



MAKING INDIA A HUB FOR MANAGEMENT EDUCATION - A NEW ROLE FOR THE DIRECTORS OF THE B-SCHOOLS

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Abstract

The Management Education plays a significant role not only in shaping up the society and intellectuals but also in contributing to the overall economic development of a country. As per the various reports the Indian management education is struggling very hard to survive with the rapid changing global scenario. It is at the crossroads where it needs direction and vision immediately. In order to bring radical changes in the current management education Directors/Head of the Management Institutions plays significant role. Therefore, it is thought that the focus on Directors/Head of the Departments offers practical solutions this problem. Hence, researcher has undertaken an empirical study in select 100 Directors/HODs of management institutions which are coming under the AICTE and universities. Proportionate Probability Sampling method and content analysis were used for the data analysis. Based on the findings, fruitful policy suggestions are made to bring an improvement in the quality of management education.

Key Words: Management Education, Directors Opinion.

Introduction

“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’s not a surgeon.” Henry Mintzberg “

The Management Education plays a significant role not only in shaping up the society and intellectuals but also in contributing to the overall economic development of a country. As per the report of ASSOCHAM that the Indian management education is struggling very hard to survive with the rapid changing global scenario. It is at the crossroads where it needs direction and vision immediately. In order to bring radical changes in the current management education Directors/Head of the Management Institutions plays significant role.

Literature of Review

According to RK Mishra,(2015) Director, Institute of Public Enterprise, a management institute in Osmania University, Hyderabad, it largely depends on the individual, rather than the course and the institute. So long as they keep the drive, they can succeed. “Any degree on its own does not make any sense; it also depends on what kind of people come for an MBA. You should have some fire and you should be able to respond to the needs and deliver. Whether they have aspirations, whether they can do hard work, whether they are self-motivated people who can take initiative, who can differentiate between good and bad and have an ambition to grow — all these factors play a role in a person succeeding in life after an MBA,”

Objectives

To study the views of the Directors of select B-schools with regard to Faculty, placement, Research & Consultancy and Pedagogy.

Methodology of Research

Proportionate probability sampling (PPS) has been taken for a study which brings the count to 100. The directors of these institutions are the main respondents.

Selection of Management Institutions

A Stratified Random sampling using Proportionate Probability Sampling (PPS) technique is used to choose the management institutions. Institutions are classified into 12 groups and the total 100 management institutions are selected using Proportionate Probability Sampling (PPS) method. Altogether 100 institutions are taken as a sample size as follows:

Universities	Institutes	Samples
Karnatak University, Dharwad	07	04
Bengaluru University	60	30
VTU	98	49
Mangalore University	05	03
Mysore University	05	03
Gulbarga University	05	02



Womens' University	01	01
VSK University Bellary	02	01
Kuvempu University	05	02
Davanagere University	02	01
Tumkur University	02	01
RCU University	06	03
Total	198	100

Selection of Parameters

In order to accomplish objective of the study, appropriate and relevant variations which are closely associated with the management education like Faculty, placement, Research and Consultancy and Pedagogy.

Data Source:The study is based on both primary and secondary data.

Primary Data:The primary information is gathered from the Directors of different select management institutions.

Secondary Data :The necessary secondary data is collected from different published sources like AICTE, UGC, different universities, reference books, websites and periodicals, etc.

Data Collection Instruments :A questionnaire was employed to collect information from the respondents i.e. different type of questions like multiple, five point scale, scale of importance, ranking and open-ended questions.

Wherever possible personal interviews with the respondents have been carried out to provide for an objective assessment of their views as there is likelihood of some distraction in filling up of questionnaires.

The researcher administered questionnaires to Directors personally and through e-mail. Questionnaire was designed to obtain responses of the Deans/Directors of the Management Institutions for understanding their perceptions in relation to issues and challenges of the present Management Education system and the needed changes to meet adequately the industrial and business scenario emerging in the wake of the globalized economy.

Method of Contacting Respondents

In order to contact and gather necessary information from the respondents, the researcher has personally visited most of the institutions and distributed the questionnaire to the respondents. The remaining necessary information was given to the respondents to fill up the questionnaire and finally the researcher has collected the data by personal interview, interactive method, postal and email.

Analytical Tools Used:Content analysis.

Scope of the Study

The study has covered only management education leading to MBA degree and the management institution affiliated to the universities in Karnataka state. The other management institutions offering different management programmes including IIMs, Private Universities and PGDM Institutions are not covered in the present study. The scope in terms of its relevance indeed, is highly significant and findings of the study are of immense use to the management institutions.

Limitations of the Study

The study is based on both primary and secondary information. Primary information is gathered from the respondents. The opinions and responses of the respondents are of qualitative and subjective in nature and always there is a possibility of the influence of personal judgment. Their extremely personal opinions significantly differ from person to person across the academic institutions. Therefore, findings of the study may not be universalized. Further, a feedback about the performance of management graduates at different Corporate sectors indeed would have given a better insight into management education. However, the study could not cover this comprehensive component. In totality, findings of the study cannot be generalized across the management institutions in Karnataka. However, it gives a detailed picture of institutes in Karnataka only and throws light on the issues related to Management education.

Views of the Directors of Management Institutions

Improvement of quality of management education is a multifaceted task. The issues involved are diverse and wide ranging. Broadly the areas related to the improvement of quality of management education relate to the following.



1. Faculty
2. Placement
3. Research and Consultancy
4. Pedagogy

The responses obtained from the selected Deans/Directors of B-schools and the selected corporates have revealed some significant trends in this context. The suggestions of the Deans/Directors relating to the improvement of quality of management education are provided here.

I. Faculty

Need for Proper Guidelines for Appointing Faculty

Faculty of the management institutes occupies the central place in the management education of the B-school students. The Deans/Directors covered by the study have stressed the basic credentials of a faculty with an MBA with National Eligibility Test (NET) clearance before entering the teaching services. Stringent guidelines should be laid down for appointment and promotion in the B-schools. Such guidelines should include the stipulations that the selected faculty must attend workshops and seminars to enhance their competitiveness.

Stipulations Regarding Experience of Faculty

Faculty should have minimum of 5 years of industry experience. This should be made mandatory for the faculty before joining the B-schools. This stipulation would be useful since the faculty is exposed to practical experience of industrial and business management. Such experience would help them in their teaching at the B-schools.

Need for a State Level Recruitment Process

It is found desirable to have a pool of teaching talent of management schools. Human capital resources of management schools could be formed. A state level recruitment process could be adopted for formation of a pool of management talent so that the B-schools could draw from such a pool to bridge the talent gap. This process could help in tapping and grooming new faculty.

Training for Faculty Development Programme

Training through faculty development programmes should be adopted to improve the skill and efficiency of management faculty. Industry specific training of faculty should be given so that they can induct practical aspects of management through their class level teaching. University should frame and deliver a programme in addition to MBA after a degree is obtained by the student. He/she should be trained for a course of one year as a teacher in management. It is further suggested that 15 to 20 days in a year should be exclusively reserved for faculty development activities and the existing faculty should be provided with maximum motivation.

Faculty to Take Up Consultancy

Consultancy assignments should be taken up by the B-school faculty. The faculty should also be encouraged to take up research in management related areas. The faculty should be made to own the responsibility of maintaining standard of learning of the students. Students should be exposed to case studies and a proper design of teaching styles to suit the student should be adopted.

Coordination among Faculty and Students

A programme of coordination of faculty and students with industry should be arranged by the B-schools. Collaboration with premiere B-schools should be arranged for increasing competency of faculty. Collaboration with foreign universities should be arranged for exchange of faculty and students to enhance knowledge and skills.

External and Internal Evaluation of Faculty

External and internal evaluation of faculty should be arranged for raising the quality of teaching. Teaching should be specialist oriented so that a faculty should not teach more than one discipline. Subject knowledge of the faculty should be constantly monitored.

Monetary and Non-Monetary Incentives for Faculty

Faculty should be motivated through better monetary and non-monetary incentives like better salary and research environment. Emoluments for the faculty should be on par with the best B-schools. Necessary legislation should be enacted by the government in this direction.

Faculty Development Programme for Teachers

Faculty Development Programme should be arranged regularly on similar lines like the refresher and orientation courses for college teachers organized under the UGC scheme. Such programmes will enhance the competency of management faculty.



II. Placement

Placement of MBAs in suitable industrial assignments should be a part of the B-schools perspectives. Placement of students of a B-school in reputed and well organized industries would be useful to the B-schools in obtaining the cooperation of the industry for students' project works and sharing of practical knowledge. B-school interface with industry would enhance the image of the B-schools. The responses of the Deans/Directors in this context are relevant and useful.

1. B-schools should have separate full-fledged placement cell.
2. Reputed firms should be invited to the institutes to arrange placements periodically for final year students.
3. Each management school should have two Directors – one Director for Academic and another for Training and Placement. They should be responsible for placement.
4. B-schools should have MoU with placement agencies.
5. Placement programme should be through a combined effort of various B-schools.
6. It is useful to have a consortium of government representative, industry representative and the institute for placement of B-school students.
7. An interface of industry and B-schools during final semester is useful for placement of students.
8. All nearby B-schools should have a MoU and select one B-school and one place for organizing pool interview. Such collective efforts are more useful for placement.
9. Placement and training should be simultaneously considered by the B-schools and the industry.
10. Industry-academic integration should be maintained for achieving appropriate placement of B-school graduates. Training of students should be industry specific.
11. Corporate executives should be involved frequently for special lectures on practical aspects of management. Continuous intervention between industry and B-schools is necessary for placement.
12. Special soft skill training to suit the needs of industry should be provided. This would help proper placement of B-school graduates.
13. Placement in industry becomes convenient when there is integration of employability skills developed by B-schools with the curriculum.
14. Placement in industry should precede the development of students of B-schools with adequate knowledge and fundamentals like inter-functional links, update of knowledge of contemporary developments, orientation of communication skills, soft skills, aptitude skills, interview skills, etc. It is suggested that students should be allowed to work with industry for 2-3 days a week instead of sending them for in-plant training.
15. Collaboration with foreign universities would also help the B-school students in their placements.
16. B-school programmes should be associated with industry/ companies as partners in running them.

III. Research and Consultancy

Research is an important function of faculty and higher educational institutions. Management institutions have been found to be deficient in this respect. Hence the responses of the Deans/ Directors of the management institutions are relevant in this context.

1. There is a general feeling at the level of Deans/Directors of B-schools that faculty must be made to involve compulsorily in research work and they should publish research papers every six months in a year. Faculty should involve in writing news articles relating to management in their areas of specification. Faculty should engage in workshops and seminars.
2. B-schools must provide necessary resources for conducting research by the faculty. They should organize workshops on methodology. Faculty should be motivated to undertake research work relating to M.Phil and Ph.D. degrees in addition to regular publications.
3. Management schools should develop a research culture. There should be frequent interactions among the departments on research relating to different disciplines. There can be collaborative research with other institutions.
4. B-schools should identify assignments and evaluation of research work by team of experts to generate quality research.
5. Affiliating university must be proactive in awarding approval on research centre in the B-schools.
6. Training and awareness needs to be inducted among the faculty with respect to availability of methodologies of research. A separate division could be created for this.
7. B-school students should be involved in research projects conducted by the faculty. A separate budget allocation should be provided for research activities.
8. Central and state government and the corporates should encourage B-schools to undertake research projects. Grants from AICTE should be provided for research centres in B-schools. Permission for number of research centres for guiding Ph.D. should be given to B-schools.
9. Consultancy by faculty should be encouraged by the B-schools. B-schools should allow faculty to do consultancy. Flexibility of rules are needed in this context.



10. Alternative revenue sharing for consultancy projects should be encouraged. Industry and university and B-schools should come together to find out solutions for industry and social issues.

IV. Pedagogy

Pedagogy in B-schools needs rapid changes in management education more in tune with the industry needs. Updating of pedagogy is vital.

1. Pedagogy must be based on case study method and with live projects. It should involve workshops, discussions, guest lectures, conferences, seminars and management fests. Intensive teaching and industry specific teaching should be emphasized. Pedagogy should be in tune with industry needs.
2. Innovative pedagogical tools like simulations, live projects, video cases, etc. should be incorporated. Pedagogical programme should be organized by the concerned university department by inviting faculties from various specializations. There should be a match between pedagogical tools and curriculum.
3. Pedagogy workshops should be organized and each faculty has to present his course plan and delivery plan at the commencement of the seminar. Students teams should be formed and ask them reach on the various situations.
4. Pedagogy must have the quality of acceptability, accountability and adaptability to implement charges. The syllabus must be designed to integrate co-curricular and extracurricular activities.
5. Students must be involved completely through exercising, syndicate discussion, role plays and case studies. Students participation must be of much significant through project based learning and experimental learning.
6. Pedagogy must be on par with international business schools. Curricula should be designed towards creativity, employment focused and holistic and value based.
7. Pedagogy should be student driven and proactive learning. It should be research based interactive class room sessions oriented. It should be contemporary issue based, analytical, rational and logical.
8. There should be more internal assessment type and with more teacher autonomy. Teaching should be project based classroom time should be reduced to 18 hours a week. Teaching should be participative and problem solving with analytical assignment oriented.
9. Case studies must include local issues, related to NGOs, trusts, societies, government departments, etc.
10. The present system of revising university syllabus in the hands of university departments has to be done away with. There should be coordination with the industry bodies in framing syllabus and revising the same.

Introduction of New Value Added Courses

In a fact changing dynamic economy of India management personnel have to face many managerial challenges. The present course contents of B-schools do not meet adequately the new and emerging management issues. Hence introduction of new value added courses at MBA level has become indispensable. The respondent Deans/Directors of B-schools have indicates some useful courses which could be introduced by the management.

Foreign Language Training

The industries and business relations have been enlarged and have assumed global proportions where the managers have to deal with their foreign counterparts. Hence knowledge of foreign languages becomes essential when firms have international business relations. The B-schools should therefore train their students in some of the major foreign languages. This training should form part of the present curriculum and necessary arrangements should be made for the teaching of those languages.

Business Ethics and Corporate Governance

This discipline is gaining greater attention in the business world as the corporate management is becoming more complex in the wake of intense competition both domestically and internationally. Corporate governance needs special study of different aspects of business administration. Hence special study of this new value added management discipline should be taught to B-school students according to the responses of the B-school Deans/Directors. Business ethics needs to be studied by management students as ethics forms the basis of human and societal relationship. There is no business without ethics. The ethical aspects of business have to be properly studied by B-school students.

SAP, Advanced Excel, Lean & 6 Sigma

These aspects of modern business techniques have been suggested by the respondents of B-schools. These modern techniques need to be familiarized by the B-school graduates. Hence these new value added courses need to be introduced in the curriculum of management education.

Entrepreneurship

Management education is presently oriented to produce prospective managers and not grooming the students for undertaking entrepreneurship. There is a vast scope for entrepreneurial activities in different fields in the private sector in the wake of



liberalization. Hence training entrepreneurship should form part of the course contents of the B-schools according to the respondent Deans/Directors of B-schools.

Management Training on Education and Environment

This is a new area of management as these two sectors are gaining greater attention in the present context. Appropriate training for management students in these two value-added areas has been suggested by the respondent Deans/Directors of B-schools.

International Trade, Education and Corporate System

In view of the rapid development of international trade particularly due to globalization, special knowledge of this discipline for management student is stressed by the respondent Deans/ Directors of the B-schools. Education and corporate systems have also been suggested as new value added courses for B-schools.

Soft Skill Programme

Conducting soft skill programme should be a part of the syllabus according to respondent Deans/Directors of B-schools. Soft skills are essential for the managers in various ways viz. communication, conversation, drafting of letters, reports, negotiations with employees, customers, officials, speech making, leadership in execution, etc. Hence these aspects of soft skills must form part of the MBA courses.

International Business Awareness and International Market

This aspect of management education should form part of new value added courses for B-schools according to respondent B-school Deans/Directors. International business concerns every industry. Hence B-school students must be familiarized with this knowledge.

Conclusion

In order to accomplish this mission, a concerted and cordial effort of the stakeholders of management education viz., Academicians/Heads of Academic institutions, Corporate/ industrialists, Academic apex bodies and the Government authorities is highly recognized. This can be achieved effectively through a meaningful collaboration between the industry and Academia in the areas of Exchange programs, mutual sharing of conceptual knowledge and practical skills, on the job training and internship programmes, syllabus framing committee comprising of both academic and corporate executives and other such viable initiatives as per the changing needs of corporates.

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