

Management Education In India: Trends & Challenges

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Abstract: After a change towards liberalization, privatization and globalization, Management Education is being given utmost importance. Taking hundreds of management institutions mushrooming in our country into consideration, it was found out that, intellect manpower is the basic strength that is needed today. India can expand its relationship with the entire world through energy, access to market, technology and security. And these aspirations can be achieved only by our management students, if proper management education is provided to them. B-schools should train the MBA students for achieving economic development. In this changing world, managers are the most expected persons to perform a major role for the society and its development; and it is the duty of the b-schools to provide better and right education to the students who are the future managers. For the efficiency and productivity of an organization, business education can teach all the things to business school student. This paper has focused mainly on business education, which gives practical knowledge, so that one can know the market better and also can know the strategy or skills to handle difficult situations smoothly and help in the development of an organization, society and economy as a whole. The study also emphasized on the importance of business education for the development of our society.

Keyword: Management, Skill, Technology, B-Schools, Productivity

“You can teach all sorts of things that improve the practice of management with people who are managers. What you cannot do is teach management to somebody who is not a manager, the way you cannot teach surgery to somebody who is not a surgeon.”

-Henry Mintzberg-

I. INTRODUCTION

Early man depended on the three basic needs of human being, i.e. food, clothing and shelter. He ate raw flesh of animals and sometimes the burnt ones, put on the leaves and barks of the trees and lived on the tree tops. And then the ‘agrarian culture’ developed followed by the ‘industrial culture’ which trailed after the advent of Industrial Revolution. Thereafter the ‘cult of education’ was added to the upgoing trend of ‘basic list’. The reason behind it is that education is the only medium through which there can be a drastic change of culture and tradition, politics and economy and this finally aimed at a new golden era. Since the students have a number

of options, the field of education is able to challenge new trends, for which the traditional system of education had to be changed drastically. Some of the career options which were not considered earlier as important are the most liked options today by the students and some of them are fashion designing, hotel management, mass communication and journalism, painting, etc. and these have now-a-days become the streams of success for receiving education. Although the traditional courses like medicine, surgery, pediatrics and gynecology are still in demand, but pathology and radiology have also come out with equal weightage as compared to the earlier ones, not only in India, but also all the world over.

II. EDUCATION

The word ‘education’ does not mean studying and securing good marks in the examinations. It means to go deep into a matter and to achieve more and more knowledge.

The prime responsibility of a good nation is to make its citizens educated; so that, they can be able to judge between

true and false, and right and wrong. And now-a-days, govt. is putting more effort on the education of the women which forms a major section of the society. Because women need to be empowered, this will definitely lead to the empowerment of the family and society as a whole. And only uneducated people would think that women should only remain inside the four walls of the room. A perfect educated man will not only be benefited if he is educated, but he will also contribute a lot to the growth of a nation being a resourceful asset. Every citizen must realize the importance of education, so that he himself can be educated as well as make others educated, empowered and independent.

III. THE SIGNIFICANCE OF MANAGEMENT EDUCATION

In the nineties of the last century people were ignorant regarding management education, but now-a-days, it is playing a vital role not only in universities, but also everywhere, including workplace. India is attracting young men and women for management education, which gives rapid growth for their own benefit and the benefit of the society as a whole. And the institute that imparts management education to them is termed as business school. Earlier, there were very few management institutes like IIT's and IIM's which used to impart qualitative teaching to the students. But today, management institutes are mushrooming in our country because of the Ministry of Human Resources which has emerged with a policy of privatization in the field of management education. Since it is exposed to liberalization, privatization and globalization, it has achieved a lot of significance in the recent past. Today there is a huge requirement of managers in our country for handling the employees and so requirement of the manager is the need of the hour. So, there is a huge increase in the number of technical and management institutions in India, particularly through private capital in the recent years, which includes both post- graduation as well as under graduate level courses and these products are then absorbed by the industries. Thus, it is a high time to prepare the syllabus in those management and technical institutes according to the need of India, so that the students will be able to meet the challenges.

IV. BENCHMARKING FOR QUALITY IN MANAGEMENT EDUCATION

Benchmarking gives inspiration to the future generations. Students are being updated from time to time according to the sunrise teaching technologies and this is the real path to success. Management institutes should mainly rely on---

- ✓ The employability of the students
- ✓ To take the institute to a co-operative mode from an academic mode
- ✓ To make the students reach at the industry's expectation level
- ✓ To make the teachers meet the changes as well as challenges that is highly needed in the management education

It is high time both for the students as well as teachers for a change, which can be met if they accept the challenge. So, the significant skills that every manager needs are known as Management Skills. According to Prof. Daniel Katz, there are three management skills, viz.,

- ✓ Conceptual Skills
- ✓ Human Relation Skills and
- ✓ Technical Skills

Besides these three skills, there are some other skills like communication skills, administrative skills, leadership skills, problem solving skills, etc. which play a vital role as far as management studies are concerned.

A. CONCEPTUAL SKILLS

Management education didn't have a concrete shape earlier. People used to think it as a study which needs no concentration and doesn't deserve a separate discipline study. On the other hand, management education, which is largely provided by the business schools and universities need a wider research community. While Human Resource Development(HRD), that is largely provided by the public sector are governed by a number of training business, numerous consultants and some of the few charitable trusts, some new forum and platform be added to the list.

B. HUMAN RELATION SKILLS

These skills can otherwise be termed as Interpersonal Skills. It means maintaining good relationship with others. While communicating, our behavior that we show refers to the interpersonal skills. This is one of the skill which is considered to be utmost important because this skill is evaluated constantly by the employees, starting from the manager to the workers. Although interpersonal skills are inherent within everybody, still then we have to learn it to add values to our existing skill.

C. TECHNICAL SKILLS

These skills are generated for a given job. If the managers are efficient in technical skill, they can use different types of tools and machines; learn regarding its techniques and procedures, etc. These skills are very much practical in nature and related to mechanical, IT, mathematical or scientific tasks.

D. PEDAGOGICAL SKILLS

These skills are related to the art of teaching. It includes, conveying of knowledge as well as using those methods through which students can understand, remember and apply easily. Teachers choose learner-centered teaching rather than a teacher-fronted one which help the students to go deep into the chapter, to actively participate in the classroom discussion,etc.

V. WHY MANAGEMENT SKILLS IN INDIA?

- ✓ Both India as well as its people has undergone a drastic change. And accordingly, there are a lot of changes in the

economy, govt. politics, outlook of business and industry and at last the mindset of Indians has undergone a total change.

- ✓ India has already shifted from a shortage to a surplus country, in case of food and foreign exchange
- ✓ India has also shifted from agrarian economy to a service oriented economy.
- ✓ It has shifted drastically from a low growth of economy to a completely high growth.
- ✓ India is moving faster towards a knowledge- based new economy
- ✓ Indian govt. has started its reformation and liberalization not by chance but by choice.
- ✓ Indian companies have already moved towards globally competitive markets. They are no longer afraid of the multinational companies.
- ✓ The culture and heritage of India, which once upon a time focused on simple living and high thinking has already started concentrating on recognizing prosperity and success as a necessary goal.
- ✓ The young buds of India have no longer any craziness for a safe government jobs; rather they are quite ready for a private and challenging job.

VI. NEW TRENDS AND ISSUES IN MANAGEMENT EDUCATION

A. ROLE OF B-SCHOOLS

In order to make the students jack of all trades and master of management, business schools should emphasize not only on the general management activities but also on their functional management abilities. These schools should move at par with the changing times and redesign their academic curriculum so that the students can meet the challenges in the business field. The syllabus should be designed in such a way that students can easily face the perspectives for building managerial and leadership skills. For this purpose, the total responsibility is vested on the b-schools.

B. ROLE OF FACULTIES

Faculties play a very vital role as far as management education is concerned. Faculties should be from an excellent academic background, alongwith having a long duration of industrial experience from a reputed organization. They should be more dedicated towards their work and driven by passion, rather than money. They are the real guides for the students who encourage, motivate as well as inspire the students through proper communication skills. Faculties are expected to have research experience in management alongwith consultancy and teaching experience. Today's economic condition has thrown several challenges to business managers and leaders throughout the entire world. Taking faculty members to be the experts in their own subjects, they can easily identify a workable business idea, which can be generated among the students by brainstorming them in the class. As far as technical feasibility is concerned, it includes technological feasibility, when the concept is about

technology; critical evaluation, when the idea of sourcing of resources like man, machine, material and market is taken into account. When the matter of financial feasibility comes, the source of finance, requirement of fixed and working capital comes into account. The faculty members may help their students by providing security to get funds from banks and other financial institutions.

C. ORGANIZATION GROWTH LEADS TO DEVELOPMENT OF SOCIETY

Most of the companies strive to rise because of the inclusive growth and development around them. Small companies want to be big and big ones want to be very big. Many companies want growth for prosperity but not for their survival. The term 'Organizational Growth' is different for different organizations. They have a number of parameters to be measured. And profit is the ultimate aim of a company; so the 'bottom-line' indications of growth, net profit, revenue generation and other financial aspects are taken into consideration. If an organization develops well, it results in good employment and finally it will help Indian economy to grow. So, proper steps need to be taken for Management Education before the gaps are widened enough.

VII. EMERGING ISSUES

B-schools in India are facing multiple issues. However, proliferation of B-Schools, quality of education, faculty shortage, poor regulatory mechanism and governance and accountability are major concerns that merit thorough critical appraisal.

A. PROLIFERATION OF B-SCHOOLS

Management education in India started in early 1950s with a noble purpose of creating a professional cadre of managers to run the businesses and become entrepreneurs. Promoters of B-schools cared little about infrastructure and intellectual capital while indulging in unmindful expansion. Taking cue from corporate houses, many promoters created so called 'group of education' and their motive seems to be dubious. Quick 'return on investment' lured many players in real estate and other sectors to start B-Schools which are supposedly run without any profit motive. Indeed, proliferation of B-Schools has defeated the noble purpose of Management education in India. A large number of B-schools are run as teaching shops without good quality faculty and adequate infrastructure conducive for learning. Thus students lose money as well as time to earn a diploma that has little value in the job market.

B. QUALITY OF EDUCATION

An important function of Business schools is to develop relevant knowledge, serve as a source of critical thought and inquiry about organizations and management, and thus advance the general public interest as well as the profession of management (Mulla, 2007). Unfortunately, most of the B-

schools have thrived on marketing gimmicks and advertising budget rather than intellectual endeavors. The Government of India (GOI) formed the All India Council of Technical Education (AICTE), a statutory body under the Ministry of Human Resources to regulate the functioning of technical institutes in India. AICTE has given full autonomy to the B-Schools vis-à-vis curriculum development, assessment of students, conduct of examination, recruitment of faculty, tuition fee etc. However, there are no checks and balances on these matters. While the AICTE ensures compliance regarding infrastructure, library and laboratory facilities and student-faculty ratio, it overlooks the indicators of quality education. Although AICTE has laid down standards which are not difficult to follow, many institutes do not comply with the prescribed standards once they get approval (Jagadeesh, 2000). Unfortunately, this statutory regulatory body plays merely advisory and supervisory roles. It has no authority to penalize the institutes not adhering to the set standards. It can, at the most, cancel or withdraw the approval of the erring institute. It has been observed that obtaining extension of approval every year is taken as ritual by institutes.

C. FACULTY SHORTAGE

Shortage of qualified faculty in Indian B-Schools is major concern. Currently the institutions are facing 30% shortage of faculty and it might rise up to 50% by 2020 if the scenario does not improve (Dave, 2011). Deans and directors of business schools observe that the key challenges faced by any institute in EQUIS accreditation are international issues (71 per cent concluded that it is most challenging) and faculty shortage (54 per cent). Additionally, management graduates are generally not inclined to enter teaching profession due to lower pay packages as compared to industry offerings. AACSB International (2002) report states that students who complete their MBA programme find entering job market more lucrative than pursuing doctoral programme. The report also concluded that only 40 per cent of Ph Ds opted for a career in industry. Besides, not many of them have the competency to become good faculty in B-schools. There has been no significant effort on the part of the government or other agencies in the last five decades so far as faculty development is concerned. A few IIMs run short-term Faculty Development Programmes for incumbent faculty members. However, there are fewer programmes to prepare young professionals for career in teaching and research.

D. POOR REGULATORY MECHANISM:

All India Council for Technical Education (AICTE) regulates Management education in India. However, AICTE is better known for corrupt practices rather than regulation which happens to be its statutory role. Even the National Knowledge Commission has truthfully observed: '...there are several instances where an engineering college or a Business school is approved, promptly, in a small house of a metropolitan suburb without the requisite teachers, infrastructure or facilities, but established universities experience difficulties in obtaining similar approvals.' (NKC: Report to the Nation, 2006: 54). Of late, the AICTE has started cleansing its regulatory

mechanism by using a transparent online disclosure system. However, the regulatory mechanism remains inadequate due to misplaced focus on infrastructure and faculty-student ratio. Besides, AICTE does not have wherewithal to check the veracity of the mandatory disclosures although its team visits a few institutions in different regions randomly. A number of B-Schools especially in the mufossil bypass the regulatory norms regarding faculty and infrastructure. In the name of autonomy, many B-Schools overlook the dictates of AICTE. Hence, matters like fee, quality of faculty, quality of books and journals in the library etc. are at best at the discretion of the Trusts or Societies that run the B-Schools.

E. GOVERNANCE AND ACCOUNTABILITY

Most of the private B-Schools in India offering Post Graduate Diploma in Management are managed by charitable trusts registered under Indian Trust Act 1908 or educational societies registered under Societies Registration Act 1860. In case of charitable trusts, the trustees are generally from the same family having absolute powers to manage the affairs of the institutions. As a result, misappropriation of funds is not uncommon. The trustees hold the office for the whole life and hence cannot be removed for their indulgences or mis-governance or incompetence. So is the case of educational societies where majority of founding members belong to the same family. Thus the governing bodies of B-Schools have unlimited power and authority without concomitant responsibility. AICTE is concerned about compliance of the regulatory norms and hence governance and accountability do not feature in its relations with the B-Schools. Of course, the AICTE has introduced the norms regarding formation of governing body of B-Schools. But overemphasis on compliance makes room for manipulation by the trustees. A closer look at the mandatory disclosure of B-Schools reveal that they hold only bare minimum number of meetings of Governing Councils or Academic Councils. The institutions fulfill their duties just by mentioning the numbers of meetings as the norms are silent on the quality of output of such meetings.

VIII. STRATEGIES TO STAY TUNED

Creating new strategies, steering organisation to right direction, generating funds, building global partnership with the stakeholders, designing industry oriented course curriculum is the emerging challenge in management education. Envision a new future for the management education is possible only with the mantra of globalisation, localisation and individualization of management education.

A. COMMUNITY ENGAGEMENT

In order to develop a worldwide reputation as a provider of cutting-edge business education, Indian institutions have to engage with the business community both nationally and internationally. Deep and sustained relationships with businesses afford the opportunity for institutions to gain insight into the ever evolving needs of organisations that, in

turn, provide opportunities to develop/enhance educational programs, identify problems/issues that can be addressed through academic research and student field projects and competitions, and opportunities to aid organisations with the commercialisation of discovery and innovation.

Faculty quality is an extremely important factor of an institute's reputation. Nurturing and sustaining quality faculty with industry experience, teaching ability, international exposure, and research outputs is one of the pillar of management education development in the country. There is scarcity of quality faculty in the country.

Faculty with industry exposure makes it easy for students to understand application of theory to real life business situations. Teaching ability of a faculty combines various parameters like subject knowledge, communication skills, curriculum coverage and pedagogy so as to achieve overall satisfaction of students with respect to teaching.

B. CONTEXT IS THE KEY

In the context of globalization and localization, the focus should be on ideas and concepts that have been effective in the countries of their origin may be less effective in India. While many industrialized countries have tested and adopted management practices that are in perfect harmony with their culture and tradition, India is yet to do this exercise through systematic research and study. Management education has to give emphasis on making management education relevant to the Indian context, the themes to be covered, and the way the topics have to be dealt with. Management is a practice oriented domain; management education has to incorporate an element of on-the-job training.

This will need a mix of concepts, cases, exercises as well as simulations for themes such as business strategy, market planning, business negotiations, leadership, business ethics and team work.

Management education should develop the capabilities of students to be future generators of sustain-able value for business and society at large and to work for an inclusive and sustainable global economy.

C. GO DIGITAL

The destiny of India is being shaped in her classrooms. In fact, classrooms are the places where the future citizens of the country are reared, trained, educated and motivated to accept the new challenges and to face the changing situations. There is urgent need of transforming the classrooms into digital classrooms for providing a platform to students for generating industrial skills. Digitalisation in classrooms enables the faculty to adopt innovative teaching pedagogy.

This will help in developing skills among students as well as build the reputation of management education of India

across globe. Management education should develop the capabilities of students to be future generators of sustain- able value for business and society at large and to work for an inclusive and sustainable global economy.

IX. CONCLUSION

Conclusion Management education across the globe is facing a unique crisis of relevance in the contemporary scenario. All the aspects of Business education such as quality of MBA aspirants, curriculum, business research, quality of research publications, industry-institute interface, management development programmes, faculty development programmes, placements, compensation packages of B-school graduates, career development trajectory of alumni, diversity among faculty as well as students, governance and accountability, etc. are under critical scanner. Indian B-schools are not untouched by the contextual compulsions of the Management education in the international arena. B-schools in India need to revitalize Management education in the country in order to meet the expectations of all the key stakeholders such as students, faculty, society, industry, government and global community at large. Hence it is imperative that the ever-growing crisis of relevance vis-à-vis Management education is addressed collectively, enabling key stakeholders to contribute their mite in the process and system improvements. A broad based consultation with the stakeholders might help in developing a holistic framework for effective Management education while tackling fundamental issues of faculty shortage, lack of governance and accountability, absence of an effective regulatory body, poor quality of research and publications, lack of pedagogical innovations, lesser industry- institute interface, lower employability of B-school graduates among others. It is time to collectively reflect and take stock so that we are ready for next wave in Management education.

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