

**“Evaluation of Quality of Management Education in Indore - Student’s perspective”**

**Mr. Durgesh Gour**  
**Mr. Pratyush Trivedi**  
**Ms. Avani Trivedi**

**Abstract**

Indore is developing into an educational hub of Madhya Pradesh .Indore has always been the commercial capital of state and with newer and larger industries setting up their business in the city. The demand for human capital has seen a multifold growth. Quality management education contributes to society in other ways beyond education as business leaders contribute towards the development of economies in the same manner business school contribute to creation of business leaders. There has been an accelerated growth in the number of business schools in Indore over the last two decades. A career in management field is a topmost choice among the students and working executives today. As a result, a number of private institutions providing management degree courses have set up in the context of the rising demand for management graduates. The need for quality and excellence in management education is the point of focus today and so this research study would help to understand the quality issues in current management education from faculty point of view.

**Keywords:** - Perception, Students, Management Education, Quality, MBA, India

---

\* Assistant Professor, Pioneer Institute of Professional Studies

\*\* Associate Professor, Shri Gujrati Samaj Institute of Professional Studies, pratyush.trivedi10@gmail.com

\*\*\*Asst Professor, Pioneer Institute of Professional Studies, avanidube@gmail.com

---

**Introduction**

The demand for human capital has seen a multifold growth. Quality management education contributes to society in other ways beyond education as business a leader contributes towards the development of economies in the same manner business school contribute to creation of business leaders. In a knowledge based economy, as knowledge becomes more important, so does higher education . The management education sector too, has undergone major changes throughout the world which led to increased competition for institutions in this sector. The demands on the skills of Indian managers are changing. It has become essential to re-examine the entire structure, content, purpose and pattern of Management Education.

**Literature review**

**Sharma and Saxena (2010)** in their study revealed that there is a wide gap in the expectations of industry from management education, but the gap can be filled by taking right steps by academia and industry. There is an urgent need of integration of management education and industry to produce fruitful results for India. More hurdles are there between academics and industry, but by having the proper support of each other they can overcome these hurdles with more productivity. Benchmarking quality management education will ensure the sustainable growth of India.

**Martina r. Noronha (2011)** examined the impact of quality of management education on Business schools to meet the challenge to deliver management education and knowledge that is relevant in both global and local settings. They must respond to and lead efforts to develop socially responsible and sustainable business.

**Kalpana sahu (2012)** Stated that our Indian management education system should deliver such education and training so that professional can adjust themselves as per market expectation it has underlined the need for reforms in management educational system with particular reference to wider utilization of information technology giving productivity dimension to management education and emphasis on its research and development activities.

**Shweta Jha (2012)** Found that Indian B-schools need an urgent course correction so as to maintain their relevance in the society. Survival of these institutions will indeed depend on how proactive they are with regard to meeting the needs of the corporate houses in particular and society in general. Revitalization process of B-schools should be strengthened by all the stakeholders especially the government and the corporate houses. Further, the faculty members of all the B-schools should be duly empowered to take up the challenge of raising the standards of management education so as to increase the employability of youth and cater to the needs of nongovernmental organization, public institutions, political parties, trade unions, etc. in addition to providing competent manpower to the companies.

**Patel Bhavin Arvindbhai (2012)** The study tries to reveal that corporate houses have been pressurizing B-Schools to fit their professional mode in the context of globalization and the challenges surfacing due to it. It is crucial for the successful survival of B Schools that they create conversant people to fight the challenges of the globalized environment. The business management education curriculum has to be modified to the needs of the globalized industries today. But in today's situation survival of B-Schools depends on the professionalism in its management. The issues raised in the literature review of the study needs to be considered as a definitive set of guidelines for any B-School. Everything said and done, in the dynamic scenario of business management, Business Houses have to depend on B Schools to fulfill the requirement of human resource having the required management skills.

**Surisetti, Jain, and sarkar (2012)** Reveals that It is time to recognize conventional MBA programs for what they are—or else to close them down. As of now, they are specialized training in the functions of business, not general educating in the practice of managing. Using the classroom to help develop people already practicing management is a fine idea, but pretending to create managers out of people who have never managed is a sham. It is time that our business schools gave proper attention to management.

**Kumar and Dash (2011)** discuss present scenario prevailing in management education in India, trends and contemporary issues faced by management education in India. The outcome of all this is that management education appears to be more relevant than ever in the “global era”. The ultimate challenge of management education approaches is to become more practical oriented and industry focus reason being theory-based developments and teachings are worthless, due to the fact that they will be of little use in concrete situations when a management issue arises. Management education need to be holistic, targeted and customized with aim to remove the gap that exist between industry requirements and academic curriculum focusing on attitude, corporate awareness, grooming and developing managerial skills. Industry

interaction has to be strengthened by inviting senior person from industry to deliver lecture and ensuring student get associated with live industry projects. If Management education in India has to really extend its image on international scenario beyond Aim's, institutes, industry and government has to work in alignment to improve quality of management education.

**Makarand, Swati (2011)** Described that The present management education survived for nearly five decades in India and struggling to expand beyond national and geographical boundaries. With the boon of rapid changing technology and communication, the educational system is undergoing drastic changes although the pace is slow. The students in B schools develop the ability to network and grow fast. The alumni links serve as strong launching pad. Despite all the efforts to develop the education system in India, access, equity and quality of education in India continue to haunt the policy makers till this date. This has mainly been due to the widespread poverty and various prejudices. The inability to check the dropout rates among the marginalized sections of the population is another cause of worry. However, the renewed emphasis in the education sector in the 11th five year plan and increased expenditure in both primary and higher education can act as palliatives for the Indian education system.

### **Purpose**

The main purpose of this study is to know the faculty's perception on various factors affecting the educational quality like present curriculum, academic research initiatives, teaching methodology, industry interaction and tie-ups, etc and the needs to be taken today towards improving skill sets among the management students to match with the required industry demands.

### **Objectives of the study –**

- To understand the current status of management education from student's perspectives
- To identify the underlying factors that drives the quality parameters of education with the Help of factor analysis

### **Methodology:**

This is a descriptive study which critically examines the quality of management education in Indore. A well structured questionnaire was administered to the students to understand their perceptions on quality of management education in Indore. The responses were recorded on 20 underlying factors affecting the quality of management education using 5-point Likert scale. This paper is an effort to enhance the quality of management education in India in the current scenarios and to find out the ways for improving the present management education system so that business schools respond to current paradigms.

### **Sampling Procedure:**

Sampling method:-Convenience sampling will be used to collect the data.

Sampling area:-Indore

Sample size-100

### **Source of Data:**

The target respondents for this study comprise of various students from the management schools in Indore.

### **Method of Data collection:**

The Primary data will be collected with the help of a structured questionnaire enlisting various factors and other issues related to the quality of management education.

**Data Analysis:**

Analysis of the collected data will be done with the help of Factor analysis.

**Data interpretation**

**Table 1 - Data Reduction**

S. No	Curriculum Aspect	Factor loading	Eigen value	% of variation explained
1	Satisfaction with the syllabus	0.79	5.89	15.63
2	Satisfaction with the lecture delivery	0.83		
3	Satisfaction with the assignment			
4	Satisfaction with the faculties behavior	0.64		
5	Satisfaction with the internal marks	0.71		
6	Satisfaction with the infrastructure	0.76		
<b>Student development and research Aspect</b>				
1	Helps in internship	0.79	2.43	8.82
2	College promotes participation in conference, seminar and workshop	0.58		
3	college support for research work	0.82		
4	College provides enough encouragement for on job training	0.88		
5	College organize tours	0.71		
6	College allow you to go for part time job	0.75		
<b>Holistic development of students Aspect</b>				
1	College promotes co-curricular activity among students	0.79	2.85	9.78
2	College provides industrial exposure	0.81		
3	College motivates for entrepreneurship to students	0.68		
4	College teaches values and ethics to students	0.79		
5	College is having separate placement cell for overall students development	0.66		
6	College allow students to go for cultural activity	0.69		

**Observations –**

The factor analysis resulted in 3 factors, namely Curriculum Aspect, student development and research Aspect, Holistic development of students Aspect. The variables which displayed cross-loadings were deleted from the model. These 3 factors were found to have Eigen values greater than 1 and hence they are significant. The factor loading of each factor, Eigen value and the percent of variation explained by each factor are shown in the above table.

The most important factor was found to be “Curriculum aspect” since the Eigen value is 5.89 and the percent of variation explained by this factor is 15.63 and this factor consisted of 6 variables.

The next two important factors were found to be “Holistic development of students Aspect” and “Student development and research Aspect” with Eigen values 2.43 and 2.85 respectively and percent of variation explained by them were 8.82 and 9.78 respectively.

**Table 2 - Descriptive Statistics**

<b>S. No.</b>	<b>Curriculum Aspect</b>	<b>Mean</b>
1	Satisfaction with the syllabus	2.68
2	Satisfaction with the lecture delivery	3.09
3	Satisfaction with the assignment	3.28
4	Satisfaction with the faculties behavior	3.24
5	Satisfaction with the internal marks	2.42
6	Satisfaction with the infrastructure	3.12
	<b>Student development and research Aspect</b>	
1	Helps in internship	2.41
2	College promotes participation in conference, seminar and workshop	3.78
3	college support for research work	3.95
4	College provides enough encouragement for on job training	3.86
5	College organize tours	3.34
6	College allow you to go for part time job	3.43
	<b>Holistic development of students Aspect</b>	
1	College promotes co-curricular activity among students	3.54
2	College provides industrial exposure	3.56
3	College motivates for entrepreneurship to students	3.21
4	College teaches values and ethics to students	3.11
5	College is having separate placement cell for overall students development	3.71
6	College allow students to go for cultural activity	3.37

**Observations –**

- The lower mean scores strongly indicate that the students are not satisfied with the syllabus.
- Also most of the institutions do not have infrastructure facility.
- The Curriculum is not frequently revised.

**Findings:**

The demographic of respondents are as follows: 62 percent respondents belong to male and 38 percent respondents belong to female category. Maximum respondents belonged to the age group of 20-40 years out of total respondents. 56 percent respondents belonged to the family income group of 2-5lakh per annum. The study found that 32 percent respondents said the Curriculum offers academic flexibility. 61 percent respondents said that the Curriculum electives reflect best industry practices. The 52 percent of respondents satisfied with the pedagogy of teaching. 40 percent respondents said that the Curriculum contents improve employability skills of students. Whereas, 20 percent respondents said that the Curriculum is frequently revised. 40 percent respondents said that the college is having separate training Programs. 28 percent respondents said that the College promotes participation in conference, seminar and workshop. 46 percent respondents said that the Management support for research work. 62 percent respondents said that the College promotes co-curricular activity among students. 28 percent respondents said that the College provides industrial exposure. 49 percent respondents said that the College motivates for research work to students. 36 percent respondents said that the College teaches values and ethics to students. 25 percent respondents said that the College is having separate placement cell for overall students development. 41 percent respondents said that the College allow students to go for on job training/part time job.

**Suggestions:**

- Business school should focuses on quality of education rather than quantity.
- There should be an industry academia interface.
- Business school should improve Infrastructure.
- Business school should focus on pedagogy.
- There should be a student exchange program from foreign Business school.
- Business school should focus communication and personality development program.
- Interactive and discussion oriented classroom.
- Business school should implement feedback system from student and corporate.
- Focus on practical assignment.
- There should be a newspaper discussion on daily bases.
- Internal test and assessment should be strict.
- Business school should grow leadership development program.
- Focus on entrepreneurship development program

### Conclusion:

Business school must focus on opportunities and challenges to produce world class managers by fulfilling global and local demand. Business school should also focus on quality of teaching by using information and communication technology and innovative teaching learning practices. For the existence of business school it is require that the product which we are producing and offering to corporate should meet their expectation and fulfill the need and want of quality manpower. If product do not meet the expectation of corporate and unable to perform than it could be problematic for us because somehow the product is carrying the brand name of us. To survive in this competitive era business school will have to change to meet the future requirement then only we can exist.

### References:

1. Becket,N. And Brookes, M. (2005) „Analysing Quality Audits in Higher Education“, *e Journal of Learning and Teaching 1 (1)* January
2. Datar, M. Srikant, Garvin, A. David & Cullen, G. Patrick. (2010). Rethinking the MBA: Business Education a Crossroads. *Boston: Harvard Business Press.*
3. Harvey L and Green D (1993), Defining Quality“, Assessment and Evaluation in Higher Education 18(1) business schools and the unfulfilled promise of management as a profession. Princeton: *Princeton University Press.*
4. Khurana, R. (2007). From higher aims to hired hands: the social transformation of American
5. Lalit kumar sharma integration of industry and management education: future of India 2011
6. Leavitt,H. J. (1989). Educating our MBAs: on teaching what we haven't taught. *California Management Review, Vol.31*
7. Natarajan, R. (2003). “Keynote Address”, *National Seminar on achieving corporate excellence in the changing business environment, July 20, IBAT, Bhubaneswar*
8. Palmer, t. B., & short, j. C. (2008). Mission statements in u.s. colleges of business: an Empirical examination of their content with linkages to configurations and performance, *Academy of management learning & education, vol.7*
9. Quacquarelli, n. (2011). Q s top mba.com, *application survey 2011.*
10. Raghunath, R. (1998). “Quality standards for business schools” *Financial Express*
11. Rao, y. (2012). Slowdown hits b-school placements. *Times of india, march 6 2012.*
12. Sanchez, r., heene, a. (2004). The new strategic management: organizations, competition And competence. *John wiley & sons.*