



“Management Education: Issues, Challenges and Problems” A Case Study

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ABSTRACT

Management Education has become a popular choice among the graduating youth of the country because of its vast employment opportunities & interdisciplinary approach. Management education is vital for the economic development of a country. With India registering an impressive growth, the demand for managerial talent is increasing. This system of multiple regulations & a wide variety of institutions is certainly confusing the student community. This system has also failed in ensuring some minimum uniform quality across the country. Hence researcher selects the said topic in the light of Kolhapur city.

It is observed that management education today is one of the most sought-after disciplines. Management Education in Kolhapur city has undergone a sea change over the years. Looking at the present scenario, there are various Management Institutes in Kolhapur City. This Paper examines several challenges of Management education which require change in structure of management education, integration of management education with co-operates structure, up gradation of curriculum and course contain and designing of different programs for executives.

KEYWORDS: J.D.T.E., Pune, D.T.E. Mumbai, PNS-Bandra (E), SSPN- Bandra (E), AICTE- Mumbai SUK-Kolhapur HRD-Mumbai, UGC

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I. INTRODUCTION

Today, the core issue is the mismatch between the demand and supply of management education, quality education, 100 percent placement, updating student's curriculum as per corporate requirements and providing sufficient exposure to the students in the form of training, projects etc. Our Paper examines the Challenges and Problems of Management Institutes in Kolhapur city. We also want to focus on need for regulators and their role, Problems with the present regulatory system and their impact on the management education today.

With the opening up of the Indian economy in the early 90s and the economy moving on from traditionally family managed businesses to a more professional setup, the demand for a qualified management graduate has been increasing. In India, the traditional career choices were to become Engineer, Doctor, and Chartered Accountant etc.

With the dynamism in the business environment the students started looking at management

education for leading them towards a successful career. The need to have skilled resources to manage the challenges of the modern-day business has seen a splurge in Institutes specializing in management education.

II. MANAGEMENT EDUCATION TODAY:

Management Education Program is designed to transform the personality of the student which in turn helps the student to be easily absorbed by the employer. Even student from lesser-known institutions get absorbed in the employment market. This has become possible due to the boom in the economy and the growth in the market & business during the last decade. A rough estimate puts the number of business schools in our country at around 2000 with close to 5 lakhs MBA aspirants.

There are at least six major entrance tests conducted annually in the country on the whole; viz., CAT, XAT, IBSAT, ATMA, MAT, JMET. Etc. In addition, every university (department of

management education) has its own n entrance tests. Thus, to start with, there is an entry barrier which a prospective management student has to necessarily cross. While this is the state for a campus-based fulltime management education. Another notable feature of this education is that, close to 50% of students come from an engineering background with 25% to 30% from commerce & the rest from humanities, etc.

Management program is a different ball game & very student (aspiring, existing& past) needs totally different approach to drive thee intended benefits.

Therefore, the demand for management education is increasing. Because of the higher demand for management education, the number of players in the management education field in the country has shown a significant increase from about 120 in 1990 to about 1100 today. Now lakhs of students appear for the various entrance tests conducted by different agencies for admission to management education programs.

III. ELIGIBILITY

The two-year MBA programme is immersive and experiential, driven by academic and industry experts. Leaders from boardrooms and teachers from classrooms have come together to create a future-focused orientation in teaching and learning of MBA Programme. A Graduation/ Engineering who is in a technical role and wants to move up the hierarchy can pursue an MBA to transition easily to a managerial role. Engineers with a good product they've built and who want to convert it into a profitable business venture can benefit from studying management and entrepreneurship.

Here an MBA helps. No other discipline of education has been playing such a critical role in shaping the economy of the country as management education. Though barely 50 odd years old, this discipline has caught the fancy of the graduating youth. Credit must be given to the IIMs, which have carved a niche for themselves & organizations such as ICFAI, which are rendering yeoman service to management education with their large network of business schools all over the country. Now the question is "Who is the right candidate for management education?" A fresher or a person with work experience? With close to 95% of our management students coming straight from their degree colleges, this article would rather address that population only. A rough estimate puts the number of business schools in our country

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There are at least six major entrance tests conducted annually in the country on the whole; viz., CAT, XAT, IBSAT, ATMA, MAT, JMET. Etc. The rules & regulations of admissions to the First Year of Full Time Professional Post Graduate in Management conferred by Maharashtra Unaided Private Professional Educational Institutions Act 2015. All the decisions taken in relation to Admission to First Year of Full Time Professional Post Graduate in Management by the Competent Authority (The Commissioner, State Common Entrance Test Cell, Maharashtra State) is final and binding on all concerned.

For Maharashtra State Candidature Candidate the Candidate should be an Indian National who Passed minimum three year duration Bachelor's Degree awarded by any of the Universities recognized by University Grants Commission or Association of Indian Universities in any discipline with at least 50% marks in aggregate and at least 45% in case of candidates of Backward class categories, Economically weaker section and Persons With Disability Candidates belonging to Maharashtra State only or its equivalent and who Obtained non zero score in CET conducted by the Competent Authority for MAH-MBA/MMS-CET and for All India Candidature Candidates the eligibility is same above and who obtained non zero score in CET conducted by the Competent Authority MAH-MBA/MMS-CET, Common Admission Test conducted by Indian Institute of Management (CAT) or Common Management Aptitude Test Conducted by National Testing Agency (CMAT).

In addition, every university (department of management education) has its own n entrance tests. Thus, to start with, there is an entry barrier which a prospective management student has too necessarily cross. While this is the state for a campus-based fulltime management education. Another notable feature of this education is that, close to 50% of students come from an engineering background with 25% to 30% from commerce & the rest from humanities, etc. Management program is a different ball game & very student (aspiring, existing& past) needs totally different approach to drive thee intended benefits.

IV. DATA BASE AND METHODOLOGY

4.1 Study area

The study was conducted and restricted to only Management Institutes in Kolahpur City.

4.2 Research Variables:

The variables were considered for Research are Management Institutes which are the dependent variable, which will be going to be checked for relationship with Admission Policy, Financing & fee structure, Distributed Regulation, Timings, Recognition Process of Programs, Reservation, Quality of Management Education, Entry of Foreign Universities, and the governing bodies like University Grants Commission (UGC), All India Council for Technical Education, Central & State Government, Universities were considered as independent variable.

4.3 Sample Design

For developing sample design, the researcher collected the list of Management Institutes in Kolhapur City. Out of the total 10 Management Institutes 5 samples were select by using lottery method of simple random sampling technique. The Director of the Management Institute was requested to fill the questionnaire separately.

4.4 Sources of Data

The data was collected through questionnaires; the questionnaires was filled from the Management Institutes in Kolahpur city.

Primary sources: The present study was based on the Primary sources since the data was collected from Management Institutes in Kolahpur City. Primary data from these Institutes was collected by using a pre-tested and pre-coded schedule by personal interview with Management Institutes in Kolahpur city.

Secondary sources: Secondary data was collected from published and unpublished sources. It was collected from books, journals, and published documents.

4.5 Field Work and Constructions of Tools:

The Researchers has prepared Structured Interview Schedule. For identifying and critically examining the variables to be used in the interview schedule, the researcher conducted an interview with respondents. A rough draft of the interview schedule was prepared and circulated among samples for critical evaluation. The draft was then revised in the light of their comments. The revised interview schedule was prepared. Their suggestions were incorporated and the final draft was prepared.

4.6 Data Analysis:

The data which was collected through questionnaire analyzed through statistical software (SPSS) 13.0 versions. The frequencies and crosstab techniques were be applied.

V. CHALLENGES AND ISSUES

The present regulatory framework for management education is characterized by excessive controls, rigid norms & poor implementation. This is certainly not working in the interest of in the present system. The bodies playing the role of regulators are: UGC. AICTE, Universities, State DTES & the HRD ministry. This system of multiple regulations & a wide variety of institutions is certainly confusing the student community. This system has also failed in ensuring some minimum uniform quality across the country. Need for Governance:

Over the years, significant changes have occurred in demographics of management education. Today, the core issue is the mismatch between the demand and supply of management education. With the growth of liberalization and globalization, there is an overcrowding by service providers wooing the consumers showing the sky. Therefore, there is a need of independent regulators and for regulations, so that uniformity and the quality of education can be maintained.

Management education in India is largely regulated by apex bodies likes the University Grants Commissions [UGC] and All India Council for Technical Education [AICTE] at the central level whiles the state level. Universities also play a vital role in regulating the institutions affiliated to them. In the 1970s, management education in India was largely coordinated by the central government, UGC and state governments. During this period many national level institutions came into existence under the guidance of the central and the state government. Many universities started MBA programs at the initiative of UGC and later on, the state government adopted such programs.

Almost all the management institutions are either university departments or affiliated to a university. In fact, the UGC has been a regular 'watchman' of the functioning of the universities. It has been instrumental in prescribing minimum conditions for the appointment of faculty members & making NET (National eligibility Test) compulsory for the same. This has given boost to the quality of faculty members entering the business schools (Revision of pay scales, minimum qualifications for the teachers, measures for maintenance of standards, 1998). Regular visits by UGC team's experts have helped B-schools to keep their data bases updated. UGC also keeps a regular check on the universities by asking for information about minimum working days, student -teacher ratio, annual accounts, etc. UGC has also prescribed

minimum standards for establishments & recognition of private universities through its “regulation of establishment of & maintenance of Standards in private universities, 2003” thus, UGC has been able to keep some control on the quality of education provided by B-schools.

5.1 All India Council for Technical Education:

The All-India Council for Technical Education (AICTE) was established on May 12, 1988 under the AICTE Act, 1987, with a view to proper planning & coordinates development of the technical education system throughout the country. The promotion of qualitative improvement of such education in relative to planned quantitative growth & the regulation & proper maintenance of norms & standards in the technical education systems & for matters connected therewith. The structure of AICTE (the council) covers program of technical education including training & research in engineering technology, architecture, town planning, management, applied arts & crafts, hotel management & catering technology, etc... at different levels. The council also ensures the quality of education by sending its team of experts to the institutions.

The latest regulation by AICTE that any institution that wants to start an MBA programmes must take prior approval from AICTE is a significant one & will save the students from being cheated. It has also active in revising the pay scale, prescribing the qualifications of teachers, recognizing the equivalence of degree/ diploma programs, designing policies for grant of increase/variation in the colleges & institutions, etc. AICTE has been playing a major role in funding research & development projects by faculty members & also has some schemes for faculty development programs.

5.2 Central & State Government:

All the post-graduate management departments of the universities in the country are regulated by the concerned universities. The state universities are though autonomous, regulated by state governments have established Departments of Technical Education in their states. There are several instances where the state governments have taken initiate to have one centralized admission for management courses. This has brought about transparency in the admission.

5.3 Universities:

Management education now-a-days is popularly known as the degrees like Master of Business

Administration (MBA), Master of Marketing Management (MMS), Doctorate in Management (Ph.D.), etc. Initially the Management education was started by post-graduate departments of the respective universities. As demand for management education grew, many Self-Financing Institutions (SFIs) came into existence conducting management programmes with the approval of AICTE.

5.4 Distance Education Council:

The Distance Education Council (DEC) constitute under the Indira Gandhi National Open University Act, 1985 with the object, inter alia of determination of standards for distance education in the country has prescribed certain guidelines. As per these guidelines, it is mandatory for all institutions to obtain prior approval of the DEC before commencing any programmes/course for degree/diploma/certificate through distance mode. With a number of professional councils in existence, some overlapping of functions could not be avoided. Lack of proper coordination among them is also a problem. Multiple regulators often result in disputes among the institutions, universities & professional bodies.

VI. DISCUSSION ON CHALLENGES AND ISSUES

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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