CHAPTER V

RECOMMENDATIONS

AND CONCLUSION

V.1 Summary of Findings and Recommendations

V.2 Conclusion
Management education institutions have been mushrooming in the country at an alarming rate. Several questions have been raised about the hype and quality of management education. Recent literature has been dwelling on various problems being faced by Management education institutions and the reasons for being at the cross-roads.

The primary objective of the research was to ascertain the service quality of Management education institutions offering full-time management education in Salem district.

The secondary objectives of this study were: (i) to ascertain the perceptions of Management education institutions’ students and faculty about intangible factors like reliability, responsiveness, assurance, empathy; (ii) to ascertain the perceptions of Management education institutions’ students and faculty about tangible factors like ambience, space and utilities; (iii) to ascertain the perceptions of Management education institutions’ students and faculty about learning and development factors like training and activities in multiple domains; (iv) to ascertain the perceptions of Management education institutions’ students and faculty about satisfaction with intangibles, tangibles, learning & development satisfaction; (v) to ascertain the impact of intangibles, tangibles, learning & development on service quality of management education institution; and (vi) to compile SCOT analysis of management education.

The scope of the research broadly encompassed sub themes like Management education, Category of Institution, Variables impacting satisfaction with intangibles, satisfaction with tangibles, satisfaction with learning & development, service quality of Management education institution and demographic profile.

Survey of Students: The population comprised students pursuing BBA / MBA degree programs in Salem district. The frame comprised students pursuing BBA / MBA degree
programs under full-time category in affiliated institutions in Salem district. Proportionate Stratified sampling was employed wherein strata comprised three categories, namely, 3 institutions offering only UG programs, 14 institutions offering only PG programs, and 4 institutions offering both UG and PG programs. The estimated and actual sample sizes were 618 and 612 students respectively.

Survey of Faculty: The population comprised full-time faculty serving in management education institutions offering BBA / MBA degree programs in Salem district. The frame comprised full-time faculty serving in management education affiliated institutions offering BBA / MBA degree programs in Salem district. Proportionate Stratified sampling was employed wherein strata comprised three categories, namely, 3 institutions offering only UG programs, 14 institutions offering only PG programs, and 4 institutions offering both UG and PG programs. The estimated and actual sample sizes were 107 and 105 faculty respectively.

Interviews with Heads of Departments: Census study was attempted for Heads of Management education Department. The population and actual sizes for interviews were 21 and 16 Heads of Departments respectively. The summary of research finding (based on survey of faculty and students besides interviews with Heads of departments) and recommendations are presented in the following sections.

V.1 SUMMARY OF FINDINGS AND RECOMMENDATIONS

V.1.1 SERVICE QUALITY DIMENSION: RELIABILITY

The summary of research findings based on mean ratings of reliability variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.1.
Table 5.1
Summary of Survey Research Findings for Reliability

<table>
<thead>
<tr>
<th>Variables</th>
<th>Affiliated Institutions</th>
<th>Autonomous Institutions</th>
<th>University Departments</th>
<th>Management Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission process *</td>
<td>Often Transparent</td>
<td>Often Transparent</td>
<td>Sometimes Transparent</td>
<td>Often Transparent</td>
</tr>
<tr>
<td>Assessment system *</td>
<td>Often Good</td>
<td>Often Good</td>
<td>Often Good</td>
<td>Often Good</td>
</tr>
<tr>
<td>Examination system *</td>
<td>Sometimes Effective</td>
<td>Often Effective</td>
<td>Sometimes Effective</td>
<td>Sometimes Effective</td>
</tr>
<tr>
<td>Peers #</td>
<td>Slightly Stimulating</td>
<td>Moderately Stimulating</td>
<td>Slightly Stimulating</td>
<td>Slightly Stimulating</td>
</tr>
<tr>
<td>Resources for new initiatives #</td>
<td>Often Available</td>
<td>Often Available</td>
<td>Often Available</td>
<td>Often Available</td>
</tr>
<tr>
<td>Compensation #</td>
<td>Slightly Dissatisfied</td>
<td>Slightly Dissatisfied</td>
<td>Highly Satisfied</td>
<td>Slightly Dissatisfied</td>
</tr>
<tr>
<td>Job security #</td>
<td>Moderately Low</td>
<td>Moderately High</td>
<td>Moderately High</td>
<td>Moderately High</td>
</tr>
</tbody>
</table>

* Variables rated by Students  # Variables rated by Faculty
**Recommendations for Affiliated Institutions:** Drastic improvements are required for the following service quality variables under reliability dimension: (i) Examination system, (ii) Behaviour (Attitude) of Faculty Peers, (iii) Compensation for faculty, and (iv) Job security for faculty.

**Recommendations for Autonomous Institutions:** Drastic improvements are required for the following service quality variables under reliability dimension: (i) Behaviour (Attitude) of Faculty Peers, and (ii) Compensation for faculty.

**Recommendations for University Departments:** Drastic improvements are required for the following service quality variables under reliability dimension: (i) Admission process, and (ii) Examination system, and (iii) Behaviour (Attitude) of Faculty Peers.

**Recommendations for Management Education Institutions:** Drastic improvements are required for the following service quality variables under reliability dimension: (i) Examination system, (ii) Behaviour (Attitude) of Faculty Peers, and (iii) Compensation for faculty.

**V.1.2 SERVICE QUALITY DIMENSION: RESPONSIVENESS**

The summary of research findings based on mean ratings of responsiveness variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.2.
### Table 5.2

**Summary of Survey Research Findings for Responsiveness**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Affiliated Institutions</th>
<th>Autonomous Institutions</th>
<th>University Departments</th>
<th>Management Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of achievements *</td>
<td>Often</td>
<td>Sometimes</td>
<td>Often</td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Sufficient</td>
<td>Sufficient</td>
<td>Sufficient</td>
<td>Sufficient</td>
</tr>
<tr>
<td>Response from Management *</td>
<td>Often</td>
<td>Sometimes</td>
<td>Often</td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Responsive</td>
<td>Responsive</td>
<td>Responsive</td>
<td>Responsive</td>
</tr>
<tr>
<td>Professional networks #</td>
<td>Often Well associated</td>
<td>Not associated</td>
<td>Often Well associated</td>
<td>Often Well associated</td>
</tr>
<tr>
<td></td>
<td>associated</td>
<td>associated</td>
<td>associated</td>
<td>associated</td>
</tr>
<tr>
<td>Opportunities for personal growth #</td>
<td>Often available</td>
<td>Sometimes available</td>
<td>Often</td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>available</td>
<td>available</td>
<td>available</td>
<td>available</td>
</tr>
<tr>
<td>Recognition of research achievements #</td>
<td>Often Rewarded</td>
<td>Often Rewarded</td>
<td>Often Rewarded</td>
<td>Often Rewarded</td>
</tr>
<tr>
<td>Quality of students #</td>
<td>Often Good</td>
<td>Often Good</td>
<td>Sometimes Good</td>
<td>Often Good</td>
</tr>
</tbody>
</table>

* Variables rated by Students  
# Variables rated by Faculty
**Recommendations for Affiliated Institutions:** Only slight improvements are required for all service quality variables under responsiveness dimension.

**Recommendations for Autonomous Institutions:** Drastic improvements are required for the following service quality variables under reliability dimension: (i) Recognition of students’ achievements, (ii) Response from Management to students’ issues, (iii) Association with Professional networks, and (iv) Opportunities for faculty’s personal growth and development.

**Recommendations for University Departments:** Drastic improvements are required for Quality of students under reliability dimension.

**Recommendations for Management Education Institutions:** Only slight improvements are required for all service quality variables under responsiveness dimension.

**V.1.3 SERVICE QUALITY DIMENSION: ASSURANCE**

The summary of research findings based on mean ratings of reliability variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.3.
Table 5.3
Summary of Survey Research Findings for Assurance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Affiliated Institutions</th>
<th>Autonomous Institutions</th>
<th>University Department</th>
<th>Management Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative strategies *</td>
<td>Often Exist</td>
<td>Sometimes Exist</td>
<td>Sometimes Exist</td>
<td>Often Exist</td>
</tr>
<tr>
<td>Quality of faculty *</td>
<td>Often Excellent</td>
<td>Sometimes Poor</td>
<td>Often Excellent</td>
<td>Often Excellent</td>
</tr>
<tr>
<td>Reputation of Institution *</td>
<td>Fairly popular</td>
<td>Fairly popular</td>
<td>Not So Popular</td>
<td>Fairly popular</td>
</tr>
<tr>
<td>Innovative strategies #</td>
<td>Often Existent</td>
<td>Often Existent</td>
<td>Often Existent</td>
<td>Often Existent</td>
</tr>
<tr>
<td>Tie-ups with foreign institutions #</td>
<td>Often Well associated</td>
<td>Often Well associated</td>
<td>Often Well associated</td>
<td>Often Well associated</td>
</tr>
<tr>
<td>Reputation of the Institution #</td>
<td>Fairly Popular</td>
<td>Fairly Popular</td>
<td>Not So Popular</td>
<td>Fairly Popular</td>
</tr>
<tr>
<td>Institution-Corporate interaction #</td>
<td>Sometimes Active</td>
<td>Sometimes Active</td>
<td>Often Active</td>
<td>Sometimes Active</td>
</tr>
<tr>
<td>Institution’s mission &amp; strategy #</td>
<td>Moderately Identifiable</td>
<td>Slightly Identifiable</td>
<td>Slightly Identifiable</td>
<td>Slightly Identifiable</td>
</tr>
</tbody>
</table>

* Variables rated by Students  # Variables rated by Faculty
**Recommendations for Affiliated Institutions:** Drastic improvements are required for the following service quality variables under assurance dimension: (i) Institution-Corporate interaction, and (ii) Institution’s mission & strategy.

**Recommendations for Autonomous Institutions:** Drastic improvements are required for the following service quality variables under assurance dimension: (i) Innovative strategies, (ii) Quality of faculty, (iii) Institution-Corporate interaction, and (iv) Institution’s mission & strategy.

**Recommendations for University Departments:** Drastic improvements are required for the following service quality variables under assurance dimension: (i) Innovative strategies, (ii) Reputation of Institution, and (iii) Institution’s mission & strategy.

**Recommendations for Management Education Institutions:** Drastic improvements are required for the following service quality variables under assurance dimension: (i) Institution-Corporate interaction, and (ii) Institution’s mission & strategy.

**V.1.4 SERVICE QUALITY DIMESION: EMPATHY**

The summary of research findings based on mean ratings of empathy variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.4.
### Table 5.4

**Summary of Survey Research Findings for Empathy**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Affiliated Institutions</th>
<th>Autonomous Institutions</th>
<th>University Departments</th>
<th>Management Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Interaction *</td>
<td>Seldom</td>
<td>Seldom</td>
<td>Often Available</td>
<td>Seldom</td>
</tr>
<tr>
<td>Career Placements *</td>
<td>Sometimes</td>
<td>Sometimes High package</td>
<td>Sometimes High package</td>
<td>Sometimes High package</td>
</tr>
<tr>
<td>Choice of specialization *</td>
<td>Often have ample choice</td>
<td>Sometimes have choice</td>
<td>Often have ample choice</td>
<td>Often have ample choice</td>
</tr>
<tr>
<td>Counselling *</td>
<td>Sometimes Useful</td>
<td>Often Useful</td>
<td>Sometimes Useful</td>
<td>Sometimes Useful</td>
</tr>
<tr>
<td>Online / Digital resources *</td>
<td>Often Accessible</td>
<td>Often Accessible</td>
<td>Often Accessible</td>
<td>Often Accessible</td>
</tr>
<tr>
<td>Scholarships *</td>
<td>Sometimes Available</td>
<td>Unavailable</td>
<td>Sometimes Available</td>
<td>Sometimes Available</td>
</tr>
<tr>
<td>Social &amp; Environmental Sensitivity *</td>
<td>Often Active</td>
<td>Often Active</td>
<td>Often Active</td>
<td>Often Active</td>
</tr>
<tr>
<td>Value-added Courses *</td>
<td>Often Informative</td>
<td>Often Informative</td>
<td>Often Informative</td>
<td>Often Informative</td>
</tr>
<tr>
<td>Service Quality Variable</td>
<td>Sometimes Encouraged</td>
<td>Often Encouraged</td>
<td>Sometimes Encouraged</td>
<td>Often Allowed</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Deputation to external events #</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic freedom #</td>
<td>Often Allowed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in decision-making #</td>
<td>Sometimes Involved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance between work and life #</td>
<td>Often Well Balanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online / Digital resources #</td>
<td>Often Accessible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Variables rated by Students  # Variables rated by Faculty

**Recommendations for Affiliated Institutions:** Drastic improvements are required for the following service quality variables under empathy dimension: (i) Alumni Interaction, (ii) Career Placements for students, (iii) Counselling for students, (iv) Scholarships for students, (v) Faculty deputation to external events, and (vi) Faculty participation in decision-making.

**Recommendations for Autonomous Institutions:** Drastic improvements are required for the following service quality variables under empathy dimension: (i) Alumni Interaction, (ii) Career Placements for students, (iii) Students’ choice of specialization, and (iv) Faculty participation in decision-making.
**Recommendations for University Departments**: Drastic improvements are required for the following service quality variables under empathy dimension: (i) Career Placements for students, (ii) Counselling for students, (iii) Scholarships for students, (iv) Faculty deputation to external events, and (v) Faculty participation in decision-making.

**Recommendations for Management Education Institutions**: Drastic improvements are required for the following service quality variables under empathy dimension: (i) Alumni Interaction, (ii) Career Placements for students, (iii) Counselling for students, (iv) Scholarships for students, (v) Faculty deputation to external events, and (vi) Faculty participation in decision-making.

**V.1.5 SERVICE QUALITY DIMENSION: AMBIENCE**

The summary of research findings based on mean ratings of ambience variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.5.
Table 5.5
Summary of Survey Research Findings for Ambience

<table>
<thead>
<tr>
<th>Variables</th>
<th>Affiliated Institutions</th>
<th>Autonomous Institutions</th>
<th>University Departments</th>
<th>Management Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential accommodation *</td>
<td>Often Available and Fair</td>
<td>Often Available and Fair</td>
<td>Often Available and Fair</td>
<td>Often Available and Fair</td>
</tr>
<tr>
<td>Residential Accommodation #</td>
<td>Often Available and Fair</td>
<td>Often Available and Fair</td>
<td>Sometimes Available</td>
<td>Often Available and Fair</td>
</tr>
<tr>
<td>Campus maintenance #</td>
<td>Often Good</td>
<td>Often Good</td>
<td>Often Good</td>
<td>Often Good</td>
</tr>
<tr>
<td>Class Room &amp; Labs #</td>
<td>Slightly Good ambience</td>
<td>Slightly Good ambience</td>
<td>Moderate ambience</td>
<td>Slightly Good ambience</td>
</tr>
</tbody>
</table>

* Variables rated by Students  # Variables rated by Faculty
**Recommendations for Affiliated Institutions:** Drastic improvements are required for Class Room & Labs under ambience dimension.

**Recommendations for Autonomous Institutions:** Drastic improvements are required for Class Room & Labs under ambience dimension.

**Recommendations for University Departments:** Drastic improvements are required for Residential Accommodation under ambience dimension.

**Recommendations for Management Education Institutions:** Drastic improvements are required for Class Room & Labs under ambience dimension.

**V.1.6 SERVICE QUALITY DIMENSION: SPACE AND UTILITIES**

The summary of research findings based on mean ratings of space and utilities variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.6.
Table 5.6
Summary of Survey Research Findings for Space and Utilities

<table>
<thead>
<tr>
<th>Variables</th>
<th>Affiliated Institutions</th>
<th>Autonomous Institutions</th>
<th>University Departments</th>
<th>Management Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library facilities *</td>
<td>Often Adequate</td>
<td>Often Adequate</td>
<td>Often Adequate</td>
<td>Often Adequate</td>
</tr>
<tr>
<td>Reprography (Xerox) facility *</td>
<td>Sometimes Available</td>
<td>Often Available</td>
<td>Sometimes Available</td>
<td>Sometimes Available</td>
</tr>
<tr>
<td>Resources for learning *</td>
<td>Often Available</td>
<td>Sometimes Available</td>
<td>Often Available</td>
<td>Often Available</td>
</tr>
<tr>
<td>Sports/Recreation *</td>
<td>Sometimes Enjoyable</td>
<td>Sometimes Enjoyable</td>
<td>Sometimes Enjoyable</td>
<td>Sometimes Enjoyable</td>
</tr>
<tr>
<td>Program curriculum *</td>
<td>Often Job oriented</td>
<td>Sometimes Job oriented</td>
<td>Often Job oriented</td>
<td>Often Job oriented</td>
</tr>
<tr>
<td>Library facilities #</td>
<td>Often Adequate</td>
<td>Often Adequate</td>
<td>Sometimes Adequate</td>
<td>Often Adequate</td>
</tr>
<tr>
<td>Reprography facility #</td>
<td>Often Available</td>
<td>Often Available</td>
<td>Often Available</td>
<td>Often Available</td>
</tr>
<tr>
<td>Support services #</td>
<td>Sometimes Adequate</td>
<td>Often Adequate</td>
<td>Sometimes Adequate</td>
<td>Sometimes Adequate</td>
</tr>
<tr>
<td>Service Quality Variables</td>
<td>Students</td>
<td>Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office and administration</td>
<td>Sometimes Efficient</td>
<td>Efficient</td>
<td>Sometimes Efficient</td>
<td>Efficient</td>
</tr>
<tr>
<td>Campus technology</td>
<td>Slightly Modern</td>
<td>Slightly Modern</td>
<td>Slightly Outdated</td>
<td>Slightly Modern</td>
</tr>
<tr>
<td>Program curriculum</td>
<td>Often Job-oriented</td>
<td>Often Job-oriented</td>
<td>Often Job-oriented</td>
<td>Often Job-oriented</td>
</tr>
</tbody>
</table>

* Variables rated by Students  # Variables rated by Faculty

**Recommendations for Affiliated Institutions**: Drastic improvements are required for the following service quality variables under space and utilities dimension: (i) Reprography (Xerox) facility for students, (ii) Sports/Recreation for students, (iii) Support services, and (iv) Office and administration.

**Recommendations for Autonomous Institutions**: Drastic improvements are required for the following service quality variables under space and utilities dimension: (i) Resources for Student learning, (ii) Sports/Recreation for students, and (iii) Program curriculum.

**Recommendations for University Departments**: Drastic improvements are required for the following service quality variables under space and utilities dimension: (i) Reprography (Xerox) facility for students, (ii) Sports/Recreation for students, (iii) Library facilities, (iv) Support services, and (v) Office and administration.
**Recommendations for Management Education Institutions:** Drastic improvements are required for the following service quality variables under space and utilities dimension: (i) Reprography (Xerox) facility for students, (ii) Sports/Recreation for students, (iii) Support services, and (iv) Office and administration.

**V.1.7 SERVICE QUALITY DIMENSION: TRAINING**

The summary of research findings based on mean ratings of training variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.7.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Affiliated Institutions</th>
<th>Autonomous Institutions</th>
<th>University Departments</th>
<th>Management Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Programs *</td>
<td>Often Helpful</td>
<td>Often Helpful</td>
<td>Sometimes Helpful</td>
<td>Often Helpful</td>
</tr>
<tr>
<td>Training Programs #</td>
<td>Often Helpful</td>
<td>Often Helpful</td>
<td>Often Helpful</td>
<td>Often Helpful</td>
</tr>
</tbody>
</table>

* Variable rated by Students  # Variable rated by Faculty

**Recommendations for Affiliated Institutions:** Only slight improvements are required for training programmes under training dimension.
**Recommendations for Autonomous Institutions:** Only slight improvements are required for training programmes under training dimension.

**Recommendations for University Departments:** Drastic improvements are required for training programmes under training dimension.

**Recommendations for Management Education Institutions:** Only slight improvements are required for training programmes under training dimension.

**V.1.8 SERVICE QUALITY DIMENSION: ACTIVITIES IN MULTIPLE DOMAINS**

The summary of research findings based on mean ratings of activities in multiple domains variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.8.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Affiliated Institutions</th>
<th>Autonomous Institutions</th>
<th>University Departments</th>
<th>Management Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs / Forums *</td>
<td>Often Functioning</td>
<td>Sometimes Functioning</td>
<td>Often Functioning</td>
<td>Often Functioning</td>
</tr>
<tr>
<td>Creativity *</td>
<td>Often Encouraged</td>
<td>Often Encouraged</td>
<td>Often Encouraged</td>
<td>Often Encouraged</td>
</tr>
</tbody>
</table>
### Entrepreneurial skills *

<table>
<thead>
<tr>
<th></th>
<th>Often Well Nurtured</th>
<th>Often Well Nurtured</th>
<th>Often Well Nurtured</th>
<th>Often Well Nurtured</th>
</tr>
</thead>
</table>

### Field assignments *

<table>
<thead>
<tr>
<th></th>
<th>Often Good Learning</th>
<th>Often Good Learning</th>
<th>Often Good Learning</th>
<th>Often Good Learning</th>
</tr>
</thead>
</table>

### Guest Lectures *

<table>
<thead>
<tr>
<th></th>
<th>Sometimes Relevant</th>
<th>Often Relevant</th>
<th>Often Relevant</th>
<th>Often Relevant</th>
</tr>
</thead>
</table>

### Industrial Visits *

<table>
<thead>
<tr>
<th></th>
<th>Often Useful</th>
<th>Often Useful</th>
<th>Often Useful</th>
<th>Often Useful</th>
</tr>
</thead>
</table>

### Co-/extra-curricular activities *

<table>
<thead>
<tr>
<th></th>
<th>Often Interesting</th>
<th>Often Interesting</th>
<th>Often Interesting</th>
<th>Often Interesting</th>
</tr>
</thead>
</table>

### Pursuing cross-disciplinary work #

<table>
<thead>
<tr>
<th></th>
<th>Often Encouraged</th>
<th>Rarely Encouraged</th>
<th>Rarely Encouraged</th>
<th>Rarely Encouraged</th>
</tr>
</thead>
</table>

### Research Work #

<table>
<thead>
<tr>
<th></th>
<th>Often Sufficient</th>
<th>Often Sufficient</th>
<th>Often Sufficient</th>
<th>Often Sufficient</th>
</tr>
</thead>
</table>

* Variables rated by Students  
# Variables rated by Faculty

**Recommendations for Affiliated Institutions:** Drastic improvements are required for organization of Guest Lectures under activities in multiple domains dimension.

**Recommendations for Autonomous Institutions:** Drastic improvements are required for the following service quality variables under activities in multiple domains dimension:

(i) Functioning of Clubs / Forums, and (ii) Faculty pursuing cross-disciplinary work.
**Recommendations for University Departments:** Drastic improvements are required for Faculty pursuing cross-disciplinary work under activities in multiple domains dimension.

**Recommendations for Management Education Institutions:** Drastic improvements are required for Faculty pursuing cross-disciplinary work under activities in multiple domains dimension.

### V.1.9 SERVICE QUALITY OF INSTITUTION

The summary of research findings based on mean ratings of service quality variables rated by faculty and students belonging to various categories of management education institutions are presented in Table 5.9.

<table>
<thead>
<tr>
<th>Category</th>
<th>Students’ Mean Rating</th>
<th>Faculty’s Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliated Institutions</td>
<td>2.598</td>
<td>3.0723</td>
</tr>
<tr>
<td>Autonomous Institutions</td>
<td>2.512</td>
<td>3.3750</td>
</tr>
<tr>
<td>University Departments</td>
<td>2.59</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The ratings for service quality of institution given by students are much lesser when compared with ratings for service quality of institution given by faculty. In other words, students have a lower perception about service quality of the institution as compared to faculty.
Hence Management education institutions must endeavour to get a better service quality perception by alleviating the deficiencies highlighted under each service quality dimension.

Also students of affiliated institutions have given the highest rating while faculty of autonomous institutions has given the highest rating for service quality of institution. Hence there exists a gap between students’ perception and faculty’s perception of management education institution’s service quality. Such gaps can be closed by facilitating a holistic learning atmosphere and quality of work life.

V.1.10 STATISTICAL TESTS

V.1.10.1 Structural Equation Modelling: There will be 1 unit increase in intangibles for every 0.239 unit increase in reliability; for every 0.324 unit increase in responsiveness, for every 0.33 unit increase in assurance, and for every 0.083 unit increase in empathy. There will be 1 unit increase in tangibles for every 0.19 unit increase in space and utilities and for every 0.427 unit increase in ambience. There will be 1 unit increase in learning and development for every 0.497 unit increase in training and for every 0.155 unit increase in activities in multiple domains. There will be 1 unit increase in service quality of management education institution for every 0.273 unit increase in learning & development, for every 0.133 unit increase in intangibles and for every 0.417 unit increase in tangibles. Goodness of Fit index (GFI) value, Adjusted Goodness of Fit Index (AGFI) value and Comparative Fit index (CFI) values indicate good fit. Root Mean Score Error of Approximation (RMSEA) value indicates minimal error.

The structural equation modelling has further emphasized the impact of tangibles, intangibles, and learning and development on service quality of management education
institutions. Hence, MEIs must take extreme care to foster excellence in all these dimensions to ensure overall service excellence of the institution.

V.1.10.2 t-Tests:

(a) There is no significant difference between male and female students with respect to perception about service quality of institution. The global economy has been progressive and treats men and women alike. Women have broken the glass ceiling and are heading corporations. MEIs should also inculcate the value of equality in its curricula.

(b) There is no significant difference between BBA and MBA students with respect to perception about service quality of institution. This shows that service excellence is expected at both undergraduate and postgraduate levels. Students look for value for the large investments made in such courses.

(c) There is no significant difference between male and female faculty with respect to perception about service quality of institution. Faculty of either gender expect good quality of work life, and good nurturing of budding managerial talent. Hence either gender should be treated at par.

V.1.10.3 Chi-Square Tests:

(a) There is no association between category of institution and students’ perception about service quality of institution. Institutions need to foster continuous service excellence irrespective of their structure, affiliation and management style in order to remain competitive and dynamic.

(b) There is no association between current semester and students’ perception about service quality of institution. Some MEIs are focussing on development and training only during the final year of the degree program. This calls for a change and MEIs should inculcate managerial values right from the start. An overnight transition to excellence is not feasible.
(c) There is no association between faculty designation and perception about service quality of institution. More tiers in faculty hierarchy have been dispensed with. There are only three levels currently, that of Assistant Professor, Associate Professor and Professor. All levels are equally important and need attention.

(d) There is no association between faculty’s academic work experience and perception about service quality of institution. Faculty expect service excellence irrespective of which cadre they belong to and how many years of service they have put in. Hence service excellence is always sought in order that faculty have good quality of work life.

V.1.10.4 Friedman Tests:

(a) There is no significant difference between faculty’s mean ranks towards responsiveness, assurance, ambience, space and utilities, and activities in multiple domains dimensions for service quality of management education institution. Hence all variables under these dimension need equal attention.

(b) There is significant difference between faculty’s mean ranks towards reliability dimension of service quality of management education institution. Resources for new initiatives is the most effective variable under reliability dimension for service quality of management education institution and this needs greater emphasis.

(c) There is significant difference between faculty’s mean ranks towards empathy dimension of service quality of management education institution. Online / digital resources are the most effective variable under empathy dimension for service quality of management education institution and this needs greater emphasis.
V.1.11 OVERALL RECOMMENDATIONS FOR FOSTERING EXCELLENT SERVICE QUALITY IN MANAGEMENT EDUCATION INSTITUTIONS

V.1.11.1 IMPROVING SERVICE QUALITY: NATION-CENTRIC

(a) Quality Control

Strong quality control measures to assure performance above an acceptable benchmark is essential for the institutions. We are at the moment weak in this regard. The various rating agencies shall evolve scientific, transparent and consistent benchmarking techniques for this purpose. A regulatory system to ensure compliance to the set benchmark is needed with sufficient powers to close down non-complying institutions is a need of the hour. The Higher Education Policy needs to incorporate such features in it in the interest of the nation.

(b) Recommendation of National Knowledge Commission:

NKC constituted a Working Group of experts from academia and industry under the chairmanship of Mr. P. M. Sinha. Based on the Working Group’s inputs and consultations with concerned stakeholders, NKC proposes the following set of initiatives:
(c) New Regulatory Framework: NKC advocates good governance rather than the prevalent system of a priori control being exercised by AICTE in this sphere. The current regulatory regime focuses on punitive actions rather than on nurturing institutions. NKC proposes that an autonomous Standing Committee for Management Education be set up under the Independent Regulatory Authority for Higher Education. Its main role would be to exercise due diligence at the point it approves a license to grant degrees/diplomas. In doing so, it would assess the academic credibility and the financial viability of the proposed institution on the basis of information submitted in accordance with the stipulated criteria. It will apply exactly the same norms to public and private institutions, just as it will apply the same norms to domestic and international institutions. It would, in addition, license agencies to take care of accreditation. Other responsibilities of the Standing Committee will be to collate as well as communicate information on Management Educational Entities (MEEs); set up an information exchange; conduct demand forecasting of managerial manpower and develop and maintain a low cost e-monitoring system.

(d) Grading Institutions: The Standing Committee will stipulate grading norms and nominate independent rating agencies to assess and categorize MEEs. Mushrooming private MEEs necessitate a reliable rating system to help the market function better, enabling students and employers to compare different MEEs. Hence, a two stage rating process is recommended. In the first stage, rating covering infrastructure may be mandated before an MEE can admit students. The second stage would consist of rating of quality (admission process, teaching, research and publications) which shall be conducted every three years to ensure accountability. Grading norms for each of these steps should be established in consultation with experts. CRISIL and
ICRA were consulted in the process and they have agreed to undertake rating of MEEs. The Standing Committee shall decide on a fair and transparent mechanism to deal with conflicting points of view between a rating agency and an MEE.

(e) Accreditation: For MEEs which wish to go beyond rating, the Standing Committee shall determine the criteria and the processes of accreditation in consultation with experts from academia and industry. Mentoring to help MEEs sustain quality standards should be an integral part of the process. Select international accreditations may also be recognized. Branding of accreditation, similar to international standards such as ISO 9001, may be considered to encourage MEEs to pursue excellence.

(f) Improve access: In addition to the framework of affirmative action already in place, we suggest improving access based on work experience and educational loans. NKC believes that management education can be made available to a much wider student community by adopting a two pronged approach. First, we suggest that more weightage be assigned to work experience in admissions. This would help in overcoming disadvantages faced by prospective students due to lack of proficiency in English. Secondly, steps may be taken to ensure easier access to educational loans through banks. Default concerns can be addressed if the respective MEE and the first employer cooperate with the banks. MEEs must also offer scholarships to socially disadvantaged students.
(g) Social context: It is essential to widen the scope of management studies and enhance its relevance.

- Sensitize management education to our unique socio-cultural situation by including India specific case studies in the curriculum, reflecting our diversity and incorporating traditional wisdom.
- Integrate management with other knowledge sources and increase research funding for management and supporting disciplines. With globalization, the need for management education to pursue a wider scope and realise a more wholesome impact on society has increased. Management departments in universities should therefore draw upon knowledge sources in other departments.
- Encourage MEEs to design and offer executive programs for government officials, NGOs and defence personnel. Short term courses for government officials will help them in their role as economic managers.
- Revamp the existing Bachelor’s degree in management, the Bachelors in Business Administration, to cater to the burgeoning need of management graduates. Compulsory apprenticeship in organizations and study of under managed sector areas should be included as part of the program. The current text bookish nature of the curriculum is not sufficient to prepare students for junior management levels.
- Distance learning has considerable potential in this domain. We therefore need to fully realise the potential of Online Management Programs to bridge the demand-supply gap.
(h) **Faculty development:** Non availability of adequate proficient faculty is a major constraint for sustainable growth of quality management education in India. An autonomous, financially sound and academically credible institute with active support from the leading management institutes, industry and Government should be set up for faculty development. Standards for curriculum covering the entire spectrum need to be set. Active involvement of MEE faculty in training, conferences, industry engagement and curriculum revision should be encouraged. Given the current demand-supply gap, additional faculty would need to be attracted by appropriate incentives.

(i) **Mentoring:** To achieve excellence in the field of management, NKC recommends that all the leading Management Institutions adopt 3-4 MEEs for mentoring and upgradation of quality. Funding and other modalities can be mutually worked out between the institutions.

(j) **New institutions:** We need a new wave of management institutions which will focus on entrepreneurship, leadership and innovation. These institutions will enable to launch India in to the global arena, without the legacy associated with operating in a protected environment. These institutions should set new standards and become role models for MEEs that have the desire to become leaders in the global market place. Incentives need to be provided to Indian entrepreneurs/ corporates to setup institutions of excellence on their own or in collaboration with foreign universities. We could also consider allowing reputed foreign universities to enter this field, regulations for them being at par with private Institutions.
(k) **Autonomy:** All existing management institutes excluding management departments in universities should register with the Standing Committee of IRAHE and be accorded independent status. In the case of MEEs set up by Central and State governments, government should be treated as a promoter. Registered institutes will benefit from the Standing Committee’s mentoring and better funding opportunities apart from other advantages associated with autonomy.

(l) **Governance:** We recommend a board of governors for all MEEs, consisting of 50 per cent independent members as there are independent directors under Company Law. The key focus of the governing board should be to continuously improve quality of education and research. For this purpose, they would have to maximise the resource/fund inflows and allocate/spend them purposively and efficiently. The Board should encourage faculty to publish in reputed journals and publications, obtain regular feedback from students on teaching-learning process, obtain recruiter feedback for improving quality, institutionalize faculty evaluation and management system and encourage faculty to write India based case studies. The appointment of Directors of public MEEs should be freed from direct or indirect interventions on part of the governments, for these should be based on search processes and peer judgement alone. Likewise, the appointment of directors of private MEEs should be based on a transparent selection process. This would of course be accompanied by enhanced accountability based on performance indicators and independent external evaluation.

(m) **Non-Traditional Management Education:** – The need for better management in education, health, local government, co-operatives, and civil society organizations and so on has often been felt. However, the experience of graduates of Institute of Rural Management and Institute of
Forestry Management shows that a lack of advancement opportunities in the Government acts as a barrier to the success of such programmes. There is a need to establish career opportunities in public management, and systematize recruitment and retention policies. Structure of fees for these courses should be formulated in accordance with earning opportunities. We also need to encourage reputed MEEs to develop specialized courses for agri-business, rural banking, public utilities, regulatory agencies and services sector in the coming years as private players entering this space would create demand for the same. The Standing Committee should undertake a study in this field to institutionalize these programs.

V.1.11.2 IMPROVING SERVICE QUALITY: INSTITUTION-CENTRIC

(a) Financing

Most public business schools around the world receive some form of direct and/or indirect government support to complement income from tuition, while private business schools rely primarily on revenues from program fees – particularly from specialized degree programs and higher-margin, non-degree programs in the area of executive education – to fund their activities. It is unlikely, however, that schools will be able to keep on relying on government support and/or a continuous increase in program demand and fees to fund their required investments in physical and intellectual capital. Financing investment in intellectual capital – essentially highly-qualified faculty with lighter teaching loads and generous research budgets – is expensive and, in light of the faculty shortage mentioned earlier, likely to rise faster than the ability of schools to raise tuition, increase the size of their student intake or launch new
programs. But without top faculty, schools will find it increasingly difficult to attract top students and charge top prices.

**(b) Multiple Perspectives**

Management education is value laden field, but its value is deteriorating not just because way it is imparted, but also due to its nature. Management education need to inculcate multiple perspectives since technological, organization and personal perspectives could differ. Limestone pointed out management is all about grappling with multiple perspectives. Management education need reconstruction with emphasis on explicitly imparting education in regard to political, ethical and philosophical nature of management practice and managers need to attend to interpersonal relationships, feeling, stress, emotional outburst, politics, and difference in opinion and like. Above discussion tells us need for manger to connect to wide array of duties which can only be done if management education is imparted aiming multiple perceptive.

**(c) Globalizing Management education institutions**

Learning is a relative concept. Today success depends how fast you are enhancing your knowledge, sharpening your skills and pace of your learning. In Globalization era where information s increasing at pace of Pico seconds mastering knowledge and skills have become essential. If India needs to compete globally we need manager with world class talent which calls for developing a new approach of imparting teaching and learning. Global mind set need to be developed .This means that each business school should create a differentiated mix of teaching and training to develop not managers but global mangers. Management education institutions in India have to do considerable thinking and envisioning so that the products coming out are
capable of meeting the job demands of a global marketplace, though the firms may operate only in some geographies. The existing system of accreditation and benchmarking are insufficient to make the Management education institutions respond to the new context. The schools that are not on the top need to be supported and they have to be monitored through an appropriate system of corporate governance.

(d) Government role

A quality improvement by transparency in the management education is possible with the help of government, like selection of experts on the monitoring panel should be based on certain qualitative parameters or criteria. Taking into consideration this, their professional background should carefully draw the panel and admirable achievements. The appointment should not be on the basis of position. Government role should be more monitoring then controlling and the relationship between government and institutions should be based on trust not on distrust. More liberty should be provided to private institutions, with some qualitative directors. University system itself needs to be revamped and restructured in the light of present dynamic environment.

(e) Dedicated Governmental Body for Management Education

In Indian management education it is one of the emerging issues is to identify the process to be adopted for implementation of an accreditation system. The accreditation has to be fair, transparent, independent as well as ruthless. The rapid growth in number of management institutes require a specialized body rather than the all-encompassing AICTE to carry out accreditation. In fact a council, exclusively for management education is required & the process of accreditation & recognition need to be made separate. Recently the NKC has recommended
rating as an additional measure to inform the students, the parents & the public of the Quality of Management education entity (MEE) because of mushrooming growth of schools in India. Many of which do not meet even the minimum requirements for the acceptable Quality. By requiring disclosure of information on rating a great service will be performed to all stake holders including students & recruiters. Hence, the group has recommended that all MEE must have mandatory rating.

(f) Equity

On one hand there exists, large variations among the various categories of population based on gender, urban or rural habitation and rich and poor. Due to regional disparity in economic development and uneven distribution of institutions of higher education, the higher education is not equally available to the different sections of the society.

(g) Accreditation & Rating

Accreditation by NAAC has been in vogue for the past 17 Years but so far only few Management Education, have been covered for their accreditation. It is felt that besides accreditation of universities and colleges, the accreditation of disciplines in a university should also be introduced. This may be undertaken by a different National Accreditation Authority. The concerned university should offer for national accreditation of the disciplines, and this actually gives a clear and true picture to the students for choosing universities and to the employers for choosing the universities for campus placements. Accessibility and quality upgradation are inseparable dimensions of management education. Over-emphasis on one at the cost of the other would be counterproductive.
Along with the necessary and inevitable quantitative expansion of higher education, it is equally important to improve the quality of higher education. Management education institutions would find it difficult to meet the challenges of globalization, if one fails on this front. Emphasis on quality parameters becomes all the more necessary in the light of mushrooming of private institutions with the opening up of the Indian economy.

Setting up of NAAC has sent the right and positive signals for generating and promoting awareness of the urgent need of quality upgradation of institutions. The need is to identify effective ways and strategies to expedite the completion of assessment and accreditation by NAAC within a stipulated time frame.

Quality upgradation is not a one-time phenomenon. Quest for excellence is a continuous and perennial pursuit. In view of this, post- accreditation complacency must be arrested by evolving quality assurance mechanism for self-regulation. The setting up of IQAC is one such mechanism. The IQAC comprising the Chief Executive, senior academics and officers of the institution should work as a steering group. The Cell may constitute two quality groups, one for academic excellence and another for administrative efficiency. These groups may design strategies for quality enhancement for consideration and implementation by IQAC.

Effectiveness of Quality upgradation initiatives in higher education largely depend on the quality of primary and secondary education. Institutional mechanisms on the pattern of NAAC, may be set up for upgrading the quality of education at these levels to further enhance the outcome of NAAC efforts.

Periodic assessment exercises in the future should be undertaken by IQAC as part of post assessment and accreditation exercises. These could be conducted in collaboration with NAAC. With a view to ensure maximum participation of College teachers in Workshops / Seminars /
Conferences and Orientation / Refresher Courses, it is suggested that these events be organized during lean periods in institutional academic work (i.e. March-July). This would help the teachers to participate in these activities without upsetting the teaching schedule.

The seven parameters identified by NAAC for evaluating the quality of institutions, although useful, need re-examination as they seem to be inadequate to fully assess the quality of higher education.

WTO has brought far reaching implications for institutions of higher education. Assessment and accreditation bodies like NAAC should take into account these implications while reviewing the quality parameters. The NAAC could also inform the institutions as to where they stand in terms of the standards of excellence from a global perspective.

At present NAAC is assessing and accrediting Universities and Colleges. This may not truly reflect the programmes/activities at the Departmental level. With a view to encourage this, NAAC could move a step further by starting the practice of assessing and accrediting teaching and research Departments within Universities / Colleges.

Multiple bodies have been undertaking assessment and accreditation of Universities and colleges. It was recommended that an institutional effort should be made to co-ordinate the activities of these bodies so that in togetherness they can address the issues of higher education in a broader societal perspective.

The benefits of accreditation are:

- Helps the institution to know its strengths, weaknesses and opportunities through an informed review process.
- To identify internal areas of planning and resource allocation.
- Enhances collegiality on the campus.
- Outcome provides funding agencies objective data for performance funding.
  Initiates institutions into innovative and modern methods of pedagogy.
- Gives institutions a new sense of direction and identity.
- Provides society with reliable information on quality of education offered.
- Employers have access to information on the quality of education offered to potential employees.
- Promotes intra and inter-institutional interactions.

(h) Culture of Collaboration and Co-operation

The culture of collaboration and co-operation is of paramount significance in management education. This culture among the institutions within and outside the country should be nurtured and promoted through suitable and novel incentivizing schemes. Industry should be brought on board by setting up research parks and incubation cells on campuses. A well-planned and structured interaction is to be developed between Centres of Academic Excellence and other Universities / Institutions.

A critical review of activities of management educational institutions as well as their budgets needs to be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based one is now necessary to arrest the erosion in quality inspite of the resource crunch.

Decentralization must be encouraged with a broad frame work of University system.

(i) Corporate Governance

Management education institutions, have to modify their governance structure for at least two reasons, by making their alumni and potential corporate sponsors to make significant
contributions to their operating budgets and to help them build up their endowments, they will have to involve them in the governance of the school on multiple levels. The second reason is that the business of business education is becoming more complex and faces an increasingly uncertain and competitive environment. As a consequence, it is attracting more attention and increasing scrutiny from outsiders (government, the press, the broader public). To protect themselves against making major errors of judgment on financial and strategic matters, schools will not only have to improve their management structure and practice but will also have to benefit from boards made up of experienced business people and administrators.

**Effective leadership / Congenial work supervision:**

Effective leadership first (web 5.1) comes from the way that the leader treats his or her co-workers. An effective leader listens to everyone’s ideas and implements them. Everyone wants to feel like they are part of the group and that they are involved and valued. It is the leader’s responsibility to foster that type of environment. An effective leader will do what is best for the group. Sometimes that involves making tough decisions or putting them self on the line, but a leader is willing to take those risks if it will benefit the whole. Working with many different personalities can be challenging, especially when there is a project that needs to get done. An effective leader needs to not only know how to work with each of these different personalities but also encourage them and motivate them to get the job done.
V.1.11.3 IMPROVING SERVICE QUALITY: TRAINING-LEARNING-CENTRIC

(a) Pedagogy

Management education pedagogy should focus on a) Being more student centered; b) Developing case input so as to integrate theory into practice; c) Including workshops to develop deep thinking on the subject; d) Giving students more exposure to the realities of the industries; e) Creating a work environment and adopting project methods that promote discovery learning and f) Putting more emphasis on themes or simulation, role playing, and socio-drama.

(b) Exposure to Real Business Issues

Exposing students to real life situations which are more complex, demanding, critical, messy, will bring them closer to reality. When it comes to decision making, experience that lies with decision maker is detrimental. One of the issues that management education has to consider is the manner in which experiential learning elements could be enhanced.

(c) Mentoring by Corporate

Development of industry interaction is an evolutionary process. Industry interaction has to be emphasized to greater extent so that student can be exposed to real problems and exposure of industry. In present curriculum student are exposed to six to eight weeks training which is not adequate to understand dynamics of industry in this world of liberalization and globalization. This kind of exposure can span a full semester. Assessment should also be based on internship authenticity and learning. As stated earlier Enhancement of industry exposure which will lead to
enhancement of experiential learning. Exposing students to real life situations which are more complex, demanding, critical, messy, will bring them closer to reality. Faculty interaction with executives should be enhanced by increasing participation of industry experts in academics either by appointing them as full time faculty or part time faculty. Institutions should be encouraged to arrange tie ups with business houses. If you talk about top notch B Schools their strengths lies in their industry visioning.

(d) Inculcating Values

Future managers should know the practical aspects of work ethics, like how ethics can be developed, how they can be managed at workplace, how individual makes his/her values, what are the contents of ethics, which can be utilized to motivate human resources at work place since "organizations are not having ethics only people have." There is some mismatch between recruiters' expectations and Indian B-school graduates, as the recruiters look for completely dependable graduates on whom the company or the organization can rely. But no management institute can produce such students, as this is not a value, but a skill. An institute can only enhance existing values/skills, but can't create them. So is the case with creativity. Business ethics is something that shouldn't be compromised. Developing values that enable decision-making in grey areas characterized by inadequate information or conflicts (like profit v/s integrity) is a tricky issue.

(e) Evaluation of Teachers by Students & Peer Assessment

Quality of teaching and quality of research are linked to two factors namely the quality of the students and the quality of infrastructure, library and sophistication of the laboratories
available besides a close monitoring of teaching standards. Assessment of teachers by students, Peer assessment and Self-appraisal need to be implemented more vigorously in all the institutions. A follow-up of such assessments with counselling, performance based reward system, and at times stringent corrective measures are needed for maintaining enhanced quality in management education.

(f) Teaching Methods

Teaching is not telling or transmitting fixed truths to students but providing students with relevant experiences and discussions to enable them to evolve and construct meaning. The following recommendations are put forth for the revival of effective teaching methods at the B-schools: (a) Usage of case method, (b) Role-play, (c) Individual and group projects, (d) Simulations, (e) Face to face workshops, (f) Field studies, (g) Library assignments and (h) E-mail / Telephone discussion.

While restructuring the syllabi and courses, efforts should be made to develop an optimal combination of acquisition of theoretical and practical skills. The courses should be so designed that critical reading and interpretation of classics, practical field work wherever relevant, and application of readings and other skills are given importance.

In restructuring of syllabi, all stakeholders such as students, teachers and users of services should be involved. However, teachers should be given flexibility within the norms and benchmarks decided by the stakeholders.

Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student’s performance in learning should be implemented.
Curriculum Planning and Management should be studied in the perspective of knowledge management.

Integrated approach by involving experts from different fields with major focus on sharing of experiences in a holistic framework and having dialogues at different levels such as at core committee level and at sub-committee level. Multidisciplinary curriculum must be developed with a view to cater to the needs and fulfilment of expectations of learners, teachers, parents, employers and society in general.

Every University must have its own curriculum. There should not be any mechanism for central curriculum framework at higher education level. Context, specificity and inquiry oriented experience must be reflected in the curriculum. Learners' participation in the generation of knowledge must be the focus of constructive curriculum. Problem solving abilities must be developed through experimentation life-like situations.

Indigenous knowledge system must be kept in mind while adopting scientific and technological developments as core components of University curriculum. Context specificity and global developments must be visualised with a holistic perspective.

Curriculum construction should transact in an authentic and real environment. Curriculum transaction should involve social negotiation and mediation. Encourage group activities and make optimum use of peer as resources of higher learning. Knowledge and skills must be developed with a view to provide relevance and meaningfulness.
Learners’ involvement must be encouraged to link previous experience with present learning. The learner should have full opportunity to scrutinize the learning experiences. The principles of self-regulation, self-mediation and self-awareness on the part of learners must be reflected in curriculum transaction. Others should plan a mentor's of guiding learners to learn instead of directing them or instructing them all the time.

Learners must have ample scope to formulate their own queries and have multiple interpretations of knowledge through self-search and experiential learning. During curriculum transaction learners should be assessed formatively on a continuous basis to create the basis for acquiring new experiences.

V.1.11.4 IMPROVING SERVICE QUALITY: FACULTY-CENTRIC

(a) Job Redesign

Job redesigning or job enrichment improves the quality of the jobs. It attempts to provide a person with exciting, interesting, stimulating and challenging work. It helps to satisfy the higher level needs of the employees.

(b) Job enrichment and Involvement

It attempts to design job in such away so that it makes work more challenging and interesting.

(c) Job satisfaction

Contentment (web 5.2) arising out of interplay of employee's positive feelings toward his or her work help in better quality of work life.
(d) **Opportunity for Development**

Career development is very important for ambitious and achievement oriented employees. If the employees are provided with opportunities for their advancement and growth, they will be highly motivated and their commitment to the organization will increase.

(e) **Job Security**

Employees want stability of employment. Adequate job security provided to the employees will improve the Quality of Work Life to a large extent.

(f) **Equitable Justice**

The principle of equitable administrative justice should be applied in disciplinary actions, grievance procedures, promotions, transfers, work assignments etc. Partiality and biasness at any stage can discourage the workers and affect the Quality of Work Life.

(g) **Employee’s Participation in Management**

People in the organization should be allowed to participate in the management decisions affecting their lives. Quality circles, Management by objectives, suggestion system and other forms of employee’s participation in management help to improve the Quality of Work Life.
(h) Effective grievance redressal

Management should take steps on expressed dissatisfaction about an action or lack of action, about the standard of service and/or any intermediary or asks for remedial action.

(i) Organizational heath programmes / Reduce occupational stress

Emotions are contagious, and stress has an impact on the quality of interactions with others. People in the organization should take responsibility for improving physical and emotional well-being. Also should avoiding pitfalls by identifying knee jerk habits and negative attitudes that add to the stress which experience at work. People working in organization should learn better communication skills to ease and improve your relationships with management and coworkers.

(j) Performance and productivity linked to rewards

By integrating the elements (reward/performance) into processes, organization can establish a true performance-based reward culture. The result is a more energized and engaged workforce, who clearly understand how their contributions affect overall success, and know they’re being rewarded fairly for their efforts. Post implementation institution can see enamors results like retention of top talent, higher levels of performance throughout your organization and greater revenue and profits.

(k) Continuous FDP

Shortage of quality faculty coupled with lack of faculty mobility across the regions is a major constraint in the development of Indian higher education system. Faculty development programmes are insufficient and ineffective in nature. It must envisage newer initiatives to attract
quality faculty coupled with mobility across the regions to meet the national level teacher requirements.

(l) Reforming the Academic Staff College (ASC) System

Based on the outcome of the review process of the ASCs by the NAAC, the restructured professional development activities could be facilitated by converting the ASCs as Faculty Development Centres. Faculty development initiatives could include areas like entry level orientation, curriculum development, teaching and learning, research and innovation, engagement with social concerns and leadership development. Customized faculty development programmes may be developed on a large scale. Besides, it should also include modernized continuous faculty development programmes of international requirements.

(m) New Faculty Development Centres

New Faculty Development Centre should be established with special mandate to offer discipline wise, specific Refresher Programmes/ICT-linked teaching-learning-research training programmes which will continuously engage teachers in updating them.

(n) Faculty Mobility

Faculty mobility and faculty networking is one of the factors which promotes interaction and also quality of teaching. Appointment of overseas faculty as Visiting Faculty at par with local faculty in terms of remuneration, and appointment of experts from industry should be facilitated through special schemes.
Quality of higher education can also be improved by inducting quality-oriented objectivity in merit promotions of teaching faculty. Specification of weightages for teaching, research publications/ supervision would help in making this transparent and credible.

Re-organization and integration of various faculties, particularly in social sciences, around inter-disciplinary and multi-disciplinary courses can also help in quality improvement in teaching, research and consultancy.

Basic Parameters of Academic Merit need to be developed for bringing transparency and credibility in the process of granting promotions under the Career Advancement Scheme. There should be no disparity between Readers/Professors appointed through open selections and those promoted on the basis of the Career Advancement Scheme.

(o) Flexible Work Schedules

There should be flexibility in the work schedules of the employees. Alternative work schedules for the employees can be flexi time, staggered hours, compressed work week etc. Flexi time is a system of flexible working hours, staggered hours schedule means that different groups of employees begin and end work a different intervals. Compressed work week involves longer hours of work per day for fewer days per week.

(p) Autonomous Work Groups

Autonomous work groups are also called self-managed work teams. In such groups the employees are given freedom of decision making. They are themselves responsible for planning, organizing and controlling the activities of their groups. The groups are also responsible for their success or failures.
(q) Quality circles

Quality Circles can be used if the scope for group based solution of work related problems. Quality Circle generally recommends solutions for quality and services which may be implemented by the management. It motivates people to contribute towards organizational effectiveness through group processes. Thus Quality Circle is not merely a suggestion system or a quality control group but extends beyond that because its activities are more comprehensive.

V.1.11.5 IMPROVING SERVICE QUALITY: STUDENT-CENTRIC

(a) Continuous Principle in Education Pattern

Management education institutions need to focus on quantity and quality of its graduates, provide both microscopic as well as telescopic view of management. Very few Management education institutions have attempted to innovate courses and curriculum which is required to meet the challenges. Management education institutions have not given due attention to its relevancy in society. They should provide non-traditional education with diversified portfolio, holistic and cross functional perspective. Designed in a way to develop systemic mental model, leaders with a sense of purpose were transfer of knowledge should go hand in hand by integrating education and practice.

(b) Skills for Future Global Management

Against this backdrop, our future global manager would require the following new skills Information management skill, Information technology management skill, Decision-making in very dynamic environment, HRD Skill, Innovation/Creativity, Service Sector management
Skills, Time Management Skills, Stress Management Skills, Environment management Skills, Entrepreneurship, Customers Services Management Skills and Management schools will have to develop these skills among students.

There are eight core capabilities that colleges and universities can acquire to ensure that their interactions with constituents are of sufficient quality to cumulatively produce a positive experience across the recruitment / retention / advancement lifecycle: (i) Creating a knowledge foundation, (ii) Empowering constituents with self-service, (iii) Empowering frontline staff, (iv) Unifying communications across channels, (v) Actively listening to constituents, (vi) Breaking down internal barriers, (vii) Talking to constituents, and (viii) Continuous measurement and improvement.

(c) Student Skills: The skills (Bharathan and Deshmukh, 2005) that are suggested for students are:

i. **Technical skills required**: Technology Trends, Application – Domains, Engineering concepts, Standards, Tools & technique, Operating Machinery, Equipment, Computer literacy, Web literacy

ii. **Business skills required**: Entrepreneurship Profit & Loss, Budgeting & Costing, Business plans, Financial accounting

iii. **Industry awareness skills required**: Industry types, Industry Dynamics, Services, Products, Vision, Mission, Strategy, Goals, Culture, Balance sheets / P & L

iv. **Soft skills required**: Attitudes, Enthusiasm, Ethics & value system, Inter personal Relationships, Team work, Leadership
v. **Process skills required**: Project Life Cycle, Product & Services, Project Management, Quality Assurance, Customer Satisfaction, Productivity, Standards & metrics, Procedures & Guidelines

vi. **Problem Solving skills required**: Problem definition, Thinking skills, Comprehension, Analytical skills, Logical skills, Simulation & Modelling, Planning, Designing

vii. **Creative skills required**: Innovation, Lateral Thinking, Creativity, Visualization, Aesthetics

viii. Communication skills required: Active Listening, Verbal, Speed Reading, Use of Body Language, Presentation, Communication Styles, Coaching, Mentoring, quick typing

ix. Organizing skills required: Manage Time, Energy, Resources & Risk, Prioritize work, Sort Data / Object, Identify &analyze alternatives and take Decisions, Predict, Monitor & Control Outcomes

x. **Thinking skills required**: Systems Thinking, Lateral thinking, Creative thinking

xi. **Presentation skills required**: Language, Logical Flow, Poise / Body Language, Clarity, Tone & volume, Use of Visuals, Tools & Demonstrations

xii. **Interpersonal skills required**: Personal Styles / profiles, Leadership / Follower-ship, Trust & Faith, Giving & Taking Feedback, Other person’s Views, Self knowledge

xiii. **Team work skills required**: Importance of teams, Purpose, Place, Power, Plan, People, Process, Performance

xiv. **Personal Productivity skills required**: Personal Mastery, Soft skills, Time Management, Prioritize, Organize, Attention to Details

xv. **Life-long Learning skills required**: Need for life-long learning, Learning styles, Learning techniques, Tools
xvi. **Attitudes required:** Enthusiasm, Ethics & Integrity, Professionalism, Friendly & Collaborative, Commitment, Responsive, Proactive

V.1.11.6 IMPROVING SERVICE QUALITY: RESEARCH-CENTRIC

Multi-disciplinary mission mode research and innovation programmes should be evolved which should directly benefit the society at all levels and contribute to economic development. In order to achieve this, every institution should allocate a certain proportion of their annual budget as an earmarked budget for research and innovation.

Intellectual Property Rights (IPR) norms for International Research collaborations with Indian and foreign institutions may be documented.

Institution-Industry Innovation Clusters/Technology-Business Incubators should be set up on campuses to nurture research talent and innovation skills among the faculty and students with a view to transforming them into entrepreneurs / technopreneurs.

V.1.11.7 IMPROVING SERVICE QUALITY: TECHNOLOGY-CENTRIC

(a) **Leveraging Technology**

Institutions should undertake the exercise of generating/updating model curricula in all disciplines from global perspectives and make it available. Open portal courseware of Teaching-Learning resources, similar to the National Programme on Technology Enhanced Learning. There shall also be an attempt to produce videographed lectures in different subject areas for the
benefit of students studying in colleges located in backward areas. Mission mode programmes shall also be attempted to leverage technology for developing national level curriculum models, open portal for interactive courses and tools for participatory teaching and learning.

(b) E-Resource Availability

The key to high quality teaching and research essentially depends on the access to latest information which should be available to a teacher. The issue with the institutions is not the shortage of fund but there is an inherent lethargy in the system that causes under-utilization of such schemes of the Government. Hence, as a one-time measure, this offer should be made initially for 2 years on trial basis, free of cost, and then subsidized subscription be introduced. All the E-resource facilities may also have to be extended to them on a "Consortium-based subscription model" to enhance overall quality education to students.

There is a need to develop a new breed of ICT-based research management system which includes both academic and financial management, providing a unified data base and analytical interface for searching, reporting and evaluating the performance in research.

Quality of management education can improve considerably through an extensive and optimal use of audio-visual technologies and Internet. The courses should be so designed to make good use of these modern developments;
V.2 CONCLUSION

Management education graduates have become obsolete in their mid-career. There is no systematic effort to re-educate the alumni. B-schools need to focus on quantity and quality of its graduates, provide both microscopic as well as telescopic view of management. There is a gap between skills desired and the skills that a typical faculty member possesses to deal with subjects that require understanding of industry and ability to innovate suitable pedagogy to deal with them. B-schools are highly differentiated lot, some richly endowed others are like street corner shops. In spite of standardized curriculum there is wide variation in the quality of B-schools. B-school education has received great hype from media. It is seen as a short cut to success. It is time for a strategic rethink and redesign to effectively transcend from a knowledge era to a wisdom era.

Management Education should not be reduced to degree-level education. It should continuously anticipate and respond to change; continuously search for new knowledge, new skills and value based leadership. It should be responsive to the needs of students and industry. The curriculum should be reviewed as and when required. The aim should be to produce world-class managers and entrepreneurs and responsible citizens. In a technology driven world, Management Education must emerge as an integrated discipline grounded in basic research produce not just managers but entrepreneurs who will provide holistic, cross functional perspective.

Management Education should be non-traditional education with diversified product portfolio-not only MBA but shorter diploma, dual diploma etc. and should make a difference to society, externally focused, innovative, driven by technology, environment and society. Institutes
must endeavour to develop systemic mental model, leaders with a sense a purpose. Management Education should be available to people in all walks of life, in schools, colleges, industry, government etc. and should not become business.

Management Education should be seen as a discipline contributing to the development of economy and society beyond business. It should also focus on informal education with shorter modules and should have a base curriculum of one year; flexible and diversified in the second year. There must be a standard curriculum in the first year while in the second year the school should have autonomy and freedom to evolve curriculum as per the market needs. The curriculum should offer global perspective and relevant for all sectors of economy and society. There should be an integrated discipline with research training and extension as inseparable activities.

Management Education should grow beyond teaching shops and be patterned around the model of medical and engineering education. Transfer of knowledge should go hand in hand. Education, practice and quality should be integrated.