Challenges for Management Education in INDIA

Yogesh Chandra Kandpal1, Dr. Pankaj Jha2, Huma Khan3, Narendra Pal Singh Rohilla4

1Research scholar Phd. Graphic Era University Dehradun, INDIA.
2Associate professor, Graphic Era University Dehradun, INDIA.
3Assistant Professor, Phonics Group of institutions, Roorkee, INDIA.
4Former Teacher, T. G. T. Science at R.P.S. Inter Collage Roorkee, Haridwar, INDIA.

ABSTRACT

In today’s era of globalization business around the world has become a very common phenomenon. To cater the needs of this business the management education has emerged rapidly. From the last two to three decades Management education is rapidly spreading as well as growing throughout the India. The management education has grown a lot from its beginning to the present day condition. In the same time this branch of education is facing the different challenges today. The management education should make all efforts to make this field of education more industry oriented as well as lucrative for the present day students as well as the future generations. In this paper we are going to discuss about the different dimensions of management education in India such as what is management education; its relevance in the present day context; history of management education in India and the various challenges faced by it.

Keywords— B-Schools, Challenges, Globalization, Management Education, Relevance

I. INTRODUCTION

Management education has increased considerably in India in last two to three decades due to unprecedented increase in the number of business schools. It has encouraged the different people of economically vibrant class to enter into this field and took substantive gain from this by opening of new business schools and thus claiming great profits. The mismatch between supply and demand has led to exploitation of management people. This has resulted in an environment in which management graduates are ill treated and not paid as per their qualification and experience.

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of B-Schools added</th>
<th>Average annual addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-1980</td>
<td>118</td>
<td>4</td>
</tr>
</tbody>
</table>

NB: The figures attributed for 2000-2006 is estimation from current data and therefore shown with an asterisk (*)

II. REVIEW OF LITERATURE

The first business school started in the world in 1881 is the Wharton School at university of Pennsylvania. Later on many other colleges started in U.S.A.; U.K. as well as in many other countries of the world.

The management education in India had travelled long way from its inception to the present day The first collage level business school was founded in Mumbai 1913 called as Sydenham collage which was followed by Shri Ram Collage of Commerce earlier called as commercial collage in 1920. The basic purpose of these collage level business schools was to impart basic knowledge about trade and business to clerks, supervisors who are working in the areas of accounts banks etc.

A great change take place in the field of management education as Indian Institute of Social Sciences started first management programme in 1948 with focus on training human resources for handling industries in India. This was followed by setting up of XLRI (Xavier Labour Relations Institute) at Jamshedpur in 1949; Indian institute of social welfare and business management (IISWBM) in 1953 by university of Calcutta.
The opening of these institutes leads to development of professional culture between various parties of industries in India. These include business people; workers and government both at national as well as state level. All these measures provided a boost to the government. thus the idea of establishment of Indian Institute of management (IIM) was initiated by our first prime minister of India Shri Jawaharlal Nehru on the recommendation of planning commission.

Thus the (IIM) Indian Institute of Management Calcutta in the state of West Bengal was setup in 1961 with the collaboration with Sloan school of management at MIT. This was followed by (IIM) Ahmedabad was set up at Ahmedabad in state of Gujarat in 1961 which followed Harvard business school model.

The aim of these management institutions is to popularize the management programmes so that it provides a platform to students to reach the top of corporate world by providing them proper knowledge; skills; and practical training. With passage of time more IIMs were founded in Bangalore (Karnataka) in 1973 and in Lucknow in state of Uttar Pradesh (1984).

Economic reforms initiated by government of India in 1990’s lead to the large number of multinational companies coming in India. Thus there arises a need to fulfill various positions in these companies and organizations so as a result of which a large number of business schools started in India. All these resulted in mushrooming of business schools. Government also took the situation into consideration at set up more IIM’s in various parts of the country these include:

<table>
<thead>
<tr>
<th>List of IIM</th>
<th>State</th>
<th>Year of establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIM Kozhikode</td>
<td>Kerala</td>
<td>1996</td>
</tr>
<tr>
<td>IIM Indore</td>
<td>Madhya Pradesh</td>
<td>1998</td>
</tr>
<tr>
<td>IIM Shillong</td>
<td>Meghalaya</td>
<td>2007</td>
</tr>
<tr>
<td>IIM Rohtak</td>
<td>Haryana</td>
<td>2010</td>
</tr>
<tr>
<td>IIM Ranchi</td>
<td>Jharkhand</td>
<td>2010</td>
</tr>
<tr>
<td>IIM Raipur</td>
<td>Chhattisgarh</td>
<td>2010</td>
</tr>
<tr>
<td>IIM Tiruchirappalli</td>
<td>Tamil Nadu</td>
<td>2011</td>
</tr>
<tr>
<td>IIM Udaipur</td>
<td>Rajasthan</td>
<td>2011</td>
</tr>
<tr>
<td>IIM Kashipur</td>
<td>Uttarakhand</td>
<td>2011</td>
</tr>
</tbody>
</table>

Thus a total of 13 IIM are working in the field of management education in India.

The management education is also being provided by various universities which have a department of management; AICTE (All India Council Of Technical Education) approved private and government collages; deemed universities which are running their own Management programmes without approval from any regulatory bodies and private collages/university offering management education in India with tie up with the foreign universities. The need of a management institutions catering to a particular area are also being established in India such as:

- India institute of foreign trade
- Indian institute of forest management

### III. METHODOLOGY

**Objectives of research-**

1. What do you understand by management education?
2. What are the various challenges faced by management education in India?
3. What is the relevance of management education in present day context?

The design of research study is exploratory. The data used is secondary. i.e. data is collected from various sources such as magazines, journals, research papers; newspapers etc. different websites are also being studied to collect the required data.

**What is management education?**

From the day to day work to work in offices to home or in every sphere of life every activity is required to be done in a proper way. Thus the management of various activities is required so that they complete within the stipulated time.

Management is a large word with different connotations in different respects. Therefore it is very difficult to have a single definition of management. Management is defined as the art of getting things done and with the help of people. Thus we can define management education as the education which includes learning; teaching the various concepts; theories regarding how to manage a business successfully and effectively. So by availing management education students of business schools as well as working managers of different business organizations are taught about the real life situations of business and its environment with help of various models/techniques.As a result of learning of Management education knowledge; skills and abilities of students are increased so that they are able to meet the needs of their respective business organization effectively as well as efficiently.

**Challenges of management education in India**

The spread of management education in India has lead to its growth as well as poses various challenges to this mode of study. These challenges are discussed as below-

1. **Mushrooming of various business schools**-

   The mushrooming of B-schools has led to serious problem in the quality of education; intake of students and faculty. As there are large numbers of business schools which are not able to fulfill their seats so they try to fulfill them by any
means. In this process students which are not at par with respect to this course are being admitted, so the quality of education is affected. This mushrooming of B-schools can be seen from the fact that in 1990 only there was a intake of 12000 students in 130 collages which rises to 75000 students in 1200 collages and which finally shifted up to 40000 students a year in 3900 B-school

2. Quality in management schools

   The management institutions are not able to maintain high quality standards in education despite being regulatory efforts by different governing bodies like AICTE and others. The quality provided by some institutions are best with respect to faculty; students; infrastructure; transparent functioning in all areas of institutions; updated course- curriculum ;pedagogy etc while other institutions are lacking it.

3. Course curriculum oriented

   Curriculum in management education has become outdated. The curriculum is usually conceptual in nature. This course curriculum does not fit to dynamic environment of business which changes very fast. Thus this curriculum is not able to solve the complete intricacies of real business environment which is affected by technological; sociological and global environment.

4. Shortage of experienced Faculty

   The mushrooming of business schools has increased the need for qualified faculties. Shortages of these faculties of the required criteria have lead the management to go for appointment of teachers who are fresher’s. These fresher’s can be hired for less money than that of experienced one who have full qualifications. Also on the bases of strength of students or need the management can hire them as full time or part time faculties.

   These fresher’s which are appointed for a less salary at the same time does not have appropriate skills and experience through which they can help the students of management programme to teach and understand them to tackle the problems of real business situations in a convenient manner.

   The quality of education is further deteriorated as the faculties are being overloaded and due to this they are never able to give their best as they become emotionally dishearten and does not put themselves fully into the job.

   Also there is a shortage of doctorate level faculties in the field of management education which is creating the shortage of experienced persons in this field.

5. Quality of students

   Due to proliferation of business schools it becomes necessary for them to fill up the seats. Thus these pressures these schools to fill up the seats with the candidate who does not have appropriate caliber to go for this course. As a result of which the quality of education and management education as a whole suffer.

6. Interface between academics and industries

   Interface between academic institutions and industries are very limited and are linked to some well established collages only. As a result of which a large number of students of various business schools are not able to get the required placements as well as summer training from industries.

   This interface is important as it gives them a direct practical experience of working with these organizations understanding the culture; learning professionalism ;complexity of business; understanding the changing needs of business and the competitiveness of business world.

   Due to lack of academic industry interface the guest lecturers; MDP (management programmes are limited to certain collages

7. Examination system

   The system of examination is mostly theoretical oriented which a student can pass by having small knowledge which he got from guess papers or notes which are easily available in the market

Relevance of management education in today’s world:-

   In this era cut throat competition importance of management education cannot be overruled. The relevance of management education is stated as under-

   a. The management education provides a business manager an edge over its compatriots to work in a better and sophisticated way.

   b. It also enables it in linking the society and business in a more comfortable way.

   c. The management education can help a person to look at all the things from a global perspective.

   d. Thus this education helps a person to work amicably by solving various problems by using both theoretically knowledge as well as practical knowledge with its skills and abilities in this competitive environment.

   e. Management education helps in looking into a problem from various angles, evaluating the various alternatives for the problem and
finding the best possible correct solution for it.

IV. CONCLUSION

The management education in India is going through a transforming phase since its birth. This field of education has given rise to a large number of opportunities but at the same time a large number of challenges have also arisen. The success of these business schools in future will depend upon how these schools of management education are able to cater the needs of both the business houses and the general public. Total development of teachers as a whole, changes in the style of teaching, change in the mindset of people who are running these schools i.e. they should not run these schools not for just profits but also for providing quality based education. We should also find the gaps between various areas of management education system and thus overhaul it. These are some of the things to be seen which is to be done in this field of education in near future. Besides this a total effort on the part of all whether students, teachers, bureaucrats, and each and every section of society can help this field of education to grow in near future.

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