



EMERGING ISSUES IN MANAGEMENT EDUCATION IN INDIA – ISSUES AND CHALLENGES

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Abstract:

21st century India witnessed a drastic change in its educational system process of globalisation not only transformed traditional approach of the system with a more efficient professional approach but also introduced new age courses which have more economic value in today's time management education is one among those which got new dimension with this changing time, In the last twenty years the growth of management has been phenomenal. The first full time MBA started in India way back in 1957. The All India Institute of management and social welfare, Kolkata and Delhi University then followed it in 1958. It is in 1960 when the foundation of the first Indian institute of management in Ahmedabad is laid. Since then India has witnessed a gradual growth in this sphere of education. Most of the management education in India is in the form of MBA and PGDM or PGDBM and they are available at fulltime, part time distant or online mode.

The main objective of the present paper is to know the historical development of management education in India & to investigate its major issues & challenges. Owing to the globalisation privatisation & liberalisation lot of changes are noticed in the functioning of industries. Naturally industries across the world are required to have the manpower with multi skills rather than simply knowledge oriented. Western B-schools are moulding their self & making the changes in their curricular as per the demand of industries. Now a days learning has become more

students centric. Branding has made in-roads into management education. Top B-schools are continuously changing the contents & delivery modes. It is equally imperative to Indian B-schools to make management education context specific.

The students community in changing India not only want education in modern emerging fields but they want education, which is of quality. Moreover they do not want to deprive of opportunities because of their social or economic background. Management education then needs expansion and strengthening in its infrastructure and therefore greater inputs. It is struggle between maintaining the quality while satisfying the needs of masses. It is equally important to address the various & concerns of Indian management education experiencing with time. This paper reviews some of the most recent published literature in the field of management Education. articles were examined on management Education taken from journals and websites. This contributes to the literature in the field of management Education. In this paper an effort has been made to examine the management education system and to find out ways for quality improvements so that business schools respond to current changes. In this paper primary and secondary data are collected from journals and Books and Non probability convince sampling method was used for the study.

Keywords: Management Quality, Up gradation, Innovation, Total quality Management, National Task force, AICTE, globalisation.

Introduction:

India has become a part of global linkage as the consequence of WTO agreement is developing technology driven society. Nearly One lakh management graduates pass out every year in India, providing a tremendous potential to contribute to the creation of a knowledge society, Rapid changes have been occurring in the management education fuelled by the call for accountability. Management education in India stands at a turning point.

Dr. Nagagouda R. Patil

Without change, the traditional university structure of educating and training tomorrow's business leaders is likely to be surpassed in the increasingly varied and globalised economy. To provide our students with the talents necessary to compete in this market place, we must accept the challenges before us today. The existence of an institution depends upon the quality of education and training offered. If we accept the challenge before us today, there is no reason we cannot retain our position as the finest provider of high quality educational services for decades to come. So it is an immediate requirement to shape the management education in accordance with the global changes to improve competitiveness.

Management education is in great demand especially after the change towards liberalisation privatisation and globalisation. India being the part of global linkage in the aftermath of WTO agreement is becoming a technology driven society. There is also need that our dependence on foreign literature and techniques should be minimised and management teaching and thinking should be based upon practical experience deriving strength from Indian ethos. Management education should be based upon value based rather than money based. India is facing a crisis of quality management education. As compared to international standards the Indian management institutions are far behind. There is a need to fill this gap. The changing scenario; Industry and academia Interface; Teaching and evaluation in management education; developing competence of management teachers; management education and up gradation of students skills; Management education and Indian Ethos.

Objective:

The paper is an effort to examine the current issues in management education system in India and find out ways for quality improvements in the present management education system so that business schools respond to current paradigms.

Research Problem:

One of the disturbing trends has been the decline in the ranking of management education, the world economic Forum Report 2007, on management

education in India ranked it at 8th position. By 2008, it came down to 12th position. 2009 saw more decline in the ranking In 2011 it is in 23rd position. This trend has to be arrested, and therefore providing quality education has become crucial.

Literature Review:

Panandiker V. A. (1991) had pointed earlier that knowledge and knowledge creation will be far more central to the management education of the future rather than technology. The globalisation of India in early 1990's has led to similar situation. "When a nation makes a transition from protected economy to a market economy, there is surge in demand for management education. To equal this demand there is an increase in private schools running courses in business management. Globalisation is described as flow of technology, economy, knowledge, people, values and ideas across borders as it affects each country in a different way due to nation's individual history, traditions, culture & priorities (Knight & Dewett, 1999)

Over the last two decades globalisation has impacted operations of many institutions including academic institutions have been both the agent and objects of globalisation Scott 1988. Teicher (2004) note with surprise the amount of debate on global phenomena in higher education focussing on competition and management in higher education. Some countries adopted institutional devaluation quasi market competition in the system & performance managed staffing to address the global competition (Vallimia 2004). Many countries have opened up the direct entry of foreign institutions in education sector. India has not yet opened its doors. But management education is one among those which got a new dimension with this changing time. Sangeetasahay (2004) pointed Indian educational system has been subjected to fast radical and ever revolutionary changes over recent years.

In management education quality has become a necessary and circumstances require total quality management. To make India an intellectual capital of the world. We have to rethink about the management education and

efforts should be made to create a dynamic environment which can provide quality technical education colleges.

There is also a need that our dependence on foreign literature and techniques should be minimised and management teaching and thinking should be based upon practical experiences deriving strength From Indian ethos. Management education need to be made value based, rather than money based. India is facing a crisis of quality management education.

As compared to international standards most of the Indian Management institutions are far behind. There is need to fill this gap. Therefore understanding the scenario of management education in India,its opportunities and challenges is the need of the hour.

The research study carried out is expected to provide information to find out ways for quality improvements in management education.

Objectives of the study:

1. To look at the current system of management education in India.
2. To study the trends in management education in India & emerging issues on management education.
3. To find out ways for improvements in the current management course instruction system so that business schools react to current challenges and opportunities.

Research Methodology:

Sources of data collection:primary and secondary data was used for the study.

Primary Source: Survey research with questionnaire mainly focussing on personnel interviews of respondents.

Secondary source: Websites, Magazines. Reports books.

Method of sample selection: Non probability convince sampling method was used for the study. Convenience sampling was used for sample selection. Because the respondent happens to be in right place at right time the sampling units were easily accessible.

Concept of management Education – Overview

Dr. Nagagouda R. Patil

In the modern economic scenario all over the world Management as stream of education and training has acquired new dimensions. Management is an exciting field where you can have immediate impact on the operations of business. The field of management is dynamic in nature. New tools and techniques are continually being introduced to improve the efficiency, Productivity, Profitability of any organisation. All organisations and their departments, functions, or groups use management methodologies, which include problem solving techniques and guidelines for various related activities.

Education in management should have following aims:

- Increase the understanding of the factors which influence the conduct of organisations.
- Provide students with the tools and techniques that they may use to influence organisational life influence the economy in general.

A modern day Business manager is required to have proficiency in:

- Functional knowledge of a business organisation.
- In-depth knowledge of minimum one discipline of management.
- The ability to adapt to new environment at micro and macro levels.
- Problem analysing and solving
- Inter-personal skills.
- Knowledge of functional interdependence and adaptability.
- Communication skills.
- Self confidence and motivational skills.
- Management skills

Present structure of Indian management Education:

The present is as follows it is divided into six categories.

- Indian institute of management (IIMs)
- University department of management studies, distance, correspondence & part time courses as well.
- Colleges & institutes affiliated to universities.
- Private or government institutes approved by all India council for technical Education (AICTE).

- Private colleges or institutes offering MBA courses in India in collaborations with foreign universities where degree & diploma certificates are awarded by the foreign universities.

Now a day's learning has become students centric. Branding has accelerated the management education. Top B-schools are continuously changing the contents & delivery modes. It is equally imperative to Indian B-schools to strive continuously to make management education context specific. But present context of B-schools raises a serious question on the quality of management education. Where will this proliferations of B-schools leave the country? What will be the quality managers which are produced by these B-schools? This sudden proliferation has led to a considerable decline in the quality of management education.

The best in India is not the best internationally. The IIMS particularly Ahmedabad, Calcutta, Bangalore, Lucknow Consistently have been ranked among the top by almost all surveys. These B-schools are ranked in India & Asia-Pacific, but when they are compared to global rankings, they fail to appear in top 100 B-schools in the ranking surveys of Business week, financial times & forbs. Even Chinese B-schools figure among the first 40 in these surveys categories, including IIMs university Departments & Autonomous Institutes.

At present no Indian B-schools has international accreditation from the Association of advanced collegiate school of Business (AACSB, USA) or the European quality improvement system. However very recently management development institute (MDI), Gurgaon (Delhi) has been Accredited by the association of Britain (AMBA) making it the first B-schools to receive an international accreditation.

The key ingredients to be a world class B-schools are considered as:

- Faculty commitment to research and teaching excellence.
- Committed professional staff who understand higher education
- Quality of students admitted
- Financial resources
- Leadership of the deans and directors.

If anyone these missing, to become world class B-schools is next to impossible. On the basis of forgoing discussion to diagnose the weaknesses and ill functioning of B-schools and their quantities growth at the cost of quality. The government of India has appointed various committees time to time to take critical review of management education in India. So as to implement various corrective measures. The national knowledge commission (NKC) was established by the prime minister of India in 2005 in the country.

This working group had referred various reports on management education since 1991 and along with existing states of business education in India like

- Kurian committee report 1991.
- IshwarDaya committee report 2001.
- The management education review committee report 2003.
- U. R .Rao on faculty development programme-2004.
- All India management Association (AIMA) document prepared in 2005.

Others: Himachal Pradesh, Assam, Chattigarh, J&K Manipur, Meghalaya, Goa.

Sources: AICTE Hand Book, year 2006-07

All these B- schools are approved by All India council for technical Education (AICTE)

Emerging Issues of management Education in India requiring quality improvements

- **Lack of highly qualified and experienced faculty member :**

Now a day's i this is a major problem of business schools in India, which adversely affect on the quality of education. In such colleges the faculty turnover ratio is very high. Generally fresh highly qualified and experienced faculty are coming as a faculty member, they just get the experience over there and if they get better chance of higher salary they switch over to another college. This happens due to various reasons. They do not have any motivation monetary and non monetary incentives to sustain themselves at present job. One more vital reason is there due to the fund crisis of all colleges. The management body of the college does not offer them attractive remuneration package. Which created a demand supply gap resulted in low standard quality of faculty. Institutions are

appointing new faculty member on low salaries and heavy teaching load which further deteriorate their quality, thus college can't get highly qualified and experienced faculty.

New faculty members without any experience cannot take up the research or development of teaching materials & deliver only the lectures mainly drawn from the text books.

- **Promote Research culture:**

The management institutions do not have culture that is supportive of research. Imbibing a research culture requires a good library support system. Scholars should be invited to undertake research in certain areas of national interest. Regarding the research grant procedure there is a need to support more to individual project proposals. Encourage to those institutes who have adequate support system to start Ph.D programme. Being a recent development of management discipline there is a shortage of Ph.D. guides & hence those who would like to pursue for research degree they are forced to register for their Ph.D degree under the faculty of commerce. Many a times these Research guides in this field are unable to guide the candidates in the area of management.

- **Government Body for management Education :**

In India governance of technical and management education is look after by all India council for Technical education and its subsidiary the board of management studies. since both technical and management education have different requirement so it definitely call for technical and management education have different requirement so it definitely call for different body which could specifically look for issues related to improvements management education which should be accountable for enabling independent institutional mechanism to specifically deal with management.

- **Ethics and values in B-schools :**

Ethics has been buzz word for last few months especially affect financial turndown in USA and sat yam case in India lack of value based education system in management institutes is one of the major reasons for fall of quality management education. It has to be made part of accreditation. Government

must take the governance of management education away from AICTE and a strong monitoring system and statutory reporting on the lines of SEBI, handled by independent management specialisation should be enforced. According to UGC norms institutes have to display this all information on internet but there is big difference between actual and information displayed on internet or filed with concerned statutory bodies. The AICTE has little muscle to discover these and other misdeeds.

- **Commercialisation :**

As world economy has faltered colleges and universities have been forced to adopt strategies for increasing revenues and decreasing cost. The strong growth of private and for profit institutions around the world has attracted a great deal of attention. Government have admitted that they cannot provide places for all the qualified in their countries and this created legislation and policies which encourage private money flow into their countries for building new universities. Education itself has become an industry for international business.

Suggestions to improve quality of management education:

- There is a need to introduce independent audit committees for managing the B-schools. Corporate governance should include mandatory disclosure by institutions on faculty qualification books and journals in library, computer labs, placement records and other required information that could be useful for student.
- Apart from traditional courses like finance, Human resource, Marketing systems, production management, schools must consider offering courses in logistics, agriculture management, co-operative management, Bank\ Insurance management etc. It is necessary to think of the bridge courses.
- The business schools must admit international students to the programme. The Indian management institutes are the only with no international participation.
- The B-schools should provide an active programme of students of student's faculty exchange with advanced countries.

- By sustaining and developing qualified and experienced faculties, institution has to design and plan its own strategy starting from recruitment to sustained motivation for quality teaching.
- Encourage research activities and consultancy services by faculties, promoting a research culture in a management institutes requires change of mind on the side of management.
- To ensure that at least at least 25% of the curriculum deals with international subjects like international economics, International marketing, International marketing, International Financial Management or international financia management or international Business management.
- College should provide should build up furnished building with improved working conditions that provide motivation to teachers and good atmosphere of education to students.
- Government should provide financial assistance for financing education institution as scarcity of fund is major problem of these institutions. Government should continue to do so on the basis of ability and aptitude. i.e merit of students.

Conclusion:

It can be safely concluded that management education has grown significantly over the period of time. But still there are challenges to face management education. Which need to be addressed through appropriate policy formulation and its effective implementation. To develop India as an education hub for becoming prosperous partner in global economy, we have to strengthen higher education in general and management education in particular with research and development in terms of balancing quality and quantity.

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. 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 creditability. 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 education need to be holistic, targeted and customised with aim to remove the gap that exist between industry requirement and academic curriculum focussing on attitude, Corporate awareness, grooming and developing managerial skills. So it can be concluded that the existence of an institution shall depend upon the quality of education and training offered. Now principle of Darwin holds well even today that fittest that would survive new it is that to make as per the demand for managers for international Business Information technology medium and small scale industries and for service sector, because in future fittest will survive for which quality product service will be the key aspect. To ensure quality in management education.

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

“We ourselves feel that what we are doing is just drop in an ocean. But the ocean would be less because of that missing drop”.

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