



## **FACULTY KNOWLEDGE ENHANCEMENT PRACTICES IN SELECTED B-SCHOOLS OF PUNJAB IN INDIA**

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### **ABSTRACT**

With the mushrooming of around 1300 management institutions approved by All India Council of Technical Education, New Delhi in India, the management education in the country has taken long stride. The present study was conducted in the selected Business Schools of Punjab including affiliated colleges and university departments with the objectives of understanding the practices adopted by the sample institutions in enhancing the faculty knowledge, availability of suitable environment for development, institutional support to faculty and its impact on their career. As per the study, majority of B schools of state, Top management's participations in the quality management activities for the faculty was average. It was also found out that Teachers were not versed with latest teaching aids like LCD; Audio visual aids etc and thus stick to old methods of teaching due to lack of environmental facilities and institutions support at different ends. The study found that the knowledge base of the faculty regarding the latest happening in the field of business was minimum and thereby affecting the future of business students.

### **INTRODUCTION TO THE PROJECT**

As a new millennium unfolds, higher education institutions continue to find themselves in a period of flux and transformation. Rapid growth has brought with it much greater student diversity not only in their socio-economic backgrounds and age profiles but also in their goals and aspirations, and in the strength of commitment to degree-level academic study. Management education has seen a remarkable growth in India in the recent years as reflected in the steep rise in the number of institutes offering postgraduate programmes in management education. In India the University system of education has been replaced by an upcoming and mushrooming growth in the number of private management schools. Today, there are about 1300 business schools in the country.

#### ***Management Education in the 21<sup>st</sup> Century:***

Institutions today aim to achieve their goals by offering and exchanging values with various markets and publics. It involves the institution in studying the target markets' needs, designing appropriate programs and services and using effective pricing, communication and distribution to inform and serve the market.

Marketing of education has been well established as a global phenomenon. The modern day system of higher education is marketed with many new features and ideas. The salient

features of education in the new-age are: an open and flexible system, direct and easy access to every learner, a broad based and futuristic visionary stream of learning, edutainment and infotainment and centered learning i.e. more emphasis on insight and knowledge than mere information collection, new knowledge with a personal touch and need and utility oriented learning.

The universities in the third world countries today are on the threshold of a new era. Population explosion, rapid advancement and expansion of new areas of knowledge, increased reliance on aid in solution of social and scientific problems have all contributed to the reshaping of the responsibilities and goals of the universities and schools imparting management education.

Management education being an integral part of higher education is also on the verge of transformation. The present educational system, no doubt, is a great advancement in many of the ancient areas. However, there is a feeling that, it is based on an insufficient knowledge of human psychology and human personality. It is worthwhile examining the demands in the present system of higher education from two angles: the existing status and the future changes which besides other changes highlights innovative thinking and liberalized learning. (Annexure 1)

The eminent educationalist and academician P. Khandawala (cited by Adhav and Joshi, 2002), has rightly envisaged the future of education in India in the coming decades, “Only the learning organization can cater to today’s dramatic demands quickly. Not only will the global markets reward learning, but they will severely punish the lack of it”. The first step to overcome the shortfalls in the Indian education system is to know whether its customer is satisfied and if not how can this be achieved?

### ***Customer Satisfaction:***

For marketers, the best measure of quality is customer satisfaction. Satisfaction is a function of perceived performance and expectations (Kotler, 1995). Managers realize that satisfaction is determined by how closely an experience with a product meets or exceeds a customer’s expectations (Stanton, 1994). Whether a buyer is satisfied after the purchase depends on the offer’s performance in relation to the buyer’s expectations.

**High satisfaction or delight creates an emotional bond with the brand, not just a rational preference.** The result is high customer loyalty. Kano’s model cited in Jobber’s (2001) “Principles & Practice of Marketing”, separates characteristics that cause dissatisfaction, satisfaction and delight. Three characteristics underlie the model: ‘Must be’, ‘More is better’ and ‘Delighters’.

With the expansion of the university sector, growing concerns about quality and also of ‘consumerism’ of higher education, there has been a significant growth of, and sophistication in, process designed to collect views from students. The Indian system needs to look at this significant growth and take lessons from the same. Most higher education institutions, all over the world, collect some type of feedback from students about their experience of higher education. ‘Feedback’ in this sense refers to the expressed opinions of students about the service they receive as students (customer satisfaction). This may include perceptions about the learning and teaching, the learning support facilities, the learning environment, other support facilities and external aspects of being a student (Harvey, 2001). These can also be considered as the variables of customer satisfaction.

There has been extensive research into student feedback by the North American Universities since the 1970s. Student feedback systems have been a subject of increasing interest in UK Higher Education (HE) also in recent years. This is in part due to a general climate of demands for quality assurance in the public sector, with the emphasis on information from quality indicators such as customer satisfaction. Students are important stakeholders in the quality monitoring and assessment process. It is thus imperative that the universities providing higher education lay due emphasis on customer satisfaction and quality assurance.

Studies conducted in the USA suggest that much of the research on course evaluations and performance information has been guided by the notion that satisfaction or dissatisfaction results from the confirmation or disconfirmation of expectations (Anderson, 1973; Ortinau and Anderson, 1986 cited by Palihawadana and Holmes, 1999) The theoretical underpinnings of the expectations-performance paradigm implies that levels of student satisfaction are a direct function of the extent to which expectations are realised (Ortinau *et al.*, 1987 cited by Palihawadana and Holmes, 1999). In other words, if outcomes exceed or at least match the expectations, it is said that confirmation of expectations has occurred. If outcomes fall below the expectation levels, disconfirmation of expectations has occurred. The former leads to student satisfaction, while the latter leads to student dissatisfaction (Palihawadana, 1992, 1999).

But how do we measure this satisfaction or dissatisfaction?

#### ***Tools of measuring customer satisfaction:***

Management education caters to two sets of customers- the ‘students’ and the ‘industry’. Institutions all over the world have devised their own tools and methodologies to measure the level of customer satisfaction. One of the most noteworthy amongst these is the Centre for Research into Quality at the University of Central England in Birmingham, which has conducted some pioneering work. For the last eight years this Centre has been undertaking an annual satisfaction survey.

#### ***The Indian scenario:***

Postgraduate education in management in India is currently enjoying a higher demand than ever before, for several reasons:

- A large number of graduates are coming out of colleges and institutes every year, making every job opportunity highly competitive and difficult to get. With job opportunities not being expanded in similar proportion, the majority of these graduates turn towards postgraduate education.
- Many multinational companies, attracted by India's "open door" policy, adopted due to economic liberalisation and globalization, have recently set up their branches and offices in India. These companies, during campus placement and recruitment, have shown a preference for candidates with postgraduate management degrees.
- Several companies have raised the entry-level qualification itself to post-graduation with specialisation in management. This is being done to ensure availability of candidates with better skills and knowledge and also to filter out the large number of applications they receive for every job that they advertise for.

- Many students feel that a postgraduate qualification, particularly in management, will provide them with special skills like good communication abilities, ability to work in teams, leadership quality and exposure to current trends in business and commerce, thus enhancing their employability.

A feedback-driven interaction between management schools and industry and an in-built mechanism of continuous improvement within the management schools can only be ensured through the accreditation and assessment process. The University Grants Commission (UGC) has established the National Assessment & Accreditation Council (NAAC), a model of assessment and accreditation, in 1994. The objectives are to grade institutions of higher education, to help institutes realize their academic objectives, to promote necessary changes to achieve the above and to encourage innovations. These objectives are accomplished through a process based on self study and peer review using defined criteria.

In various colleges NAAC uses the following frame of action plan:

- SWOT Analysis of affiliated colleges.
- Implementation of quality sustenance activities in accredited colleges.
- Self-study, assessment and accreditation of colleges.
- Remedial measures in the case of weak and less privileged institutions.

National Board of Accreditation (NBA), another organization, has been constituted by the All India Council for Technical Education (AICTE) to: "Periodically conduct evaluation of technical institutions or programmes on the basis of guidelines, norms and standards specified by it and to make recommendations to it, AICTE or to the Council, regarding recognition or de-recognition of the institution or the programme." (NBA-AICTE, 2002). The process of quality enhancement as initiated by NAAC and NBA does not only enrich the existing academic environment for management education but the industry is also benefited by employing the right type of managers to face competition.

The number of institutes accredited by both NAAC and NBA is still very small as compared to the total number of management institutes in India. Also NAAC undertakes an institutional evaluation which provides an assessment of the institution as a whole, but it is unable to specify the quality of teaching, student satisfaction, research and placement etc. in the individual departments. The modus operandi is also different in the case of both the agencies as the former goes for macro assessment and the latter does the micro evaluation of the individual teaching departments. Therefore, to have better results, the assessment by NAAC should take place after NBA has accomplished the assessment of individual teaching departments.

It is apparent from the above discussion that the even after assessment and accreditation evaluations taken over by the business schools the industry as a customer is still suffering. In spite of tremendous developments, management education has failed to keep its promise to the Indian corporate community.

To make a mark, management education needs to address the following issues:

1. Is education relevant to the needs of industry and business or is it a source of information and a useful mental exercise which does not meet the present needs of the organization?

2. Do the training institutions offer management programmes because they can make a constructive contribution to management education or are they unaware of the kind of impact they should make and how to make it?
3. Are the B-Schools putting in sufficient efforts to enhance the faculty knowledge base?

To sustain and survive in this competitive world Indian higher education system also needs to look at its quality and standards of education. Against this background, the aim of this research was to establish whether the curriculum offered by business schools in India are relevant to the current and future needs of business practice in a dynamic business environment. Another important question was whether the MBA programmes have met the expectations of the graduates themselves.

### ***Review of the Literature***

Rao (2000) holds that management education must develop in the students skills that would enable them to take decisions on the basis of limited information in situations marked by uncertainties, relate their studies to the needs of society and seek to inculcate value-based learning and ethics by laying conceptual foundations that could be applied in any situation. They must be applicable to any situation in which someone takes decisions that will help to achieve the objectives of the organization.

Kaw (2001) suggested that the management institutes should teach the students how to manage themselves. Currently, management theory teaches them how to manage material objects like wealth, property, investments, business, and to some extent, human beings, treating them as another material object which is called a resource or a factor of production. Secondly, the goal of life is not to earn as much money as we can, in any way we can. The goal of life is to move up the evolutionary ladder so that we become better and better human beings. Thirdly there should be fine balance between money and prestige, work and leisure, office and family, rest and running around, selfish interest and social interest. Lastly, there should be sense of loyalty to the Indian way of life, the Indian style of thinking, India as nation – India's cultural heritage, our food, our clothes and our national interest.

Mintzberg & Lample (2001) study puts across a billion dollar question that not necessarily that MBAs can be the best CEOs. As per the study, management institutes play great role in shaping the apprehension that MBA is an excellent degree to start with an excellent career. The factors which influence this apprehension are: Quality of B-School, Mindsetting of the students, Need of the students, Channelising Methods, Futuristic approach, Development of Career Initiatives etc.

Chowdhry & Bhattacharjee (2002), wrote that purely western model of management education based on globalization, core competency and free market economy that is being widely followed in this country will lead to ecological and social disasters. While we cannot do without the technique oriented western model for developing the efficient organizations, we should not ignore the impact of such a model on environmental degradation and misdistribution of wealth in a highly populous country like India.

Pfeffer & Fong (2002) argued that with the commercialization of education the quality of education has declined. The institutes which are running management education, pretend as if

they are more concerned with the quality delivery of education, but actually it is not and the institute' focus remains on filling of the seats only. Also, the faculty is not taken care by the management institutes in terms of regular pay scales and work environment which ultimately affects the performance and desired output of any B-School.

Pandey (2004) wrote a paper based on the reflections on issues of autonomy, accountability and governance in higher educational institutions. Autonomy is the unrestrained freedom of action within the established norms of an institution. No institution can have effective institutional and academic autonomy without financial autonomy. Autonomy means accountability. All institutions, including those of higher education, are accountable to its stakeholders in particular and society in general. The institutions should strive to strike a balance between stakeholders' needs, societal demands, and institutional autonomy. Governance includes both internal as well as external factors that affect the functioning of the decision-makers and make an impact on their performance. The author argues that the issues of autonomy and accountability are, in fact, related to the governance of HEIs.

Jain (2005) argues that the use of case studies in management education is now universal and ubiquitous. So must so, this pedagogy is now taken for granted by the B-Schools. With ready availability of instructor accessories such as test-banks, case teaching notes, and slides, instructors often miss out on the philosophical and scientific foundations of this important teaching pedagogy. This paper highlights the second-curve in the life of a typical MBA student and the process of him/her becoming a T-shaped knowledge-owner and a problem-solver. It deals with the foundational, philosophical, and scientific bases of case pedagogy.

Narayan (2005) records that the MBA of tomorrow, will be radically different. Many of the top schools faculty and administration are inculcating a new urgency in rewiring the campus. Today Indian corporate prefers their prized management graduates to be just managers and not leaders. What the country certainly needs are more technocrats, social scientists and liberalist lovers. The suggestion to this problem is humanize management education to give spirit to the management world. We have failed in humanizing the curriculum, where we have to lay greater emphasis on soft skills and not on pure maths.

### ***Statement of objectives***

1. To determine the factors which encourage the need of faculty knowledge base in B-Schools and role of top management and officials.
2. To study the extent of use of different techniques to develop faculty as capable human resource for the institution
3. To study the obstacles in use of techniques to develop faculty in B-Schools.
4. To suggest suitable measures for enhancing faculty knowledge base in B-Schools.

### ***Research Methodology***

An exploratory study was conducted. The scope of the study was restricted to University Business Schools and Private B-Schools of the Punjab state in India. 5 University Business Schools and 50 Private B-Schools were selected for the study. Directors of each institution and 5 faculty members from each school were taken as respondents. A questionnaire was designed which included open ended and close ended questions marked on different scales to achieve the objectives. The study took 3 months of rigorous data collection and analysis. Secondary data was

taken from AICTE website, MHRD, Govt. of India, Website, Latest Economic Survey and websites of the respondent institutions.

### **Analysis**

#### 1) Factors which encourage the need of faculty knowledge base

<b>Sr.</b>	<b>Factors</b>
<b>a) Institutional Factors</b>	
1	Goodwill of the institute
2	Quality Admissions
3	Good Placements of the students
4	Research & Consultancy
5	Healthy Academic Environment
<b>b) Personal Factors</b>	
1	Promotions & Rise in Payscale
2	Personal Knowledge Enhancement
3	Recognition in the society & industry
4	Research & Post Doctoral Studies
5	Better Job Opportunities
6	Self Satisfaction
<b>c) Customer Factors</b>	
1	Strong Knowledge Base
2	Practical Orientation
3	Experiential Learning
4	Personality Development
5	Career Guidance & Counseling
6	Higher Jobs & Pay scales

#### 2) Role of Top Management and Officials

- (i) The study found that the management of majority institutions was reluctant to invest in infrastructure, equipment and financial support to faculty. It was found that the interest of the management and officials was restricted to complete the necessary formalities of council and regulatory authorities.
- (ii) As per the study findings the university schools were running in old pattern. As per the study the university schools were depending upon the limited budget allocations & financial packages thus there was always shortage of funds. It was also found that the faculty schemes offered by UGC and AICTE were limited to Head of the Departments and senior faculty of the university school only. The study found that in majority of the cases the information was never forwarded to the faculty for utilization.

- (iii) As per the study, it was found that in majority of private B-Schools irrational promotions were being awarded and university schools were having rigid formalities for awarding promotions and scales to competent faculty.
- (iv) It was also found that the management of the institutions and university departments were lack of healthy environment for making faculty more productive. The study noticed that there were lack of resources & willingness to provide sufficient time to faculty from load and overburden of other college activities
- (v) It was also found that the institutions and university schools were running for profitable motives. The list of objectives of these institution had no room for faculty development

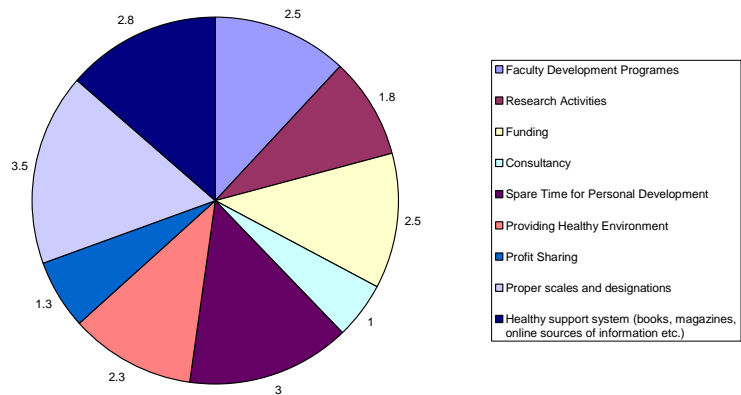
3) Extent of use of different techniques to develop faculty, following five point scale was used:

Scale	Weightage
Extensively	5
Averagely	4
Occasionally	3
Rarely	2
Not at all	1

Sr.	Techniques	Score
1	Faculty Development Programes	2.5
2	Research Activities	1.8
3	Funding	2.5
4	Consultancy	1
5	Spare Time for Personal Development	3
6	Providing Healthy Environment	2.3
7	Profit Sharing	1.3
8	Proper scales and designations	3.5
9	Healthy support system (books, magazines, online sources of information etc.)	2.8

**Fig 1**

**USE OF DIFFERENT FACULTY DEVELOPMENT TECHNIQUES**



4) Various obstacles in the implementation of various faculty development techniques:

- Poor Monitoring system of Regulatory Agency
- Mushrooming of no. of institutions
- Lack of awareness & willingness
- Conservative approach of management
- Infrastructural bottlenecks
- Indifferent Priorities of Faculty
- Unlimited Opportunities & Incompetent Absorptions

5) Changing form of management education:

Present Status	Future Changes
1) More emphasis is on deliberation of information.	1) The emphasis is on knowing about knowledge and its source.
2) It is at present a teaching centered system.	2) It will be a learning oriented organization.
3) It is more concerned with the mode of knowledge delivery system.	3) It will be a learning & knowledge oriented organization.
4) It is a system confined to a static and rigid mode of learning.	4) It will offer a more flexible system of learning.
5) The present system stresses on what is delivered.	5) The system of tomorrow will stress on why and whether knowledge is rightly delivered or not?
6) The system stresses on limited and close and package of learning.	6) New age education promotes a culture of free and liberal system of learning.
7) It is streamlined with emphasis on an exam based system having no concept of continuity.	7) It will be a knowledge based system and will offer opportunities without barriers of any kind.
8) It concentrates more on present day needs of learners.	8) The coming system promotes a culture that motivates fundamental and innovative ideas.

## CONCLUSION

Thus, it can be concluded that the quality of management education in the country has serious implications, particularly at the time of India's new globally-outward look to become more competitive and self-reliant, and the country's reckoning as a favorable destination for foreign investment. While generalization is not intended here, it is emphasized that the country's B Schools and management institutes have to gear up themselves for improving quality, have to abandon their short-sighted and fire-fighting approaches, and adopt a policy of continuous improvement for students and faculty both. The research is intended to provide a direction and motivation in this regard.

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