

MANAGEMENT EDUCATION IN INDIA - TRENDS, ISSUES AND CHALLENGES

Beena John
Dr.N. Panchanatham

Abstract

Economic development of a country is correlated with the development of higher education. 21st century India witnessed enormous transformation in its management education system. Globalization transformed the conventional approach of the system with a more efficient professional approach; it also resulted in introduction of new age management courses which have more economic value in today's time. In the modern economic scenario all over the world, management as a stream of education and training has acquired new dimensions. The field of management is dynamic in nature. New tools and techniques are continually introduced to increase the efficiency and productivity of future managers. Driven by globalization the social, public and business organizations in India also had to embark on many changes in their management structure and operating practices. In response to such changes the educational programs had undergone noticeable changes in the curricula, content, methodology and coverage. In the present 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.

Key words: Management Education, challenges, opportunities etc.

Introduction

India has become a part of global linkage as the consequences of WTO agreement is developing a 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 fueled by the call for accountability. Management education in India stands at a turning point. 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 marketplace, we must recognize and accept the challenges before us today. The existence of an institution depends upon the quality of education and training offered. If we accept the challenges 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.

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 globalization of India in early 1990's has led to a similar situation. "When a nation makes a transition from a protected economy to a market economy, there is a surge in demand for management education. To equal this demand there is an increase in private schools running courses in business management (Kraft & Vodopovic, 2003). Globalization 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 nations individual history, traditions, culture & priorities (Knight & De wit ,1999)

Over the last two decades globalization has impacted operations of many institutions including academic institutions all over the world. Higher education institutions have been both the agent and objects of globalization (Scott,1988). Teichler (2004) note with surprise the amount of debate on global phenomena in higher education focusing on competition and management in higher education. Some countries adopted institutional devolution, quasi market competition in the system & performance managed staffing to address the global competition (Valimaa, 2004a). 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. Sangeeta Sahney et al (2004) pointed Indian educational system has been subjected to fast, radical and ever revolutionary changes over recent years.

Indian Education falls under the control of both Union and states Government, The various articles of the Indian constitution provide for education as a fundamental right. Most universities in India are Union or State Government or deemed. The Indian government is making sincere and progressive efforts. There are various bodies and councils giving accreditation. UGC is

responsible for coordination & maintenance of standards while Professionals councils like AICTE, DEC are responsible for recognition of courses.

Indian management education is not new. A full time management program was started in 1957 in Andhra University. The All India Institute of Management and Social Welfare, Kolkata and Delhi University then followed in 1958. In 1960 the foundation of the first IIM in Ahmadabad was laid. Since then India has witnessed a gradual growth in this sphere of education. Currently there are more than 1000 management colleges across the India and many among them like Indian Institute of Management (IIM) are counted among the best in the world. India's entry in the globalization process also acted like a catalyst in this management education boom. Because of the increasing number of global and Indian multinationals, trained management graduates are in demand. In response to this growing demand, private sector also entered in Indian Management Education scenario and invested a hefty amount. A large number of private management colleges along with government aided management colleges came into the existence in last decade only. Apart from IIMs' some of the private Business Schools are also among the Top Business Schools of the world too. Management colleges like MDI (Gurgaon), Jamnalal Bajaj Inst. of Mgmt. (Mumbai), IISWBM (Calcutta), FMS (New Delhi) or MICA (Ahmedabad) are well reputed institutions across Asia pacific.

In Management Education, quality has become a necessity 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.

In the era of global competitiveness, we have to exercise utmost care to safeguard, India's interest to ensure that India does not loose in

international arena. In the era of these fast emerging changes, there is a need for future global managers with competencies relevant to global needs. Every customer is now quality conscious. As more and more well-educated and well-equipped talent emerges, the task of talent selection becomes even more complex. Companies are feeling the need for global standards to benchmark human resources and academics are encouraging the use of merit-based candidate selection systems.

There is also a need that our dependence on foreign literature and techniques should be minimized 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 a 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 of 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 focusing on personal interviews of respondents

Secondary Source:-Websites, magazines, Reports& books.

Sample Size: 50 respondents (50 Faculty members) in management colleges of Pune.

Sampling area: Geographical area of Pune city

Method of sample selection:-Non probability convenience sampling method was used for the study. Convenience Sampling was used for sample selection. Because the respondents happen to be in right place at right time& the sampling units were, easily accessible.

Data analysis

According to the annual report published by ministry of HRD (2009-10) there were 20 universities & 500 colleges at the time of independence. As on 31.12.2009 there are 504 universities and university level institutions of which 242 were state universities,53 state private universities,40 central universities,130 Deemed university ,33 institutions of national importance established under acts of parliament & 5 institutions established under various state legislations with a total of 25,951 colleges.7362 colleges are recognized under 2(f) & 5997 colleges recognized under 2(f) and declared fit to receive grants under section 12(B) of UGC act,1956.

Table-1: Growth of AICTE approved Technical Institutions in last five years

Year	Mgmt
2005-06	1052
2006-07	1132
2007-08	1149
2008-09	1523
2009-10	1940

Source:-www.aicte.ernet.in

In last five years the number of AICTE approved management institutes has seen growth of 90% (Refer Table-1) in terms of the number of institutes & growth of 123% in terms of intake.

Unfortunately many B-schools in spite of the heavy intake of students are unable to place 50% of their students. This is a reason for concern and various reasons can be cited for it. There are issues relating to student input quality & academic delivery quality as expectations from industry has increased.

A study of management education (Friga, Bettis & Sullivan 2003) has shown that there will be a fundamental shift in business school product offerings away from traditional MBA programme & trends of management education indicate that knowledge creation is becoming more student based.

India’s challenges ahead

Over the past 20 years India has been growing consistently with an average of 6-7%per annum.GDP expanded at an average of 8.8% .IMF projected India’s growth at 9.7% for 2010 & sustained 8+% by 2015.GDP will almost double to \$2.4 trillion in current conditions & there will be a positive move towards knowledge economy, to support this rapid growth education is the answer. Challenges ahead are

1. Supporting Internationalization & emerging markets
2. The demand for high quality education & professionals.
3. Relevant skills & abilities by students for the knowledge economy
4. Embracing technology with curriculum.

Table-2: Current trends in Indian Management education

Key trends	From	To
The programme	Approved course, standard, theory	Study programme & real issues cases, Customized, Theory in context
The mode	Lecturing/listening, theoryl	Participatory, interactive& applied. experimental & conceptual
The focus	Individuals	Individuals in a group for a reason
Institutes	Provider	Facilitator, Partner

This challenges & trends listed in Table-2 will result in changes like closer interaction with industry, students and faculty. It is stated that if Business schools have to survive they

have to focus on research to solve problems of enduring importance and build curricula that can prepare students to be effective in practicing the profession.

Table-3: Ways for improvements in the current management course instruction system

	Strongly Disagree	Disagree	Neither Disagree/ Agree	Agree	Strongly agree	Weightage	Rank
1. Areas of faculty improvement	1	2	3	4	5		
Support for teaching	5	9	10	12	14	171	4
Aid in classroom management	5	8	11	14	12	170	5
Importance of mentoring relationship	3	2	13	15	17	191	3
Assistance with instructional concerns	2	1	10	18	19	201	1
Support with parent communication	3	2	9	20	16	194	2
2. Areas of management support for faculty							
Encouragement to be an effective teacher	2	2	13	18	15	192	3
Feedback on discipline decisions	2	1	11	17	19	200	1
Orientation to institute and staff	3	2	9	20	16	194	2
Effective instructional leadership	6	8	11	13	12	167	4
3. Classroom management							
Effective discipline procedures	3	2	9	20	16	194	1
Discipline supportive of good learning environment	6	8	11	13	12	167	3
Consistent procedures in classroom	2	2	13	18	15	192	2
4. Areas of student success							
Motivate all students	3	2	13	15	17	191	3
Use of variety instructional aids	2	1	10	18	19	201	1
Frame instructional decisions based on students need	3	2	9	20	16	194	2
5. Areas of curricula improvement							
Exposure of Indian business & socio- economic environment with more global perspective.	3	2	13	15	17	191	6
Less Emphasis on theoretical aspects.	2	1	10	18	19	201	2
Case-material updating.	6	8	8	12	16	174	7
Institute-industry linkage.	2	2	10	18	19	203	1
Research base strengthening.	3	2	9	20	16	194	4
Admission procedure improvement.	3	2	12	16	17	192	5
Inadequacy of resources & infrastructure.	5	9	10	12	14	171	8
Old pedagogy.	5	8	11	14	12	170	9
Evaluation system.	3	4	12	16	17	196	3

Source:-Primary data

Inference

With a view to find the ways for improvements in the current management instruction system, so that business schools react to current challenges and opportunities better. The data pertaining to this is presented in Table-3. The table highlights that teacher quality affects student achievement directly & strong institutes are the most important factor that impact student learning. And some of the inferences are

The faculty members said that they should feel empowered to take action when they see students needing attention. Administration, staff and supporting members should take sustained efforts to mould quality management professionals for future. Many faculty members said that they need support for instructional concerns. Regular feedback on discipline decisions should be communicated properly. Use of variety instructional dates and be updated to meet global standards of management education.

Conclusion

The educational culture of the 21st century requires new packages and a fresh approach in tune with global futuristic trends in management education. Organizations today face enormous pressures from diverse stakeholders of the business environment along with the fast expanding domains of knowledge. The rising pace of information explosion necessitates radical changes involving new options of academic renewal. The dynamism of the changing environment has created threats and opportunities to all modern day institutes. Management Education will continue to be in demand in future but the existence of an institution shall depend upon the quality of education and training offered. Today's management education is oriented to meet the needs of manufacturing sector. The Management Schools have to understand the implications

of the changes and accordingly train students to implement corporate strategies.

So, it is an immediate requirement to shape the management education in accordance with the global changes to improve competitiveness. The need of the hour is for greater introspection on innovative methodologies of teaching and research in our B-Schools, the emphasis should be on improving the quality in all aspects-right from the intake of students till they are placed in jobs.

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About the Authors:

Beena John, is Asst. Professor, JSPM'S Jayawant Institute of Management Studies, Pune. beenajohnbeena@gmail.com

Dr. N. Panchanatham, Chair, Professor & Head of the Department of Management Studies, Annamalai University. He is the Research Supervisor of Beena John. panchanatham@gmail.com