CHAPTER-III
INTERNAL MARKETING PRACTICES IN MANAGEMENT EDUCATION INSTITUTIONS

3.1 MANAGEMENT EDUCATION IN INDIA

3.1.1 Evolution of Management Education in India

The origin of management is as old as the civilizations of the world. According to Kumari (2012), the Hindu Epics, Smriti, Vedas, Puranas, religious books, foreign traveler accounts give us a glimpse of management in the historic era and reflect a vivid picture of the managerial skills present in ancient times and its evolution. Foundations of management have been found in the book ‘The Arthashastra’ by Kautilya, well known as Chanakya, a 4th century B.C.E. economist who recognized the importance of accounting methods in economic enterprises (Sihag, 2004). A sixth-century military treatise written by Sun Tsu gives a vivid description of the art of war and managerial skills (Giles, 2013). Bhagvat Gita a thousand-year-old text also gives us an articulate picture of managerial techniques, harmony, and decrease poor productivity and to avoid conflict. In India, Management education got its stranglehold since primeval times with the development of education in India. The foundation of the education system in Indian was laid down by Muslim rulers in the medieval period. In the eleventh century, the Muslim rulers established schools for elementary and secondary education, and universities at Delhi, Lucknow and Allahabad. This was the flourishing period for the education system in India which sustained continually till 1848. Foundation stone for the education in independent and modern India was laid down with the establishment of British rule in India (Nurullah & Naik, 1943).

Rani and Geetha (2003) viewed Globalisation as a historical process which started during the pre-world war in which trade, capital flow and technology of various economies got swiftly integrated. There was a huge exchange of ideas because of the intermingling of the domestic market and the international market. This had an ultimate impact on the education system also causing the free market philosophy exchange of faculties and students. Globalisation has replaced the traditional approach of academia
with a professional approach by introducing contemporary courses to cater the industry demand.

According to Rai and Srivastava (2013), management education principally advanced in western nations and was extended to India. In the recent past, there was a paradigm shift in management education scenario. The history of management education in India since the 1950’s with startup of the first M.B.A. programmes by the Department of Commerce of the Andhra University in India (Subrahmanyam & Shekhar, 2014). Jawaharlal Nehru was the key figure to initiate the establishment of management institutes based on the Massachusetts Institute of Technology in America and Harvard Institute in U.K. In 1962 Institute of Management in Kolkata and Ahmedabad was established subsequently. This had opened the endless doors of opportunities and of course challenges for the Indian education system. Foreign universities started entering in India and thus an innovative epoch of management studies gained fame. Management education gained real impetus in the last decade of the 20th century marked by globalization and liberalization and the rise of a good number of transnational corporations (Shweta & Kumar, 2011). Management studies start reaching its glorious phase with the establishment of multinational companies. Many new colleges and courses were introduced in India providing world class infrastructure and better opportunities for placement. Various authors like Jora (2016), Bowonder and Rao (2005), Ravi, Rao, and Prasad (2015), Sravani (2017) put light on the historical development of management studies in India. According to them India’s first B-school i.e. Commercial School of Pacchiappa Charties was set up in 1886 in the southern city of Chennai (Madras). In 1903, British government initiated secondary school level commerce classes at the Presidency College in Calcutta with a focus on Secretarial Practice, Business Communication, Shorthand, Typing, Correspondence and Accounting (Saha, 2012; Shukul, 2013). The first college-level Business School was founded in 1913 in Mumbai i.e. Sydenham College. Soon followed by another college in Delhi in 1920 as Commerce College, later on, it was renamed as Shri Rama College of Commerce. In the year 1948, The Indian Institute of Social Science was founded as India’s first management program with an intention to train manpower to create and spread the knowledge required for managing industrial enterprises in India. Catholic community founded Xavier Labour
Relations Institute (XLRI) at Jamshedpur in 1949. Indian Institute of Social Welfare & Business Management (IISWBM) was set up in 1953 at Calcutta. That was considered as India’s first official Management Institute (Jha & Kumar, 2011). Encouraged by the results, Government of India applied for and obtained a grant from the Ford Foundation in 1961 to launch two Indian Institutes of Management one at Calcutta (West Bengal) and other at Ahmedabad (Gujarat). The IIM Calcutta established in collaboration with the Sloan School of Management for faculty and pedagogy development in the year 1961, with an intention to focus on quantitative and operational aspects of management. IIM Ahmedabad was founded in 1962, pioneered the case method of teaching in India with an emphasis on qualitative strategic-integration. The mission of IIMs was to professionalize Indian Management education through teaching, research, training, institution-building and consulting with the support of expertise developed by the pioneering IIMs. Two more IIMs were founded further, one in Bangalore (Karnataka) and other in Lucknow (U.P.) in 1973. The Indian Institute of Forest Management was set up in 1982 in Bhopal (M.P.) as a leader in specialized management education for the entire forestry system in India with the help of IIM, Ahmedabad. In late 1990’s, two more IIMs were set up, one at Kozhikode (Kerala) and the other at Indore (M.P.). There was growth both in numbers and status occurred during the 1990’s. A large number of multinational companies entered in India. Domestic companies also followed to compete with multinational corporations (Saha, 2012). In 1996, two more IIMs were set up, one at Kozhikode (Kerala) & the other at Indore (Madhya Pradesh). In 2007, another IIM was set up at Shillong (Meghalaya). In 2010, three IIMs were set up at Rohtak (Haryana), Ranchi (Jharkhand) and Raipur (Chhatisgarh). Further, in 2011, three IIMs were set up at Trichy (Tamil Nadu), Udaipur (Rajasthan) and Kashipur (Uttarakhand). Continuing the trend, last year (2015), six more IIMs were set up at Nagpur (Maharashtra), Bodhgaya (Bihar), Visakhapatnam (Andhra Pradesh), Amritsar (Punjab), Sambalpur (Odisha) and Sirmaur (Himachal Pradesh).

3.1.2 Statutory Bodies Regulating Quality of Management Education

Management education in India is coordinated and controlled by several bodies. The following are the major regulating bodies:
All India Council for Technical Education (AICTE): The chief body for governing technical education in India is All Indian Council for Technical Education. It was set up by an act of parliament in 1945 as a national body to scrutinize and supervise technical education facilities and to promote coordinated and integrated education. National Policy of Education (1986) granted AICTE a broad regulatory control over technical education in India in the shape of statutory authority for planning, directing, maintaining the norms and standards, deciding to fund on priority bases, assuring quality through endorsement, monitoring and evaluation, and maintaining the certification and awards. Further, the Act was amended accordingly in 1987. Presently, under the umbrella of AICTE, various programs of technical education are covered such as training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology. Further, the AICTE sets the norms regarding exact infrastructure, qualification of faculty, a particular course that colleges need to follow.

University Grants Commission (UGC): In November 1956, University Grants Commission was established as a statutory body of the Government of India through an Act of Parliament. It has been given various responsibilities such as to promote and coordinate university education, determine and uphold principles of teaching, frame regulations on minimum standards of education, evaluation and research in universities, examine developments in the field of collegiate and university education, distribute grants to colleges and to the universities. It serves as a crucial link between the state governments and institutions of higher education. One of the most significant roles is to recommend the Central and State governments various measures require to improve the university education.

National Board of Accreditation (NBA): The National Board of Accreditation was at the outset established by AICTE (All India Council of Technical Education) under section 10(u) of AICTE act, in the year 1994. Since 7th January 2010 it subsist as an autonomous body with effect from 7th January 2010, with the objective of Assurance of Quality and Relevance of Education, especially of
the programs in professional and technical disciplines, i.e., Engineering and Technology, Management, Architecture, Pharmacy and Hospitality, through the mechanism of accreditation of programs offered by technical institutions. It certifies the quality of the process of the programs by a set of eight different parameters, with the quantification of 1000 marks.

3.1.3 Growth of Management Institutes in India

MBA and equivalent courses are enormously admired by students and corporate. India is the third largest group of the B-School aspirant market after USA and China (GMAC Report, 2012). According to Chowdhary (2011) after independence, a combination of events, people and government policies came together in a unique way to professionalise management education in India (Singh, 2013). The number of B-Schools in India has tripled to about 4,500 amounting to as many as 3, 60,000 MBA seats, jointly in the last five years. Today managers are in great demand in every sector of the economy. Management education sector faces bigger scrutiny from a wider group of stakeholders than time past (Kannan, 2008; Onzonol, 2010). As quality has become a necessity for management education (Dinesh, 2016) focus on making India scholarly asset of the world by creating a dynamic environment and encouraging superior quality management education. In the same direction, Government has taken initiative to raise the number of IIMs from 7 to 14. India already has 11 well-designed IIMs in Ahmedabad, Bangalore, Kolkata, Lucknow, Indore, Kozhikode, Shillong, Tiruchirappalli, Ranchi, Raipur and Rohtak remaining three are to set up in the state of J&K, Uttarakhand, and Rajasthan. Apart from IIMs management education is offered by the university's own department in campus, affiliated colleges of universities in the same place or the whole state, now technical universities have been designed for this role. Moreover, various autonomous institutes have been approved by AICTE, universities running distance education program and an open mode like IGNOU, Delhi University, Kurukshetra University, ICFAI and several others are also offering courses in management. Many Indian universities having collaboration with foreign universities impart management education through students exchange program with those universities. New private universities like ICFAI (a national brand), Amity and several
others are now coming up. According to the annual report (2016-2017), published by the Ministry of Human Resource Development, there were 20 Universities and 500 Colleges at the time of independence. At present, there are 864 Universities and University-level institutions out of which there are 233 State Private University, 345 State Public University, 44 Central Universities, 33 Deemed University- Government, 79 Deemed University- Private, 10 Deemed University- Government Aided 100 Institution of National Importance established under Acts of Parliament five Institutions established under various State legislation. There are 40026 affiliated colleges. Majority of the Colleges (77.8%) are privately managed, 64.2% are Private unaided and 13.6% are Private aided and a total number of management Institutions are 3463. According to All India Survey on Higher Education (2016-17) growth in the number of management institutes in India is shown in Table 3.1 and growth in enrolment of management institutes through the regular mode of education in last five years is shown in Table 3.2.

Table 3.1: The Growth of AICTE Approved Technical Institutions in the Last Four Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Institutes</th>
<th>New Institutes</th>
<th>Closed Institutes</th>
<th>Total Intake capacity</th>
<th>Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>3609</td>
<td>45</td>
<td>42</td>
<td>456427</td>
<td>60360</td>
</tr>
<tr>
<td>2015-2016</td>
<td>3474</td>
<td>24</td>
<td>66</td>
<td>433058</td>
<td>58582</td>
</tr>
<tr>
<td>2016-2017</td>
<td>3359</td>
<td>39</td>
<td>79</td>
<td>413136</td>
<td>56611</td>
</tr>
<tr>
<td>2017-2108</td>
<td>3265</td>
<td>48</td>
<td>30</td>
<td>394843</td>
<td>55876</td>
</tr>
</tbody>
</table>

Source: https://www.facilities.aicte-india.org

Table 3.2: The Growth of in Enrolment of Management Institutions in the Last Five Years

<table>
<thead>
<tr>
<th>Years</th>
<th>Enrolment in Management Institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>392587</td>
</tr>
<tr>
<td>2013-14</td>
<td>392937</td>
</tr>
<tr>
<td>2014-15</td>
<td>409432</td>
</tr>
<tr>
<td>2015-16</td>
<td>416325</td>
</tr>
<tr>
<td>2016-17</td>
<td>416490</td>
</tr>
</tbody>
</table>

Source: https://www.facilities.aicte-india.org
3.1.4 Management Education: Some Systemic Issues

Com (2012) put forward various the issues of quality by examining students from over 100 management institutes on behalf of recruiting companies using internationally standardised tests and reported that only 21 percent of management graduates are employable. On similar line, the Associated Chambers of Commerce and Industry of India argument that only 10 percent management students, exclusive of top 20 institutes, get good placements. The majority of them work for a very less salary of Rs 10,000-15,000 per month. The biggest reason for the gap is that the “rapidly increasing of institutes has not been uplifting the quality of education” (ASSOCHAM, 2013). Further, Rai and Srivastava (2013) also the argument that the quality of teaching in management institutions has always been on the precedence list of the government. Several reports have been published from time to time to revise, examine and remark on the status of management education in the country.

Nanda Committee (1981), Kurien Committee (1992), Ishwar Dayal Committee (2001), Management Education Review Committee (2003), National Knowledge Commission (2007), Prof Yashpal Committee Report on Higher Education (2009), were few to highlight various issues related with quality of management education in the country.

1. The Nanda Committee Nanda

It was the first committee which was constituted in 1981 to review the working of the three Management Institute at Ahmedabad, Bangalore and Kolkata to make recommendation for the development and promotion of management education in India. The Nanda Committee suggested a series of measures for strengthening management education in India:

- Adequate funding for research to be provided without soliciting project funding. consultancy research should cover both basic and applied types.
- IIMs should act as mother institutes and foster the growth of other management institutes in the country.
There is an urgent necessity to develop expertise in international management and offering of educational and training programme in international management.

Government control should be progressively reduced as each institute becomes more and more self-reliant.

Management education has to be research-based and utility-based, the institutes should become self-reliant and the government must relinquish control over the years.

2. The Kurien Committee

The government of India appointed a second review committee under the chairmanship of Mr. V. Kurien in 1991, to keep a watch on the direction and functioning of the four management institutes. The committee submitted its report in 1992. The salient recommendations were:

- The mission of the Institute of Management to strengthen management in business, industry and commerce is still relevant. The mission statement, however, needs to be expanded to emphasize the IIMs’ commitment to public service and public management.

- The inter-relatedness of teaching, research and consulting needs to be better emphasized for greater synergy. Choices in approving research and consultancy must be exercised to strengthen their interconnectedness and mutuality.

- There should be a much greater emphasis on the development of relevant teaching materials and research. Appropriate policies and rewards should be initiated to strengthen this aspect of IIM functioning.

- The Government should take a flexible view in providing financial support to the different IIMs and encourage the institute to vigorously pursue revenue generation, cost cutting, and fundraising efforts. The non plan maintenance grants may be provided as Block Grant for a period of five years.
• After the institutes have become financially self-supporting with the creation of the corpus fund and the package of measures for augmenting its internal resources and cutting down cost, the government grants may be limited to programmes considered a high priority and of social relevance by the government including the area of public system management.

IIMs reoriented their operation subsequent to this report. They revised the fee structure and started raising resources through industrial consulting. This helped the IIMs to become financially self-sufficient.

3. **The Ishwar Dayal Committee**

Between the year 1995 and 2000 large number of management institutes came up. Keeping in view the pace of dynamic economic, social and business environment Government of India appointed another committee to develop future perspectives of management education. During 1950-1980 about 118 management institutes came up and during 1985-2000 periods 673 new institutions came up.

• Most institutes that were set up during the 90s did not follow conditions prescribed by AICTE in respect of faculty strength, library, computer facilities and the like.

• They did not promote research, development of faculty or of the teaching material.

• Due to the rapid expansion of teaching institutions, AICTE was unable to develop an adequate mechanism for enforcing standards.

• The teaching methodology shows inadequate concern for applying cumulative knowledge in dealing with managerial problems.

• Among all the action areas, faculty development was considered the most critical. It was proposed that 8 to 10 institutions should focus on this. Though the committee gave its report in 2001, there were no major initiatives from AICTE for faculty development or development of teaching materials so far.
4. The Management Education Review Committee

Subsequent to above, a committee was constituted by AICTE to review management education in India. AICTE appointed a committee in 2003 to come up with a policy and action plan for the development of management education in India, in the context of our current national requirements and national trends.

This committee suggested the following steps for strengthening education, viz.:

- Increase the focus on under managed sectors such as cooperatives, forestry, urban management, infrastructure, rural development, education and legal systems.

- The admission of students in management schools should be only through recognized tests organized on an all India basis and used for shortlisting candidates for group discussions and interviews. The number of admission tests could be progressively reduced, say to two or three tests.

- Accreditation is one of the major means of assuring quality. Only 15 PGDM programmes and 30 MBA programmes out of the 927 MBA/PGDM programmes approved by the AICTE have been accredited.

- In spite of having excellent institutions, the research output, even of the more prestigious institutions has not been adequate. This needs to be rectified. Over the next decade, research has to get its rightful place in the activities of management schools. While the accreditation process will help in improving the quality of teaching and training, it is imperative that research also figures prominently as a major element in the portfolio of activities of accredited institutes.

- In order to have a better global exposure, to suit the requirement of industry under globalization there is a pressing need for the globalisation of management education.

- Another element which is important for globalisation would be to keep our country open to the presence of foreign business schools and universities. It is
necessary for Indian Institutions to work out strategies to go abroad, and allowing foreign universities to come to India, without too many obstacles.

- The severe shortage of faculty in the entire technical education system is well recognized. In management education, the problem is more acute.

### 3.1.5 Present Structure of Indian Management Education

The present structure is divided into six categories:-

- Indian Institute of Management (IIMs) set up by the Government of India.
- University Departments of Management studies, distance, correspondence and part-time courses as well.
- Colleges & institutes affiliated to universities.
- Private or Govt. Institutes approved by All India Council for Technical Education (AICTE).
- Private Institutes or colleges not affiliated to any universities are not approved by AICTE.
- Private colleges or Institutes offering MBA courses in India in collaboration with foreign universities, where degree and diploma certificates are awarded by the foreign universities.

### 3.1.6 Current Issues in Management Education in India

According to Dholakia, (2014), Indian management education is presently passing through a chaotic period. There are several challenges and issues before business schools in India. Bandyopadhyay (1991) augmented that a number of conferences and seminars have examined various issues related to management education and concluded that these issues are mainly related to management educators, trainers and expert. Johar (1998) emphasized that course curricula, teaching methodology, practical training, teaching aids, student placement are the key challenges for management educational institutes. On the same line, Rajan and Dhunna (1998) viewed redesigning the curriculum, faculty
exchange programmes, strengthening integrated courses, student composition, the
industry-institute interface as the major challenges which management institute needs to
revamp. Further, Chakrawal (2005) discussed some of the prominent shortcomings of the
present Indian business education system i.e., quality of faculty, faculty appraisal,
entrance (the criteria for students), courses, curriculum, practical exposure. Manimala
(2006) put light on three major issues in management education i.e., (a) the quality of the
academic and physical infrastructure, (b) quality of the faculty, and (c) the quality of the
students. According to Kumar and Dash (2011), various committees from time to time
have been formed to suggest improvements in the management education, but still, there
have been little remarkable changes except in the top ranking B-schools. Some of the
major issues that need to be addressed if all management education has to improve in
India are ensure quality faculty, promote research culture, faculty development
programmes, develop reading materials relevant to Indian context, develop interaction
with industry, evolve a proper system of accreditation and rating, create an independent
Institutional mechanism, corporate governance of B-schools, need to broaden the
specialization, create a global mindset, internationalize management education (Kumar &
Dash, 2011; Saha, 2012). Further, various researchers found that one of the major issues
before management institutions are to bridge the gap between theory and practice
(Ranjitha, 2016; Thomas, 2010). Kumar and Jha (2012) opined that lack of academic-
industry interface is also a major challenge before management education institutes.
Chaluvaiah (2015) further reported various challenges faced by commerce education in
India including inadequate infrastructure, poor library resources and finally, has
suggested some of the measures to overcome these challenges like re-engineering
commerce pedagogy and other quintessence such as high-quality infrastructure.
Negligible infrastructure and learning resources, lack of financial support, lack of
linkages between educational institutions and industries, lack of classroom facility,
unsatisfactory courses and programmes, inadequate academic standard of teaching and
faculty in commerce and management education, theory and syllabus oriented curriculum
of management education, inadequate updating in knowledge and information amongst
faculty, lack of governance lack of autonomy are the major challenges of modern
business educational institutes (Raju & Velip, 2018). Khan and Azam (2017) listed and
discussed some most common and important challenges faced by Indian Business Schools which are Quality v/s Quantity, Regulation/Autonomy, Accreditation/Branding, Students’ enrolment, Faculty quality, Resources/Finance, Pedagogy, Courses/curricula and Role of Government. Friga, Bettis, and Sullivan (2003) explored globalization, disruptive technologies, demographic shifts, and deregulation as the key forces which impact the management education.

3.1.7 Trends in Management Education

Arain and Tipu (2007) give emphasis to ascertain the emerging trends in business and update the business education curricula so as to facilitate the students to manage the challenges in the dynamic world. Product offerings in management education are constantly getting change due to global competition and internet-based transactions. The emerging trends in the evolution of management education reflect that knowledge conception is becoming more student based (Friga et al., 2003). It has led to a trend to bring three main elements of business education i.e. industry, students and faculty closer to interact continuously. Further E-learning and computer-based learning packages have become an integral part of modern business education. It is apparent that due to the dominance of the service economy over other segments, management education has emerged as one of the main domain of higher education. Three roles are getting differentiated, viz., knowledge gathering, knowledge creation, and knowledge sharing (Friga et al., 2003). According to Shah (2012), to raise the quality of business education and to meet global manpower requirements, B-schools in the present era have adopted and operationalized variety of instruments like accreditation and assessment process. They have espoused benchmarking as an effectual device to faster constant quality improvement in business education. Gandhi (2012) emphasized delivering quality service as an important goal for most of universities and institutions of management education to meet the global competition. It has been observed that the globalised world demands business leaders equipped with management and leadership capabilities. Modern B-Schools has adopted efficient methods for developing and enhancing soft skills, innovative self-learning and understanding of organizational environment (Arvindbhai, 2012). According to Weyant (2013), online learning becomes a superior choice for
contemporary business education setting. A well established pedagogical model is required by faculty to steer the online course. Modern B-Schools has a shift in management education offerings towards student-centered and having a learner-centric perspective (Driver, 2002).

3.2 IMPORTANCE OF MANAGEMENT EDUCATION IN INDIA

Globalization has escorted to the gigantic demand for managing human capital (Afza, 2012; Saxena & Jain, 2013; Shukul, 2013; Subrahmanya, 2014). In the present era of globalization and technology, it has become hard for organizations to stay alive in the competitive world. Further, Anto (2012) emphasized that demographic shifts, changes in social, cultural, and technological patterns have posed a huge challenge for businesses organizations operating in turbulent, lively and international environments. So organizations need to be more sprightly, adaptive and proficient to thrive or even survive in such a dynamic business environment. As a consequence, the importance of management education has been amplified (Arain & Tipu, 2007; Balaji, 2013). Colbert, Levary, and Shaner (2000) highlighted the need for contemporary management education programmes that satisfy the requirement of corporate recruiters at international level, who demand such skills of graduates. Edgington, (2004), Hall and Young (2008) emphasized to learn pertinent managerial skills which are an expectation of practicing managers for auxiliary education, to equip to face international work challenges. Currently, major industries of the world are controlled by the developed western countries. To overcome this it is crucial for us to encourage sophisticated business education in our country. Contemporary business education covers multiple domains of education and research like, Marketing, Finance, Accounting, Human resource management, and Commercial & Business Law. Business education helped in developing long-term outlook, intelligent tactical planning and business culture, standards of excellence, successful management across the organization, team spirit, objective decision making, standardization of processes and systems. Business schools act as a bridge between academic circles and the real business world (Ozonol, 2010). Comuel (2010) has rightly observed that in the context of a free economy, business schools have a crucial role to play in optimizing the way institutions, private as well as public are managed, with the objective of ensuring the
best possible level of growth and thereby ensuring a dramatic improvement in the people’s lives. In order to withstand in this scenario, the only tool in the hands of management institutes is their competent faculty. The satisfied faculty is the competitive edge for an institute. So, in order to have satisfied students, they have to satisfy their internal customer first (i.e. faculty) and the best tool is internal marketing.

3.3 ORGANIZATIONAL PROFILE OF SELECT MANAGEMENT INSTITUTES

Organizational profile refers to a review process from which an observable and measurable description of an organization is generated. The organizational profile contains brief information about the history and evolution of an organization, the performance history and anticipated performance in the future and details of the goods and services provided by it. Further, it provides data about the resources of the organization mainly the physical and financial resources as well as the human capital. This section reveals the central indispensable information pertaining to the select management institutes from Jammu, Chandigarh and Delhi which are covered in the scope of the study. The section enlightens the reader with a few interesting facts and figures concerning the inception and growth, corporate affairs and strategies, network and fleet and finally service and customer experience of these institutes.

JAMMU

1. The Business School

The Business School(TBS), University of Jammu, earlier known as Department of Management Studies started its two-year full-time Master's Degree Programme in Business Administration(MBA) in the year 1986. The Business School, University of Jammu has been ranked as A+ category B-School as per Business India Survey, 2009. As per the AIMA, Best School Survey, 2009, The Business School received 'A' category rank. Besides, the School, on behalf of the University of Jammu received the DEWANG MEHTA 'Excellence in Education Award 2009' in recognition of leadership, innovation and industry interface. Also for the second time, The Business School has received the DEWANG MEHTA 'Excellence in Education Award 2012 in recognition of leadership,
innovation and industry interface in Best B-School Category. The School has also been awarded the Dainik Bhaskar special Jury Award for Excellence in Management Education. The School has a spacious state-of-the-art computer laboratory with internet and video conferencing facilities. The School Library has over 14,000 books on Management and other related subjects. All faculty members have internationally acclaimed research in form of research papers, books, articles to their credit. The School has been honored by the conferment of the Association of Indian Management School (AIMS) best teacher award, besides AICTE Career Award for Young Teachers. The Business School has also focused attention on programmes like Management Development Programme for management executive in various corporate, Entrepreneurship Development Programme amongst the students and budding entrepreneur and Social Immersion Programme as a CSR by The Business School. Recently, The Business School, University of Jammu, Jammu is rated A++ as per 18th Annual Ranking of B-Schools in India. Also, The Business School, University of Jammu, Jammu is rated 7th in terms of Value for Money in 2016 in a survey conducted by India Today.

2. School of Hospitality and Tourism Management

The University of Jammu started a two-year full-time Master's Degree Programme in Tourism Management in the year 2001-2002. The programme was started as a part of the Department of Management Studies. Within four years of its existence, the programme was able to establish its own credentials among the academia and the industry. Looking into the success of the programme, University of Jammu established Centre for Hospitality & Tourism Management on 27th July 2005, with an objective to develop tourism professionals and promote research. In the year 2009, keeping in view the UGC requirements the degree has been renamed as Masters in Business Administration (Hospitality & Tourism). In the year 2009, the Centre was upgraded to the School. During the year 2010, Bachelors in Business Administration (Hotel Management) was also introduced. In pursuit of excellence, School of Hospitality & Tourism Management is committed to producing competent professionals, who are dynamic and responsible enough to assume offices in various managerial and
administrative cadres in various tourism and related organizations. Students from all over the country learn to channelize potential in the right direction and put up a concentrated effort, which is well organized and implemented to give a practical dimension to the theoretical aspects in Tourism Management.

- **Mission**

  "To draw upon various streams of thought and integrate this into the educational process to empower individuals with all the knowledge and direction that they need to become worthy citizens/professionals in their field"

- **Objectives:**

  1. To develop professionals of high caliber and ethics, who would efficiently manage the resources of their respective employers thereby contributing to the nation’s development.

  2. To create professionally competent manpower to meet the managerial level requirement of tourism and allied industries.

  3. To provide a focal point for post-graduate level studies and professional development education with a distinctly integrated resource and business management orientation.

  4. To encourage and conduct policy, planning and management research design to enhance the effective and sustained use of the tourism resource base.

  5. To collaborate and network with industry and government of National and International level to promote research.

3. **International Centre for Cross-Cultural Research and Human Resource Management (ICCR and HRM)**

   International Centre for Cross-Cultural Research and Human Resource Management (ICcR & HRM) was established in the University under the aegis of Faculty of Business Studies (erstwhile Faculty of Management Studies) in 2008. The
International Centre (ICccR & HRM) seeks to promote education, research, training and consultancy in the area of Cross-Cultural Management / International Management / International Business and Human Resource Management. The broad spectrum of activities in the International Centre revolve around promoting cooperation in education and research; run Post-Graduate Degree / Diploma /Certificate Programmes besides Doctoral Research in the area of Cross-Cultural Management; organize visits and exchange programmes; organize seminars /workshops /conferences in the discipline, and conduct Management Development Programs/ Training etc.

ICccR & HRM is the only Centre in the State of Jammu and Kashmir of its kind catering to cross-cultural management research issues besides international business management and foreign trade. The University of Jammu has a competitive advantage in these areas and the Centre is essentially contributing to the International profile of the University of Jammu. A similar Centre exists in Oxford, the UK under the nomenclature EAP-Centre for Cross-Cultural Management Research, from where the idea of its creation was derived from, as back as 1998, while the Founder Director Professor Neelu Rohmetra visited European Institute EAP-Centre for Cross-Cultural Management Research, Oxford, the UK as a visiting fellow in 1998.

❖ **Mission**

“Developing People with Ultimate Flexibility”.

❖ **Objectives**

- Promote international cooperation in education and research.
- Undertake joint research projects.
- Organize visits and exchange programmes.
- Organize seminars/workshops/conferences on the Subject.
Conduct Management Development Programs/Trainings.

4. **School of Business Studies (Central University of Jammu)**

(a) **Department of Human Resource Management and Organizational behaviour**

- **Vision**

  To nurture the thought of leaders with unflinching commitment and integrity to attain academic excellence for serving business and society through entrepreneurial talent and research.

- **Mission**

  To develop both at individual and organizational levels by encouraging entrepreneurship and service management capability by following –

  - The culture of academic excellence,
  - Enriching learning experiences to aspiring managers,
  - Imparting value-based education and
  - Promoting action-centric research
  - Encouraging innovation, incubating innovative ideas and promoting entrepreneurship

- **Action Plan**

  - Department of HRM & OB intendeds to equip students with multifaceted skills relevant to the contemporary human resource industry and to meet the needs of the changing and challenging social scenario.

  - The Programme was started with an intention of imparting training to those aspirants who would be best suited to take up the administrative managerial and entrepreneurial challenges of the HRM industry.
The Programme covers the general management and industry-driven curriculum and equips students with the analytical, strategic and policy-making skills required for sustainable human resource development and management with both commercial business houses and the public sector undertakings.

The transactional pedagogy comprises interactive classroom sessions with active student participation through case presentation, group discussion and exposure to real life situation through frequent seminars and workshop conducted by executives and senior faculty members from centers of Excellence from across the globe. The course curriculum and the teaching pedagogy are carefully geared up to suit highly competitive and fast-changing human resource environment.

The Department has been in pursuit to strengthen the Industry academia interface so that the students have an opportunity to learn and develop as managers.

(b) Department of Tourism and Travel Management

Department of Tourism and Travel Management (DTTM) is dedicated to providing excellent education through quality teaching and research in the service industry. It is being realized through innovative design based upon transactional methods rather than instructional methods and implementation of both formal curricula and co-curricular activities. DTTM makes extensive use of case method to prepare students to cope up with real-life business challenges. It also makes use of lectures, simulations, fieldwork, independent research projects, role plays and other forms of teaching techniques as appropriate in a particular module.

Vision and Mission

The Department of Tourism and Travel Management (DTTM) aspires to evolve as a Centre of Excellence in the creation and dissemination of knowledge in tourism education, research and policy development.
❗ **Objectives**

- To evolve as a knowledge production center capable of restructuring research traditions and developing innovative scholarship in the field of Tourism Management and Studies.

- To provide students with a rewarding learning experience that enables them to build their intellectual capacity, enhance knowledge and skills to make a meaningful, professional and societal contribution.

- To develop a quality human resource for tourism and allied sectors.

- To provide consultancy to the nodal agencies that aid in effective policy development by providing strategic input based upon cutting-edge research.

- To promote the sustainable and equitable development of tourism by encouraging democratic participation among all the stakeholders.

❗ **Action Plan**

- DTTM is dedicated to developing a synergistic partnership with tourism and allied sectors by developing a wide spectrum including voices from the academia, industry, social and environmental organizations.

- We at DTTM, the Central University of Jammu as a dedicated team are working pro-actively in building upon new pedagogical methods and in partnerships with the MNC’s, NGO’s and exchange programmes with Universities and Organizations across the country to ensure that students get a 360 Degree outlook. We are working on creating the conducive and healthy environment of learning.

- We are increasing deep learning experiences for students arising from their industrial exposure, field trips, and community engagement activities. Heightening faculty and student research that supports the
Tourism Initiatives and providing opportunities for staff and alumni to participate in the initiative.

- We are committed for creating the skilled and employable manpower for the tourism Industry for which department has signed MOU’s (Memorandum of Understanding) with Industry and Academia and other collaborations are in offing.

(c) **Department of Marketing and Supply Chain Management**

The Department’s pioneering vision is to produce MBA graduates who would become ‘pillars of the nation, whether in private or public sector’ by translating theoretical concepts into workable instances of the real world. The Department envisages expanding the scope of its vision to become the most comprehensive source of domain-specific business knowledge in the country & the world. The prime objective of the department is to make the student's industry ready. Application-based teaching methodologies encompassing case studies, simulations, neuro-linguistic programming (NLP) workshops, role plays, guest lectures and industry outreach programmes opted by our eminent faculty prepares the budding minds to develop a holistic approach for a rigorous corporate life ahead.

5. **Institute of Management Science**

Institute of Management Sciences, popularly known as IMS, is a pioneer private institute established in the year 1999 after approval of the AICTE. The Institute is affiliated to the University of Jammu. It is part of Jamwal group of colleges.

The IMS Campus has been developed over an area of more than 25 acres of land situated at a distance of about 13 Kms from Jammu Tawi Railway Station and 8 Kms from the City Bus Stand along Akhnoor Road.

The Institute offers four courses viz Master of Business Administration (MBA), Master of Computer Applications (MCA), Bachelor of Business Administration (BBA) and Bachelor of Computer Applications (BCA)
Mission

The mission of the institute is to produce managers with a global perspective.

6. Model Institute of Engineering and Technology

Model Institute of Engineering and Technology was established in 1996 after approval of the AICTE, making it the first engineering college in the private sector in J&K. However, the first batch of students was admitted in 1999 subsequent to the formulation of policies of the J&K Government governing higher technical education. MIET is the flagship institution of the MIER Group (Model Institute of Education and Research) which has a glorious legacy of over 80 years, being established in pre-independence 1936. The MIER group started out as the first private school in J&K, the Model Academy. It was recently re-accredited with high "A" grade by the National Assessment and Accreditation Council (NAAC). MIET offers B.E. course at the undergraduate level and MBA and MCA courses at the postgraduate level.

Vision

To Create a World-Class Institute

Mission

To Deliver Exceptional Value to Students, Industry and Society

Quality Policy

Our unequivocal emphasis on quality reflects in our credentials. MIET is the first only NAAC accredited engineering college in the State of J&K. Departments of CSE and ECE were the first to be accredited by the National Board for Accreditation (NBA).

DELHI

1. Faculty of Management Studies

Faculty of Management Studies (also known as FMS Delhi and The Red Building of Dreams) is a business school located in New Delhi, India. It was established in 1954
under the aegis of the University of Delhi and is often cited as the best business school in India owing to its great ROI and very high placement statistics. The institute was started at the Delhi School of Economics premises under the then Dean, A. Das Gupta, of the Delhi College of Engineering (DCE). The department of commerce of the Delhi College of Engineering (DCE) now the Delhi Technological University (DTU) was abolished and the Faculty of Management Studies was established. The first set of professors was trained at the Stanford Graduate School of Business. The institute has since then expanded on the number of management courses available.

FMS offers a full-time MBA, an executive MBA, an executive MBA in health care administration and doctoral programmes. In addition to all these programs, FMS also regularly conducts Management Development Programmes. FMS is the only business school which conducts the Management fest (Fiesta) and Cultural & Sports fest (Elysium) separately.

❖ **Mission**

Academic excellence and leadership in university-based management education in India through high-quality teaching, research, case development, innovative courses and pedagogy of learning.

❖ **Vision**

To develop FMS as a world-class university-based institution of academic excellence and thought leadership in management education.

❖ **Rankings**

FMS Delhi was ranked 4th in Outlook India's "Top 100 Management Schools" of 2016 and 7th in Business Today's "India's best B-schools 2016". Business Standard has ranked the institute in its top group "Super League 1" in 2016, with an overall percentile of 95%.
2. Lal Bahadur Shastri Institute of Management

Lal Bahadur Shastri Institute of Management, Delhi is a premier and dynamic institute of Management and Information Technology Education and was established by the Lal Bahadur Shastri Educational Society in 1995. It has emerged as one of the top business schools in the country. It takes pride in being one of the foremost institutes in providing value-based management education, thus developing professionals with a humane and pragmatic approach to the march towards corporate excellence. The institute has state-of-the-art infrastructure and a fully air-conditioned building in Dwarka, New Delhi. The campus of the institute at Dwarka is located near the Delhi Metro line and thus, can be reached with ease by students living anywhere in Delhi/NCR. Lal Bahadur Shastri Institute of Management offers two years full-time regular Post Graduate Diploma in Management. It is recognized by All India Council for Technical Education (AICTE), Ministry of Human Resource Development, and Government of India.

- **Mission**

   To Impart Quality and Value-Based Management and Technology Education relevant to Corporate and Societal Needs through Continuous Learning, Societal Responsiveness supported by Strategic National and International Partnerships.

- **Vision**

   Leadership through Excellence in Value-Based Management and Technology Education.

3. Bharati Vidyapeeth Institute of Management and Research

Bharati Vidyapeeth Institute of Management and Research, New Delhi was established in 1992. It ensures the reputation of being one of the institutes imparting education in management. As a constituent unit amongst 182 institutions of Bharati Vidyapeeth family, which was founded by Hon'ble Dr. Patangraoji Kadam in 1964, the institute has over the past few years emerged. The institute is under the ambit of Bharati Vidyapeeth University, Pune as approved by Govt. of India on the recommendation of UGC under Section 3 of UGC Act. It has been offering management and IT programmes.
During the last 53 years, Bharati Vidyapeeth has made astonishing strides in the field of education, particularly, higher and professional education. Its major campuses are in New Delhi, Navi Mumbai, Pune, Solapur, Kolhapur, Sangli, Karad, Satara, and Panchgani and at quite a few other places. Bharati Vidyapeeth is probably the only organization from Maharashtra having its campus in the capital city of India. It is not in the urban areas alone that Bharati Vidyapeeth has started its institutions. Its schools and colleges have dotted rural areas and even the remotest tribal and coastal areas of Maharashtra.

❖ **Vision**

To be a world class management institute for social transformation through dynamic education.

❖ **Mission**

- To impart borderless inclusive, absolute ingress to management and technical education based on excellence.

- To construct education system apt for the altering and assorted requisites of society and industry in a global context

- To proffer quality, advance education for boarding the horizons of mind and creating skilled pools of talents.

- To foster quality research in management and technical facets for a holistic societal development.

- To develop national and international networks with industry, NGO’s and research institutions to address the expectancy concerns of stakeholders.

- To nurture pervasive appliance of ICT for embellishment of teaching, learning and development for an efficacious system inspection.

- To effect quality as an intrinsic component of all the institutional operations by advocating innovative practices.
 Rankings

- Re-Accredited with A+ grade by NAAC
- NBA (AICTE) Re-Accredited MBA Programme
- Ranked amongst Top 50 in the Best B-Schools Survey conducted by Business India.
- Ranked amongst “Top 10 Business Schools in Delhi / NCR”, “Top 10 Business Schools in Placements in India” & “Top 20 Business Schools in India” by Business and Management Chronicle.
- Ranked amongst Top 40 B-Schools in India, Top 10 B-Schools in North India and 2nd in Delhi by CAREERS 360.

4. Jagan Institute of Management Studies

Jagan Institute of Management Studies (JIMS) imparts professional education at postgraduate levels in the fields of Management and Information Technology. The Institute has been working for the attainment of a mission: to develop highly skilled and professional human resource for industry and business. From a very modest start, it has now acquired a commendable position as one of the premier institutes of the country. Institute’s PGDM, PGDM-IB, PGDM-RM Programme are approved by the All India Council for Technical Education. PGDM, PGDM-IB & PGDM-RM Programmes are accredited from National Board of Accreditation (NBA) for excellence in quality education and have also been granted equivalence to MBA degree by Association of Indian Universities (AIU). MCA programme is accredited by National Board of Accreditation (NBA) for both the shifts. The National Assessment and Accreditation Council (NAAC) have accredited JIMS at A grade.
JIMS is a place of learning for knowledge-driven learners. It has been built with an aim to impart education that surpasses the benchmarks of excellence. To achieve the motto it has a comprehensive pedagogical structure which provides paramount academic skills, a curriculum with the ever-evolving dynamics of the global business environment, esteemed faculty members with their vast experience and expertise and world-class facilities.

JIMS thus proves to be an ideal place for those wishing to engage in academic pursuits and seek intellectual fulfillment.

短视频 Vision

To be an Institute of Academic Excellence with total commitment to quality education and research in Management and Information Technology with a holistic concern for a better life, environment and society

短视频 Mission

To serve the society and improve the quality of life by imparting high-quality education in management and information technology, providing training and development services, fostering research, giving consultancy services to industry and disseminating knowledge through the publication of books, journals and magazines

短视频 Ranking

- Various newspapers, magazines and websites have consistently accorded high grades and rankings to JIMS over the years. JIMS is one of the most sought-after institutions for CAT and MAT aspirants. Some of the recent rankings of JIMS are as follows:
  - Competition Success Review (CSR) Award 2018 for the excellence in Education for the sixth time in a row.
  - Times of India Feb 2018 Ranked 10th in India (North), Ranked 5th in Delhi among Top private institutes ranked A++ on all India basis by Business India in 2017.
5. **Jagannath International Management School**

Jagannath International Management School (JIMS) was established in 2003 as Jagannath Institute of Communication and Design (JICD). Later, upon certain structural changes because of the changes in the regulatory environment, the institute was renamed as JIMS in 2006. It is affiliated to Guru Gobind Singh Indraprastha University, Delhi. The institute runs three bachelor's degree programs in Business Administration, Computer Applications and, Journalism and Mass Communication.

- **Vision**

  Visualise JIMS as an Institute of higher academic learning known for its total commitment to excellence in management and technical education, research and consultancy with a holistic concern for the quality of life, environment, society and ethics.

- **Mission**

  To serve society and improve its quality of life through high-quality education in management, mass communication and information technology, with the adoption of modern teaching methodologies.

**CHANDIGARH**

1. **University Business School**

University Business School (formerly, Department of Commerce and Business Management) is the rechristening of the Department of Commerce and Business Management as University Business School (UBS) in 1995 by the Panjab University. The transformation from a Department to a school has given it a distinct identity as a 'School of Thought'. The philosophy of the management education at the UBS is built on an integrative value system.

The school has been recognized by the University Grants Commission under Special Assistance Programme for the following thrust areas, Supply Chain Management, Accounting and Business Finance-Social Responsibility and Human Resources
Accounting (HRA), Investment Decision Making and Innovative Financing with special reference to corporate social responsibility and HRA. The University Grant Commission has also covered the University Business School under its prestigious ASIHHS Program.

❖ **Mission**

To create the wholesome personality of human beings with a view to produce effective managers, researchers and teachers. Modern attitude, practical wisdom, knowledge and skill relevant for management are deeply ingrained in the students.

2. **University Institute of Applied Management Science**

Faculty of Business Management & Commerce, Panjab University, in its golden jubilee year 2008-09, launched another star Institute, University Institute of Applied Management Sciences (UIAMS). The Institute draws on the academic strength and resources of Punjab University. UIAMS offers management programmes in sectoral areas and streams so as to fulfill the growing needs of the industry, and requirement of managerial discipline in the following sunrise and booming sectors of the corporate world.

The sectoral MBA programmes are supplemented with specialization in a core functional area of management i.e. Marketing, Finance, Human Resources and Operations. The rigorous course structure thus fine-tunes managerial specialization with competencies of domain-specific knowledge.

❖ **Vision**

To create and develop a nodal center of excellence in the "niche domains".

❖ **Mission**

To offer management programmes in sectoral areas and streams so as to fulfill industry needs and requirements for specialized managerial skills.
3. University Institute of Hotel and Tourism Management

University Institute of Hotel and Tourism Management (UIHTM) aims at becoming one of the premier institutes in the country offering education, training, research and consultancy in the field of hospitality, tourism, travel and allied sectors.

❖ Objectives

To nurture in students professional and managerial excellence, social and cultural sensitivity, moral and ethical responsibility with a conscious concern for the environment.

• To create avenues for the promotion of knowledge and foster opportunities for learning.

• To develop and sustain world-class, scientific research and foster the values which students need to excel, ensuring that they are fully equipped for the world of work.

• To empower students to carve out successful careers for themselves and to connect them with the changing scenario of the economy and its socio-cultural environs.

• To meet the growing demand for hospitality, tourism and travel industry for professionally trained manpower.

• To undertake educational programmes and to organize courses of studies, lectures, seminars, symposia and conferences etc. on various aspects of hospitality, tourism and travel sector.

• To provide continuing educational opportunities and facilities on various aspects of tourism and hospitality industry.

❖ Mission

Established in 2009, University Institute of Hotel and Tourism Management (UIHTM) is striving hard towards the human resource development with the focus on
Hospitality and Tourism sector. Being a specialized institute in sectoral education in the area of tourism and hospitality education, UIHTM had already marked its attendance at the national level by organizing various curricular, extracurricular and extension activities during the years.

- **Vision**

  To prepare the students for immediate employment in the relevant functional area in industry/take-up entrepreneurship individually. Further, nurturing such professionals by providing an overall and extensive exposure of tourism and hospitality industry.

4. **Chitkara Business School**

  In the year 2002, Chitkara Educational Trust established its Punjab campus 30 kilometers from Chandigarh, on the Chandigarh–Patiala National Highway. The Chitkara Business School was established in the year 2006 and is affiliated to Chitkara University. It offers 2 years MBA programme in different areas.

- **Vision**

  To be a globally recognized organization promoting academic excellence through interdisciplinary applied research and to expand realms of knowledge through innovation.

- **Mission**

  - To carry out the academic process for achieving excellence through active teacher-student-industry participation
  
  - To promote research, innovation and entrepreneurship in collaboration with industries and laboratories
  
  - To inculcate high moral, ethical and professional standards amongst our students
  
  - To contribute to building a skillful society
❖ **Ranking**

Chitkara Business School with AAA rating is ranked second among “India’s Best B-Schools” 2018 in the region by Career360 ranking.

5. **Chandigarh Business School of Administration**

Chandigarh Business School of Administration (CBSA), a constituent institute of CGC Landran, is a leading B-School of North India, affiliated to PTU and approved by AICTE, New Delhi and Govt. of Punjab. The institute offers BBA, B.Com and MBA courses designed to help students learn how to achieve business objectives. Chandigarh Business School is ranked as No.1 College in Punjab by “The Week”, No.1 B-School by PTU and ranked among top 5 colleges of North India by “Business Today.

❖ **Vision**

“To emerge as the most preferred educational group with global recognition, developing competent and socially sensitive leaders committed to excellence.”

❖ **Mission**

To make an incessant endeavour to translate our vision into a reality & achieve the following objectives:

- To create world-class facilities & ambiance for advanced level of teaching and practical training.
- To develop students as global citizens with conscience, commitment & education.
- To continuously grow & become fountain head among institutes of Technical Higher Education in India.
- To strengthen the industry-institute interface & promote Entrepreneurial development activities.
• To continuously strive for research, development & innovation in all relevant fields, thereby providing the faculty & students the requisite platform to showcase their talents & win laurels.

• To have collaboration with leading Universities of the world with a view to provide opportunities to the students for higher studies & seek placement avenues abroad.

• To maintain the first position in placements in the North region, thereby ensuring that every CGC’ian gets the best possible placement opportunities.

❖ Objectives

To provide world-class infrastructure, equipment and well-qualified faculty for all-round growth of the students including their competence and overall personality meeting ever-growing expectations of society.

3.4 INTERNAL MARKETING PRACTICES IN SELECT MANAGEMENT EDUCATION INSTITUTES

1. Vision

2. Academic Staff Development

3. Rewards

4. Internal Communication

5. Empowerment

1. Vision

Vision has been defined differently by different authors. According to them, vision stimulates and manages the flow of energy. Additionally, vision is the starting point of establishing an organization and portrays a unique image of the future (Eccles, 1994; Kouzes & Posner, 1987; Li, Cui, & Cui, 2007; Nanus, 1992; Smith, 1996a, 1996b; Snyder & Graves, 1994). According to Money and Foreman (1996) Vision is the process of giving employees organizational values, purpose and direction to believe in. Furthermore, vision evolves employee satisfaction and influence to motivate them (Tichy
It has been suggested that the vision of service excellence will influence the manner in which an organization responds to its external markets; carry the organization to develop market-oriented responses to satisfy the needs and meet the requirements of its external markets (Wasmer & Brunner, 1991) and stimulate employees to develop service consciousness and customer-oriented behaviour (Conduit & Movado, 2001; Heskett, 1987; Lings, 2004; Pfeffer & Veiga, 1999). George (1990) arguing along these lines, claims that visions about the excellence of service influence the effectiveness of internal service encounter between employees and employers which is a necessary condition for the organization to successfully compete in the external market. Korac-Kakabadse and Kakabadse (2001) identify the importance of creating a corporate vision. Broady-Preston and Steel (2002) suggest the vision should be communicated personally by top the management. Parasuraman, Berry, and Zeithaml (1991) say one of the essential roles of IM is to offer a vision.

According to Berry and Parasuraman (1991), Internal marketing practices offers vision and also communicate the vision to employees. This means that employees need to know the contribution of their work to the organization and moreover, they must understand and believe in the goals to which they contribute. In addition, vision also communicates with employees about their guidance, positive behavior and creates a strong culture. Additionally, by understanding the organizational vision, employees will be able to monitor their own progress, perform better and ultimately leads to their satisfaction (Berry & Parasuraman, 1991).

Internal marketing programmes include organizational vision in order to develop sense of purpose, establishing behavioral standards, and direction to employees (Bart, 1997; Grönroos, 1981; Ireland & Hitt, 1992; Klemm, Sanderson, & Luffman, 1991; McGinnis, 1981; McGivern & Tvorik, 1998). In the internal marketing concept, employees are involved in all levels of ineffective marketing programmes which enable them to understand their role within the organization. In the same way, internal marketing (IM) encompasses vision as an important element which helps contribute towards enhanced customer service, a greater degree of marketing orientation and finally leads to employee satisfaction (Berry & Parasuraman, 1991). According to Kirkpatrick and
Locke (1996) and Nanus (1992) understanding and acceptance of organizational vision by employees which is an important element of internal marketing (IM) stimulate their job satisfaction and improve their commitment and performance towards the job.

2. Academic Staff Development

Foreman and Money (1995) defined development as “a strategic investment by the organization in training its members”. It refers to the extent to which organizations view the development of knowledge and skills in employees as an investment, rather than a cost, and happens as an ongoing process in the organization (Foreman & Money, 1995). In addition to this, employee development is a joined initiative of the employer as well as employee to improve the existing knowledge and skills of an individual. It is important for an employee to keep themselves updated with the latest development in the industry so as to survive in today’s tough competition (Kozaric, 2015). If employees have the sufficient skills, knowledge and abilities they will be more motivated and interact more effectively with customers and being able to satisfy their needs better (Chapman & Lovell, 2006; Nickson, Warhurst, & Dutton, 2005). At the heart of IM is the notion of viewing employees as an internal market within a firm, and this internal market needs to be informed, motivated, educated and developed so as to accomplish the organizational objectives (Berry & Parasuraman, 1991; Papasolomou-Doukakis, 2002). Employees should be developed and trained to know the required tasks to do their job well which work with the organization’s objectives to get the job well done (Piercy, 1992). Piercy and Morgan (1991) say that for proper implementation of internal marketing, employees must be properly trained and developed to fulfill its service role. With a well-developed workforce, an organization can use the full potential of its employees, thus improving business performance. A number of researchers (Berry & Parasuraman, 1991; Foreman & Money, 1995; Gummesson, 1987) suggested that internal marketing includes employee training and development. Training and development of employees can enhance every sub-goal of internal marketing: attracting, developing, motivating and retaining superior employees. Therefore, it is considered an essential element of internal marketing (Berry & Parasuraman, 1991). In addition to this, Foreman and Money (1995) also argued that
employee development is one of the main elements of internal marketing. Further, Varey (2002) also emphasised that IM should focus on employee development

3. Rewards

The reward is the employee benefits that employees receive from employers for their work (Schermerhorn, Hunt, & Osborn, 2005). In this regard, Mitchell et al. (1988) note that employee benefits are considered an important element of internal marketing (IM) as it helps managers to retain their valued staff and also facilitate in achieving the business goals of an organization and values that it needs in employees. In the internal marketing (IM) concept, employees play a very important role in continuing growth and success of an organization. Thus, employee benefits contribute to their overall job satisfaction (Schneider, Brief, & Guzzo, 1996; Walsh & Tseng, 1998) and also considered by the empirical studies of Locke (1976) and Lawler (1973) one of the major determinants of employee job satisfaction. Rewards not only encourage employees to perform better but also create internal motivation among them to offer better service quality to external customers which in the end will contribute to the success of the business. The concept of internal marketing was developed from the idea that employees are considered as an internal market within the organization. In internal marketing (IM), they need to be informed, educated, rewarded and motivated to meet external customers’ needs and expectations (Varey & Lewis, 2000). So, indeed, competitive employee benefits for staff and their families as compared to other organizations are the major factor of their job satisfaction (Ellickson & Logsdon 2001; Reiner & Zhao 1999; Zeffane, Ibrahim, & Mehairi, 2008). Reward satisfaction is a key factor toward employee overall satisfaction with the company. The feeling of not being recognized for a job well done is likely to evoke a negative attitude toward the organization (Tornow & Wiley, 1991). Mitchell (1992) pointed out that the role of IM is to change negative attitudes towards marketing. A company can satisfy the needs and wants of the internal customers by good strategic rewards, and in doing so can also enhance the chance of satisfying the needs and wants of its external customers (Lai, 2006). Rewards are found to be one of the most important dimensions of internal marketing (Janjua, Ahmad, & Afzal, 2014).
4. Internal Communication

According to Ahmed and Rafiq (2003) Communication, or the transfer of information between employees, is one of the most important functions in any organization. Dunmore (2002) defines internal communication as the process by which people interact, exchange ideas and share information in order to increase their awareness of their job objectives. Argenti (2003) contends that internal communication is about creating an atmosphere of respect for all employees within the organization. Communication from management should come directly from one manager to the next and from supervisor to employee, but an organization grows larger and more complex this often becomes more difficult hence the need for internal communication function. Further Papasolomou (2002, p.90) defined internal communication as “a management process through which an organization enters into a dialogue with its various internal audiences”. According to Gilmore and Carson (1995), internal communication is about sharing ideas in order to contribute to organizational progress. Kitchen (1997) believed that employees must be fully informed if they are to participate effectively in the organization. Employees need to fully understand where they fit into an organization’s strategy and how they contribute to the fulfillment of the organization’s aims. A positive communication climate should be based on a two-way communication process, which in turn is dependent upon openness, mutual respect and trust and employees feeling that their views are taken seriously (Smidts, van Riel, & Pruyn, 2000).

In addition to this, researchers such as Piercy and Morgan (1990), Griffin and Hauser (1996) and Dougherty (1992) suggested that internal communications which act as a dialogue intended to convey feelings, perceptions and intentions of managers and employees regarding different organizational issues, can reduce inter-functional friction and departmental isolation, enhance cross-functional integration between the organizational employees and management and reduce language barriers between functions. This, in return, enhances the understanding of senior management about the objectives and priorities of other functions and reduces “inter-functional misunderstandings due to differences in employees’ thought worlds” (Dougherty, 1992).
Communication, or the transfer of information between employees, is one of the most important functions in any organization, as stated by Ahmed and Rafiq (2003) they describe it as a tool in internal marketing that affects employees’ satisfaction more than business performance. Recently, Mazzei (2010) declared that “communication is a social process of interaction and/or interpretation that gives sense and meaning to social reality, organizational actions, events and organizational roles and processes.” They explain that the future of the relationship between organizations and their people depends on the way they communicate with each other; and not as employees, but as internal customers.

Francis (1989) and Elving (2005) state that organization communication commonly has two goals. First, the goal of organizational communication should be to inform employees about their tasks and about policy and other issues of the organization. The second goal is using communication as a means to create a community within the organization. It is shown that emphasizing IM will increase communication flows and, when they are well informed, increase employees’ sense of ownership. Communication creates the conditions for commitment among employees. Postmes, Tanis, and DeWit (2001) state that employees are strongly committed, if they obtain adequate information to perform their tasks, and this information is presented to them via formal bureaucratic channels rather than informal channels. Normally the degree of trust in certain information is influent by the source of the information.

5. Empowerment

Most of the definitions of empowerment approved that it is concerned with giving employees more autonomy, power and judgment to execute their everyday jobs. For example, Kaner, Lind, Toldi, and Berger (2007) defined empowerment as authorizing and enabling employees to act, behave, think and make their decision to get the job faster and easy to make. It is a strategy set by management that enables employees to make decisions about their jobs (Mahmood, 2013). Carlzon (1987) viewed empowerment as releasing employees from tight control by directions, policies, and orders, and providing them the freedom to take liability for their ideas, decisions, and actions. It also refers to employee’s permission to make decisions relating to everyday situations (Bowen & Lawler, 1992; Conger & Kanungo, 1988). On the other hand, Leitch, Nieves, Burke,
Little, and Gorin (1995) described employee empowerment as giving staff both ability and responsibility to take actions to identify problems and to deal effectively with them which affect service quality. In addition to this, Baron and Harris (1995) suggested that employee empowerment “involves releasing control to the service employee at the crucial moment of contact with the customer, giving them autonomy to make decisions flexibly in response to the customers’ demands as and when they occur” (p.13). Further, Conger and Kanungo (1988) stated that it involves sharing formal and informal decision making power between managers and their subordinates so that employees can exercise good judgment to make day to day decisions about job-related activities. Moreover, it also enables employees to think, behave, take action, and control work and decision making in autonomous ways which are an important factor of job satisfaction (Fosam, Grimsley, & Wisher, 1998). It helps employees to own their work and take responsibility for their results (Payne, Holt, & Frow, 2001). Gilmore and Carson (1995) argued that involving and empowering employees to make decisions of their own while dealing with customers is a part of the internal marketing activities that have been used by many organizations. Empowered employees are more satisfied with their job and therefore are more enthusiastic about serving customers well (Bowen & Lawler, 1992). It is one of the essential elements of internal marketing (Berry & Parasuraman, 1991). Payne (1993) claimed that a formal marketing plan for internal marketing is of little value if customer contact employees are not empowered to deliver the level of service quality required. Moreover, internal marketing model developed by Ahmed and Rafiq (2002) also considered employee empowerment as an important internal marketing element. They further stated that empowerment impacts job satisfaction (Rafiq & Ahmed, 2000). Scholars such as Boshoff and Allen (2000), Rafiq and Ahmed (2000), and Ahmed, Rafiq, and Saad (2003) regard empowerment as one of the internal marketing elements that can affect employee satisfaction.

Thus, from the above literature, it is concluded that Vision, Academic Staff Development, Rewards, Internal Communication and Empowerment are the important elements of internal marketing.
REFERENCES


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