach and background, Students Evaluation and assessment, Outside Environment of the educational institute, Alumni Associations, Students Awareness for educational programs etc.

2.2. Research Gap: There is a severe crisis in higher education; it is visible in various ways. The simplest view comes from newspaper reports. One continuously reads about leakage of examination papers, errors in the papers set, failure to conduct examinations on time, the open sale of examination papers and relevant answers prior to the examination for which they are meant, mass copying with the collaboration of invigilators, teachers and parents, and violence against invigilators who refuse to join the racket. There are reports about the extensive practice of hiking up marks on payment of consideration and about the sale of diplomas and degrees. All the provisions and standards are available for the best practice in the higher education system to promote the quality. These provisions are designed by apex regulatory bodies for the proper delivery of higher education, but enforcement and implementation of these provisions and
standards are in improper, the implementing institutions are just fulfilling the requirement at the
top of standard line, just for the licensing process. The enforcement of regulation from apex
body is also in weak; due to that institution is taking benefit of some relaxation in the era of
expansion to increase the access of higher education. There are huge gaps between fixed
standards and its actual implementations due to the weak process of enforcement.