

## Quality Management Education in India in the 21st Century 7-14-21 Model

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**Abstract.** If we yearn to enhance quality of management Education, the first we need to do is to commit ourselves. It would require effort from one and all to achieve and maintain the desired standards in management education. As we know, the word improvement starts with 'I', so if everyone initiates self improvement, there would definitely be quality improvement in management education. This article attempts to identify the characteristics, challenges and elements which are required to deliver the quality management education in India and to find out the ways for total quality management in the present management education system.

**Keywords:** quality, management, education.

### 1. Introduction

The shift of a manager's role in 21st century provides the context of the quality challenges faced by management schools. There are several challenges of management education, which require change in the character and structure of management education and integration of management education with the corporate sector.<sup>1</sup>

As the pasture of management is dynamic in nature, new tools and techniques are always being introduced to improve the competence, efficiency and prosperity of any organization. So is the case with management education. Professional skills should be acquired with practical knowledge, gradually making them experts in diagnosing the symptoms of patients. Just by confining themselves to textbooks, students may not understand business situations as each situation is unique and requires exceptional solutions.<sup>2</sup>

Management education in India is not very old; it has taken its practical shape during early sixties with establishment of Indian Institute of Management to train the people with management concepts. After that many institutions, universities have also come forward to provide management education to cater the increasing demand of good managers.<sup>3</sup>

### 2. Importance of Management Education

As the business world is filled with challenges and risks, the purpose of management education is to prepare students thoroughly to face these challenges and take the risk by the horn. B-Schools should emphasize on training management teachers. They should redesign management curricula in tune with the changing dynamics of the global business environment. In short, managing education could become a diagnostic tool for all problems of the globalized world. Through case studies, the teaching community not only prepares students to meet the challenges of the changing times but also helps them in identifying and choosing a career to suit their knowledge, skills and aptitudes.<sup>4</sup>

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## 2.1 Required elements for upgrading Management Education

Management education is basically a service. Quality of a service is difficult to measure in comparison to products due to the fact that services are intangible. The specific characteristics of services such as intangibility, inseparability, heterogeneity and perishability make it difficult to assess their quality. It means that the quality of management education would largely depend on its pedagogy. Quality enhancement in management education would constitute the improvement in all facets of providing management education.<sup>5</sup> The quality of management education depends on the combined efforts on the part of the educational system as a whole, the educational institutions and the faculties. Management education can be upgraded only when all these three pillars of education are equally strong.

We have made an effort to prepare a model showing the various qualitative aspects required at the educational system level, institutional level as well as at the faculty level for quality management education.

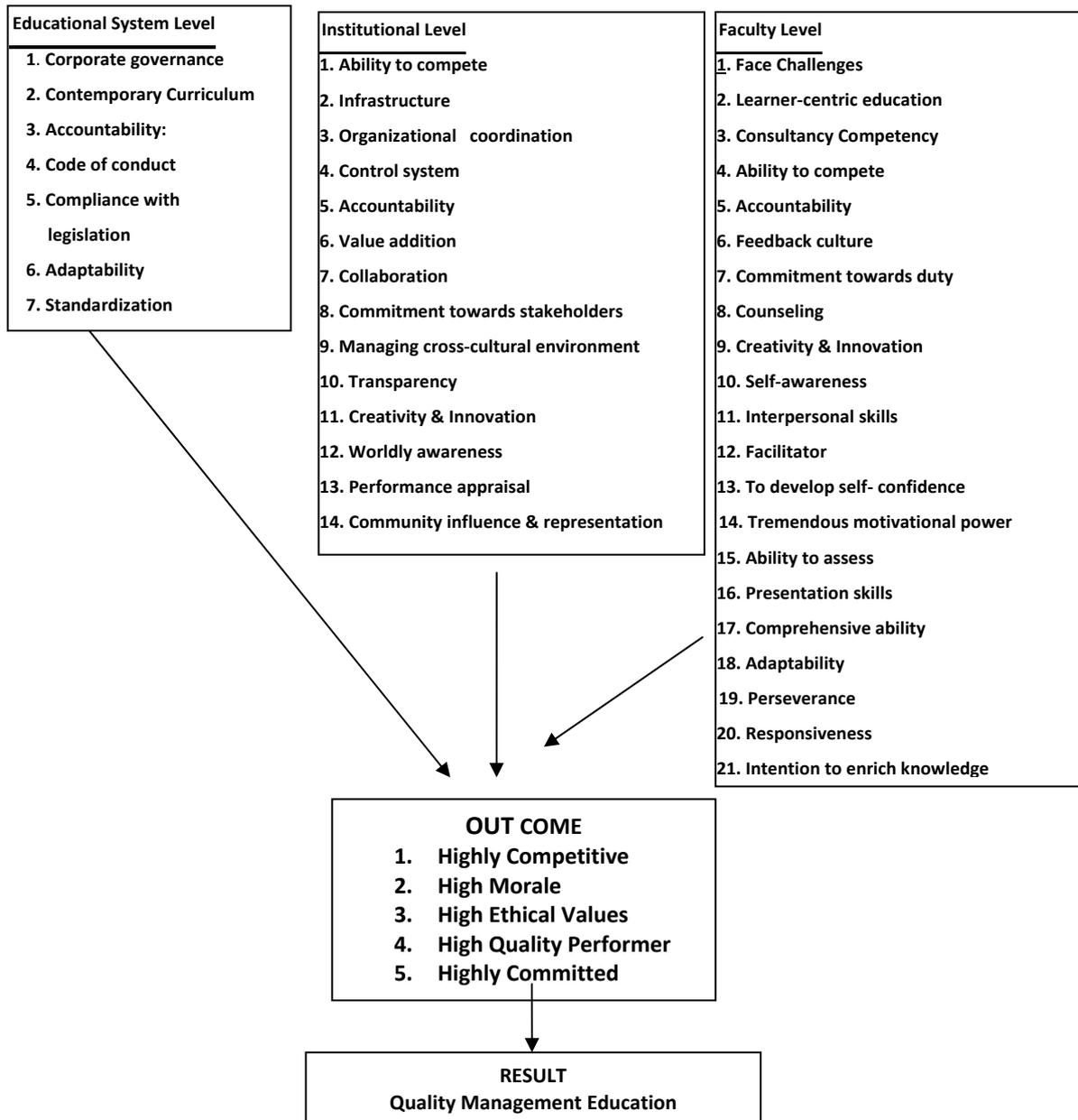


Fig. 7-14-21 Model for Quality Management

The above model shows the various elements needed to ensure quality education. The implementation of the model begins from the grass root level. It should start from the educational system and penetrate down till the individual level.

Today corporate governance should not be limited to the corporate world alone as management education is undergoing a serious change of bringing in an oath across the globe after the impact of the recent recession. The curriculum should be designed in such a manner that the students get the appropriate knowledge which is required as per the times. It should be an updated curriculum which matches with the changing needs of the environment. The educational system aims at the overall development of the students. While formulating policies accountability towards the society should be of utmost importance. Quality can be ensured only if there is effective implementation of HR policies and code of conduct for individuals in educational institutions and students. Time to time change in educational policies at national and international level is an impact of the way the people think a management should be. Compliance with the new ideologies is reflected through the policies framed by the national educational bodies. Quality is always a result of standardization. In Management education also, quality can be ensured if there standardization methods are applied throughout the country.

At the institutional level quality can be assured by regularly updating the curriculum which would definitely provide a cutting edge to the students over others. Proper infrastructure is equally important along with other things for providing quality education. Quality management education can be ensured by effective organizational coordination which is possible by way of staff meetings, conferences, time-tables, programmes, check-list schedules, etc. There has to be a constant value addition through various types of courses which are offered to the students. Students should be given wide exposure to the practical world along with the theoretical knowledge. This would enable the students to correlate the theory with its application. This can be made possible by creating industry-institute linkages. Students can also be exposed to the global environment by collaborating with foreign universities. Educational institutions are a part and parcel of the society. While designing various policies they should be in sync with the needs of the community.

At the core of the above model stands the faculty since they are the ones who ultimately provide the teaching services. With changing times there is a lot of change in the structure of the society. Students come from varied strata of the society and it is a great challenge. Faculties should be well-prepared to face these challenges. In today's world the traditional role of a teacher has changed. Gone are the days when the scope of a teacher was limited from one end of the blackboard to the other end. Today a teacher should be a versatile person. Apart from teaching he should have the ability to provide consultancy in his area of specialization so that he can give the practical exposure to the students. As compared to the olden times, today there is a vast change in the structure of the society. Nuclear families have replaced joint families. In this changed scenario, the psyche of the students has changed tremendously. The role of a counselor has exceeded the role of a teacher. To be a successful teacher one must be a good counselor as well.

## **2.2 Conclusion**

As the area change is taking place in economic, political & technological environment the world over, new opportunities are opening which are prepared to fight mediocrity & quality in every aspect of life is becoming the essential for survival. So there is an urgent need to reform the quality of management education for the creation of quality intellectual infrastructure in India.

As per the words of Cyrus Guzdev, CEO, Airflight Express, the state of management education in India, "The B-schools are not sufficiently in touch with the real world, and the pace of change, which is challenging management through today, is threatening their credibility".<sup>6</sup>

So, it is an immediate requirement to shape the management education in accordance with the global changes to improve competitiveness with the total quality management.

From the 7-14-21 model of quality management education it can be concluded that in order to provide quality education the amount of efforts needed on the part of the educational institutes is double that needed to be made by the educational system as a whole whereas the efforts needed on the part of the faculties is three times that of the educational system.

Now, I would like to conclude in the words of Mother Teresa, a lady who believed in the power of one individual's contribution.

"We ourselves feel that what we are doing is just a drop in an ocean. But the ocean would be less because of that missing drop." <sup>7</sup>

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