Critical Success Factors & Key Performance Indicators for Removing Impediments for Quality Improvement of Management Education in India

Dr. Asok K. Mukhopadhyay

Principal
Durgapur
Institute of Management & Science
Durgapur, West Bengal

Abstract
In order to trace out the Critical Success Factors for Quality of Business Education in India the Determinants for the Quality of the products and services of Business Schools may be considered as: Core competencies like Intellectual and Social Leadership of the Top Management ,Institution Culture & impact of Institution Climate on Individual Performances, Problem Solving and Conflict Management, Feedback and Information System, Relative ability to anticipate and deal with the changes in Environments, Policies and Rules for Quality Management and lastly Transparency with Accountability of the top Management as a whole. On analysis of the Quality Determinants, the Critical Success Factors have been identified as: Quality of students, Pedagogy, Placement, Faculty and Infrastructure. In order to match the expectancy requirement with the outgoing students a variety of Pedagogical approaches should be encouraged beyond Lectures, including Live Case Studies, Group and Individual Exercises, Class Assignments, Live Project Work and Presentations, Role Playing, Management Games and active involvement of faculty members in Consultancy Assignment. The Key Performance Indicators have been selected as Standards of Accreditation, Recruitment Policy & Students, Creating and maintaining a Learning Environment, Setting Expectations, Motivational Climate, Expectations Gap, Work Integrated Learning (WIL) programs and lastly Change in Attitude of Top tier Business Schools.

'Critical success factor' is a management concept designed to take quantifiable goals and break them down into simpler elements. The concept of using critical success factors maintains that goals are only achievable when broken down into simpler objectives and tasks, thus making the elements critical. The critical success factor (CSF) approach to management says that business managers and leaders should identify and stay doggedly focused on CSFs.

Critical success factors should be periodically evaluated and adjusted as necessary to account for changes in those identifiers that might affect the company's success. Critical success factors vary by organization, but basic commonalities do emerge. If the goal is "what," CSFs are the "how."

Every organization carries critical factors that are essential for success. Failure of management to identify and achieve these factors will result in the failure of that organization. Once identified, critical success factors help everyone involved to focus on the right priorities, gives them measurable goals to aim for and helps create a culture of teamwork in order to achieve ultimately the desired Quality.

There are at least seven critical success factors during the life of any kind of organization: Revenue, Customer Service, Quality, Innovation, Communication, Flexibility, and 'Research and Development'. If designing the business plan is the first step towards starting a successful business, identifying the critical success factors (CSFs) is the next step in maintaining success.

Keywords

Social leadership, Institution Culture & Relationship, Work Integrated Learning, Standards of Accreditation

Quality of Business Education in India

In order to trace out the critical success factors for Quality Business Education in India the determinants for the quality of the products and services of business schools may be considered as follows:

Core competencies like Intellectual and social leadership of the top management.

Institution culture & relationship between Institution climate and individual performance.

Transparency and Accountability of the top management and the Board of Governors.

Problem solving and conflict management within the institutions.

Feedback and information management.

The relative ability to anticipate and deal with the changes in environments, Policies and rules for quality management,

The criteria for student admissions ,

Development of internal mechanism for accumulation and transfer of knowledge, HR polices in Business Schools.

On analysis of the quality determinants, the Critical Success Factors for Quality Business Education in India has been identified as follows:

(1) Quality of students (2) Pedagogy, (3) Placement (4) Faculty and (5) Infrastructure.

Quality of students: Academic quality may be enhanced not only by procuring better quality students but also by improving the quality of students. A distinctive element of B-schools in India is the diversity of aspiring candidates from a variety of academic streams such as engineering, liberal arts, science, commerce, and medicine, thereby providing a very rich inter-disciplinary classroom experience. In order to help the students to choose right career option, Psychological assessment tools may be applied to pinpoint capabilities of the students, and identifying promising areas of their concentration. For example, personality mapping may be used to predict that a student who is ambitious and extrovert would do better in the marketing world, while one with empathy would be suitable for the Human Resource Development. Harvard Business School now evaluates applicants on academic ability, personal characteristics, and leadership experience; where informal or formal leadership experience outside work settings is also recognized.

Pedagogy: Booz, Allen and Hamilton recommend "more courses in communication, leadership, human resources, psychology, and other fields that provide management graduates with skills vital to effectively managing people and team-driven organizations".

 The important question is what skills do business students need ? What is about the **Competency Mapping** ?   In traditional business schools there is often only a limited emphasis on the development of critical and analytical reasoning and a sense of scientific inquiry, observation, problem diagnosis, and problem solving. Curriculum is influenced by the traditional syllabi-oriented academic pedagogy .The faculty members are only concerned with completing syllabus with effective available span of 3 months per semester of 6 months

and practically rush through topics with a view to complete the course and deliver lectures using the material given in the books, literatures & journals **As a result, these MBA products show deficient technical and social skills and demonstrate a theoretical and self-oriented attitude with poor sense of social responsibility. Accordingly most organizations are being extra burdened for reorienting these management fresher as per industry need.**

Faculty Development   Faculty members should be encouraged to apply knowledge through extension and consultancy in Industries. Such extension activities help faculty bring real life experience to the classroom whereby the students get updated with value based knowledge that could be easily translated to solve critical problems in working phase .In this way they become truly employable. IIM Bangalore has enjoyed significant gains in its national and international reputation as a result of involvement of the faculty members in training and consultancy projects in the IT companies in consequence of IT revolution and emergence of Bangalore as the Silicon Valley of India. Hence the development of faculty members, academic programmes and Academy-Industry interface are most crucial for the placements of the output products. The most important challenge for business education in India centers around the fact that the high quality education is limited to the top tier schools and the number of students graduating from these schools is very much insignificant against the need of the country.

In order to match the expectancy requirement of the consumer Industries & corporate houses a variety of pedagogical approaches may be encouraged beyond lectures, including case studies, group and individual exercises, class assignments, project work and presentations, role playing, and management games. Each core faculty is expected to be actively devoted to applied research, executive development programs, academic administration and consultancy assignment in the fields of Operation, HR, Marketing, Finance or System related issues.

In general, Industries would be reluctant to accept the approach of the academic institutes for having lack of faith on them. However Industries could be made convinced by Management Institutes through the 'WIN-WIN' or 'GIVE & TAKE' strategy for mutual benefit. The Academicians would only monetarily benefited only in lieu of effective contribution towards productivity. In this way Impediments to implementing Quality of faculty members and subsequently the same of Management students could be settled.

The apex body for technical & professional education , All India Council for Technical Education (AICTE) is responsible for defining the basic framework for quality of the business-education and approving entry and expansion of all institutions, but there are in practice, many problems that undermine its effectiveness. AICTE requires at least 1,200 contact hours for the MBA program, in addition to 6-8 weeks of summer internship

and field projects, divided over 2 years for the full-time format, and 3 years for the part-time and distance learning formats. Recently, to encourage a process of continuous review, AICTE also launched National Board of Accreditation (NBA), using a benchmarking system with regard to factors such as physical infrastructure, quality of inputs, and faculty training In order to match the expectancy requirement of the consumer Industries & corporate houses a variety of pedagogical approaches may be encouraged beyond lectures, including case studies, group and individual exercises, class assignments, project work and presentations, role playing, and management games. All India Management Association (AIMA) used ISO 9000 to develop a quality assurance system, known as QBS 1000. QBS 1000 program determined and assessed b-school's quality and processes and certified their capacity across crucial and desirable parameters. The QBS 1000 system was intended to evaluate quality at 100-plus institutions associated with AIMA (Raghunath, 1998).

The number of approved institutions has now grown to approximately 1,000 with an annual MBA in-take of about 75,000.Despite the lack of consistency in quality of business education, high demand for business graduates and liberalization have led to the two innovative trends – the emergence of private business schools and niche players and the increased globalization of business education. Illustrative specialized niches for management education include agri-business, banking, computer and information technology, construction, cooperatives, defense, education, entrepreneurship, finance, hotel resource development, industrial relations, international business, marketing, office, pharmaceutical, police, production, project, public enterprise, public relations, quality, rural, sports, telecom, tourism & travel, and transport. These niches reflect special management needs of the specific sectors that the B-schools have tried to cater to. Retail management is being offered by some B-schools. Retailing employs about 1 million people in India, but mostly in unorganized sector. Most retail stores incur substantial losses, making professional programs highly attractive (Pradhan, 2002).

Institutional progress towards a stated organizational goal through Key performance Indicators

The **Key Performance Indicators** as financial and non-financial measures to help Institutional progress towards a stated organizational goal or objective **have been selected in the present study as**

Standards of accreditation, Responsibility & Change in Attitude of Top tier Business Schools , Recruitment Policy and Students.

Standards of accreditation: It is essential that there should be reliable and widely accepted standards of accreditation of business schools in India- accreditation will go a long way in improving the quality of less well known institutions

Change in attitude of Top tier business schools: Top tier business schools should have a responsibility & change in attitude to share their knowledge and skills with schools that might not have the same standards. This will not only raise standards, but will also allow their pass out to be more effective in the workplace.

Recruitment policy of HR department of organizations need to be more concerned about the actual quality of business graduates they hire rather than be carried away by reputations.

Students: Ultimately, it is up to the students to decide whether they are in the business schools just for passive learning or if they are also ready to take the action challenge of forcing changes in their mental attitudes for preserving the life-long premiums to their learning and also for sustaining the reputation of their institutions.

Crucial Factors on Quality Expectation

Broadly speaking the most crucial factors on Quality expectation may be considered as Creating and Maintaining a Learning Environment, Setting Expectations, Motivational Climate, Service Expectations Gap.

Teachers must also consider the cognitive space necessary for a learning environment based upon the expectations that they set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students.

Two specific areas of cognitive space that teachers include in their plans are setting expectations (rules and procedures) and creating a motivational climate. . Maintaining the learning environment, therefore, requires teachers to focus on group processes ,communicating awareness of student behavior, keeping all students attentive in a whole-group focus. These strategies help teachers to maintain the flow of instruction

Setting Expectations

In general teachers frame behavioural expectations from the students through rules and procedures. Rules indicate the expectations for behavior in the classroom, and how one interacts with one's peers and the teachers. Procedures have to do with how things get done.

Both rules and procedures must be taught, practiced, and enforced consistently in order to implement the accountability system of the classroom so that the students realize how they are held responsible for the academic work that they do. Therefore, one of the critical aspects of managing classrooms to enhance learning of the students, is setting expectations.

Motivational Climate

An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they are learning. There are two factors that are critical in creating such a motivational climate: value and effort. To be motivated, students must see the worth of the work that they are doing and the work others do. A teacher's demonstration of value shows students how

their work is worth while and would contribute to their performance in working life and also connected to things that are important for them. **As a matter of fact an understanding of the value of academic tasks combined with the effort necessary to complete these tasks really motivate students to learn.**

Employers, institutes and students are significant stakeholder groups in the **Industry Based Learning (IBL)** program . Practically **Work Integrated Learning (WIL)** programs is supposed to have an impact on stakeholder expectations and therefore program engagement where both employers and students expect that the Institute would be involved in assisting students to apply for the placements as well as orienting students to the professional work place skills.

Identification of costs of quality measures in Business schools & the relative ability of the top management to deal with such costs and priorities of the central dimensions of quality management with relevant value analysis are very crucial issues for the absolutely 'self financing' Business Schools ,

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