

# Dynamism and Management Education in India: - An Overview

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**Abstract** — In this paper a review is made about current status of management education in India with respect to dynamically changing globalizing forces. Though many of the Management Institutes have sought to replicate the Business Schools-based models, they are facing an uphill task to reach the levels of quality. It would be fruitful, if we investigate the challenges for enhancing the quality of management education in India according to the need of dynamic technological and consumer behavior changes. An attempt is made to identify and analyze the main concern areas in management education field like academic issues, intellectual issues, physical infrastructure, industry interface, output issues which needs to be taken care of on immediate basis in order to keep pace with world class Management education . Dynamism in Management education is discussed in brief about these issues in this paper.

## I. INTRODUCTION

There are different types of universities and colleges in the higher education system in the country. They vary in terms of their academic, administrative and financial arrangements. Universities can either be established by an Act of Parliament or by the state legislatures. Those established by the Act of Parliament are the central universities and the ones set up by the state legislatures are state universities. Some higher education institutions are granted the 'deemed university' status by the central government through gazette notifications. A few institutions are established by the Parliament / state legislatures as institutions of national importance. Universities, deemed universities and institutions of national importance are degree-granting institutions.

The expansion of higher education system in India has been chaotic and unplanned. The drive to make higher education socially inclusive has led to a sudden and dramatic increase in numbers of institutions without a proportionate increase in material and intellectual resources. As a result, academic standards have been compromised; same is true in case of management education. This creates the necessity of conducting several examinations like CAT, MAT, CET, XAT, SNAP etc. for filling the vacancies in respective organizations. This causes unnecessary wastage of money and time to the organization as well as to the candidates. Hence what is to be aimed is to maintain uniformity in management education in all respect throughout the country which has resulted in announcement and implementation of CMAT exam for admissions of any Management course.

## II. GROWTH OF MANAGEMENT EDUCATION

In 1950, the Department of Commerce of the Andhra University Started the first M.B.A. program in India. In 1963, Indian Institute of Management, Ahmadabad was set up in collaboration with the Harvard Business School. The 1950s and 1960s witnessed the growth of commerce education and 1970 and 1980s witnessed the growth of

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Management Education in India. Pune University started its MBA course first in 1968 in JDC Bytco, Nasik. There has been a tremendous growth of management institutes in our society. Every year about 15,000 students pass out of management schools. Keeping in mind the demand, the supply is very meager. Management courses have become 'Academic Courses' rather than 'Professional one'. Management Institutes, barring a few exceptions, have reduced to commerce colleges. There is an urgent need to restructure management education to meet new challenges of 21<sup>st</sup> Century.

## REGULATORY AUTHORITIES FOR HIGHER EDUCATION IN INDIA

Higher education in India is coordinated by several agencies. While most of the general higher education falls within the jurisdiction of the UGC, professional institutions are coordinated by different bodies. The All India Council for Technical Education (AICTE) is responsible for coordination of technical and Management educational institutions. Association of Indian Universities (AIU) plays an important role as an agency of dissemination of information and as an advisor to both the government and UGC and Universities. Each one of them has a specific role to play and it is for the ministry of HRD to deal with how they coordinate their functioning with one another. With a number of professional councils in existence, overlapping of functions could not be avoided.

## CURRENT PROBLEMS FACED BY MANAGEMENT INSTITUTES IN INDIA DUE TO DYNAMISM AND ITS EFFECT ON INSTITUTES WHO ARE UNABLE TO COPE UP WITH THE SITUATION

There are many basic problems facing management education in India today. These include

- 1) Inadequate infrastructure and facilities.
- 2) Large vacancies in faculty positions and unskilled faculty.
- 3) Outmoded views regarding management education
- 4) Under enrollment in various Management institutes
- 5) Declining research standards
- 6) Inadequate and diminishing financial support for Management education from the government.
- 7) Innovation of new courses in Management Education.
- 8) Lack of Institute –Industry interface

These underlying issues will be addressed in the paper.

**REFORMS NECESSARY FOR TAKING MANAGEMENT  
EDUCATION A STEP AHEAD AND ADJUST TO THE CHANGES  
CAUSED BY THE DYNAMISM.**

**1) Scope for improvement in infrastructural facilities and their usage in following aspects-**

Even though the facilities are available in most of the management institutes; they are not being used to the optimum extent. Necessary steps should be taken such that the facilities are utilized to the maximum extent in a better way. Some of the important areas where following remedies can be useful.

**Hostel facilities-** Hostels are misused in many ways like unauthorized staying of old batch students, disturbance in class activities due to hostel clashes, ragging etc. Hence steps should be taken to have peaceful and healthy environment in hostels by delegating responsibilities to some of the hostelites and residential faculties to ensure smooth management of hostel.

**Library-** Library hours are main concern area with respect to the leisure time available with students. Libraries should observe a schedule which will be flexible by extending and arranging timings in early morning and evening sessions where hostelites and localities' students can use it for peaceful and enhanced learning experience. Digitalization of the library has become need of the hour in order to cope with emerging global trends in education and management sector.

**Classrooms and premises-** Classrooms of management institutes in today's interactive and competitive world require more and more exposure to the techniques of corporate culture in order to get corporate feeling in classrooms itself. More Interactive and Innovative sessions conducted by utilizing the area. Canteen should be well equipped and utilized in a better way by having a healthy atmosphere. Computer lab should be equipped with latest technology and made available for students. The premises need all required facilities such as playground, Gymnasium, etc for improving quality of management pass outs.

**2) Large vacancies in faculty positions and unskilled faculty.**

Higher education institutions, such as universities, colleges and polytechnics, are labor intensive organizations; they depend on people for the delivery of their services. The quality of the staff in institutions of tertiary education is thus central to their effectiveness, in the same way that it is to all people-centre organizations. A recent World Bank paper commented that "a high quality and well motivated teaching staff and a supportive professional culture are essential in building excellence" It is observed that there is a lack of experienced and skilled teaching staff in management today and the possible reasons being stringent criteria for approval, less remuneration as compared to industry, lack of excellent career development mechanism, lack of research

opportunities for aspirants etc. These issues however are within the control and willingness of regulatory authorities and respective management councils.

Some remedies can be suggested as the head of the institution should give firm backing and support to staff development as an institutional priority and should ensure that it receives adequate funding, each institution should establish a central staff development unit to develop and monitor institutional staff development policies, provide a program of short courses and workshops and report to the Governing Body on overall performance of the institution in this area arranging faculty development programs on a regular basis with expert institutions and tutors available in industry, attracting and recruiting experience holders from industry, providing short term courses and trainings, arranging workshops, seminars on management themes, job enrichment program for new joiners, introduction of concepts which give industry interface like sabbatic leave, providing unmatched research opportunities with institutes like IIM's, B Schools etc

**3) Outmoded views regarding management education-**

**Focus on basic education** has persuaded many developing countries to limit their support for higher education. Many bilateral donors have followed the messages from Jomtien and reduced their funding for higher education. Within many countries the reputation and public image of universities and the students in them has not helped their cause of getting more finance from either government or industry this outmoded approach towards management education has restricted management pass outs from being effective managers but they instead become MBA's as quoted by Dr.M.P.Sinha.(Executive Director at GHRDC) Today's management thinkers, industry leaders and educationists need to convert this outmoded view into a truly global and modern revolutionized view as adopted in developed countries

**4) Under enrollment in various Management institutes**

In today's scenario under enrollment in management institutes has become a major problem in smooth functioning which can be attributed to declining quality of management education, better options available to students, failure of regulating and approving authorities to access correct potential for MBA courses, rigidity and usefulness of syllabus. These issues can be resolved by taking on a study at national level regarding curriculum requirements according to industry norms, flexibility in subjects and subject matter, proper assessment of skill sets and aptitude testing of prospective students which will ensure practical utilization of course contents and will increase his employability, counseling sessions regarding benefits and required efforts should be arranged which will ensure proper response from students. Regulatory authorities should follow strict structure for introducing new management institutes and ensure smooth functioning of existing institutes.

### 5) Declining research standards

Research standards in management education are not at par with developed countries which is due to lack of infrastructure and latest technology related to research requirements and practical exposure. This needs to be taken care of from undergraduate level by inculcating research orientation subjects and for faculty adequate opportunities should be made available for getting live research experience from industry. Project work in terms of summer projects can be modified in terms of tenure up to 6 month on job training and flexibility can be implemented to have good research fellows for future, sandwich pattern like engineering can also be introduced in MBA syllabus which will help them to get exposure to practical aspects and increase employability.

### 6) Inadequate financial support for Management education from the government.

The economic reform policies introduced in the beginning of the 1990s did not allow the government to allocate adequate resources to higher education. Budgetary outlays for higher education have been seriously squeezed. The funds for higher education in India come mainly from three different sources, viz, Government, fee income from students and other sources of income from philanthropy, industry, sale of publications, etc. but due to privatization of higher education sector fees have reach sky highs which are preventing lower class students from having good management education . Government should establish strict control over deemed and private universities and prevent financial exploitation of needy students.

### 7) Innovation of new courses in Management Education.

Alvin Toffler in his famous book 'Future Shock' Says " To help avert future shock, we must create a super industrial education system and to do this, we must search for our objective methods in the future rather than the past... Education must shift into future tense."New Management Education- Act locally keeping in mind the future scenario, re-engineering of management education must be done.

### 1. Our future global manger would require the following new skills.

- \* Information Management Skill
- \* Information Technology Management Skill
- \* Decision- making in very dynamic environment.
- \* H.R.D Skill
- \* Innovation/ Credibility
- \* Service Sector Management Skills
- \* Time Management Skills
- \* Stress Management Skills
- \* Environment Management Skills
- \* Entrepreneurship
- \* Customers Services Management Skills

Management schools will have to develop these skills among students.

**2. Management Institutes will have to introduce new Service Sector Management Courses** like Travel and Tourism Management, Hospital Management, Construction Management, Hotel Management, Consultancy Management, NGO Management, Advertising Management, Banking and Insurance Services Management, Farm Management etc.

### 8) Institute –Industry Interface

It has been well established now that the academics and industry together hold the key to development in many sectors. The ever-increasing industry requires the well skilled and quality personal to manage and take the industries to another level of success. In order to fulfill the demand the supply should be available which can be developed by frequent interface of institutes and industries. The interface by way of arranging Industrial visits and campus placement programs often. This gives exposure to the students and quality pool for industry to have best among best alternatives for selection.

### 9) Dynamic increase in number of Management Institutes and their impact on admission process:

There is a rapid increase in number of Management Institutes which forced many institutes to adopt various strategies to differentiate their selves from competitors and attract the attention of students who has got the power to choose in dynamic environment.

#### CASE STUDY-

#### **OUR LIVE CASE STUDY ON CHANGES IN ADMISSION STRATEGY DUE TO DYNAMIC FORCES OF COMPETITION.**

Shri Neminath Jain Bramhacharyashram's, Chandwad, established in 1928 is a premier institution renowned as SNJB's Jain Gurukul. Over a period of last 8 decades the Gurukul has gradually extended its service in imparting education form preprimary to graduation. Arts, commerce, Diploma in Training and Education, Degree and diploma courses in engineering and post-graduation course in Pharmacy, Homeopathy and Management. From year 2010-11 the institute has added feather of MBA in its wide spread wings with various specializations in management.

In the beginning of first year of MBA, college got sanction of MBA course by second CAP round. But even after this obstacle college was able to fill up 45% of its sanctioned intake. With the commencement of second year the figure of actual admissions was expected to rise to a measurable extent. But due to overall crisis in the intake of students college could manage 70% intake of students. The problem was identified to be serious and hence management and faculties of institute decided to find out best possible alternative to solve the problem.

Table 1.4 Total intakes of students and vacant seats after CAP rounds.

Year	Total intake (seats)	Actual Admissions
2010-11	60	27
2011-12	60	40
2012-13	60	54

### STEPS TAKEN BY COLLEGE TO COPE UP WITH PROBLEM

Students from rural areas neither get admission in good business schools nor good jobs in worthy companies. They are unaware of current industry demand and industry standards. Thus the first step to cope up with the problem was creating awareness among the potential candidates. Now the question arises of sighting the potential candidates. As college is located in rural area the candidates in close vicinity are unaware of the post graduate education. Thus the active step was taken to make students aware of the available prospects. An innovative technique of marketing was identified for attracting students which was adopted from industrial marketing practices. An innovative technique of Selling known as SPIN selling technique was integrated with problem of admission process and was implemented to get better results as an innovative marketing technique.

#### SPIN selling

SPIN selling is an advanced needs assessment technique that uses the appropriate application of four types of questions.

- S- Situational analysis : It Focus on Buyer Needs, Finding facts about the customer's existing situation
- P- Problem identification : It focuses on finding out customer's problems, difficulties, or dissatisfactions through analysis of data collected in situational analysis
- I- Implication: It focuses on the effects, consequences, or implications of the customer's problems
- N- Need-Payoff : It focuses on the value or usefulness or a proposed solution

The four alphabets of SPIN as explained earlier form the four steps of SPIN marketing. The four steps are explained here under.



Fig 1: Steps in SPIN Selling used for solving problem of admissions.

### Outcome of the case study

Thus from the data available of 45 students, after the actual admission process, college could successful convert 25(approximate) of above candidates in to MBA perusing students form SNJB's KBJ COE. This was done by continuous motivation given to students and direct communication with their parents explaining them the need of a PG degree in today's world. Thus student intake increased for 27 in the year 2010-11 to 54 in the year 2012-13.

### CONCLUSION

- 1) Needless to say, courses should be need based and syllabi should be changed periodically, admission, examination pattern and evaluation system should be uniform in all the Management institutes.
- 2) The facilities such as library, computer centre, hostel etc should be expanded so that they are being utilized to the maximum extent.
- 3) Seminars for students and faculty have to be arranged frequently to facilitate them, in knowing the recent developments that are going on globally.
- 4) To promote practical awareness among the student's local visits to industries & project works should be done in industry related problems only in extended tenure.
- 5) Necessary steps have to be taken to improve research activities in management education.
- 6) New courses need to be introduced simultaneously in management institutes.
- 7) Management is a performing art. Thus efforts must be made to imbibe work related values. Management education must be made 'Mass Education' rather than the 'Class Education' and that too, without compromising on quality.
- 8) Dynamic approach towards admission strategy helps in coping up with the competition.

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