



Challenges and opportunities in management education in India

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Abstract: *In this paper, we have examined the present status of management education in India. The key issues have been identified for bringing efficiency, sufficiency and equity in the overall system of higher education including management education. Abilities of head and heart, skills and knowledge, are the engines of economic growth and human development of any economy like India. In reality we are responding more effectively and promptly to challenges and opportunities of globalization which means internationalization of Indianization for all of us. It has created avenues for jobs for skilled professional in management. According to Economic Survey 2011-12, India is going to be the youngest nation with largest work force in the world which possesses the potential to become an economic superpower. Future technologies call for cusp of a revolutionary change in management education for meeting the growing requirements of the industry.*

Key Words: *Management Education, Policy Formulation, Knowledge-Oriented Paradigm of Development.*

Introduction

Indian economy is going to emerge as a knowledge economy with third largest technical manpower in the world after US and China. However, compared to our population (1210.19 million-2011 census) it is not significant and there is a tremendous potential and scope of ensuring

efficiency, sufficiency and equity.

In India, the emphasis has been on general education, with vocational education at the receiving end. This has resulted in large number of educated people remaining unemployed which justifies the rationale for vocationalisation of education. In the new knowledge economy, to achieve professional,



managerial, operational, and behavioral, inter personal and inter functional skills, India needs flexible education and training system that will provide the foundation for learning to develop required competencies with morality, credibility and accountability (MCA) through spirituality- the science of soul which can make us superior to anyone in the World. By changing the tracks of our thoughts we can turn the tides in our favour. We need to open the windows of the mind and spirit by spiritual revolution above religious differences. We need to transmit the Indian wisdom flowing from our epics with mental superiority to material reality. We are required to promote spiritual mathematics $1 \text{ (Soul)} + 1 \text{ (GOD)} = 1 \text{ (One)}$ with a smile of anticipation for bright future. To forge ahead with morality, opulence, victory and empowerment (MOVE), we need to believe worship is work and vice versa. Spiritual, humanitarian existence of a human being is capable of removing all kind of inequality is socially reality existing in India.

Management Education in India

To become a prosperous global economy within first five ranks, we have to qualitatively strengthen our education, especially higher and management education. .Due to efforts and initiatives taken during successive Five Year Plans and particularly due to policy changes in the eighties to allow participation of private and voluntary organizations in the setting up of management institutions on self-financing basis, the growth of management education has been phenomenal. Presently, there are several management education institutions playing crucial role in converting the human resources into human capital 'by creating skilled manpower, enhancing industrial productivity and improving the quality of life'. There are 11 IIMs and almost all the universities have Dept. of management. A significant growth has taken place in various programs of management education over the period of time. The total number



of management institutions has grown at the considerable compound growth rate. We have noted that there is a considerable increase in total number of seats in different programs in management education throughout the country.

Quality of higher education including management education can be best judged by one of the important indicator viz. magnitude of public expenditure. Public expenditure on education is critically important to improve the educational levels of population. Strong and vibrant education

systems with national values cannot be built by a heavy reliance on private finances. Public expenditure on education is positively associated with economic growth. It has been observed that there is a significant increase in the budgeted expenditure on higher and management education over the period of time in India. And the CAGR of budgeted expenditure on higher education is 11.8 per cent which justifies the Government' effort to enhance and bring efficiency, sufficiency and equity in management education in India.

Table 1: Growth of Programmes & Seats in Management Education in India

Year	Programmes	Seats
2005-06	1888	122663
2006-07	2031	144372
2007-08	2062	185780
2008-09	2734	227989
2009-10	3482	273732
2010-11	3858	378907
CAGR%	16.9	24.9



It has been observed that the compound annual growth rate of Management Programmes in India is 16.9 percent during the period 2005-06 to 2010-11. Whereas the number of seats has increased with an annual compound growth rate of 24.9 percent during the same period. It shows that the per capita availability in an institution has increased.

Issues in Management Education in India

Although higher education including management education has expanded over the period of time, yet we have to address the issues of quality, equity, commercialization above all spiritual bankruptcy to be the areas of concern.

Quality

Despite the best efforts, government bodies like Directorate of Management Education of various states, AICTE and universities have not been able to achieve much in maintaining desired quality standards of the management institutions. The quality of education and training

being imparted in the management education institutions varies from excellent to poor, with some institutions comparing favorably with the best in the world and others suffering from different degrees of faculty shortages; infrastructure deficiencies; curricula obsolescence; lack of autonomy in academic, financial, administrative, and managerial matters, poor involvement in knowledge creation and dissemination, and poor interaction with community and economy.

Commercialization

As world economy has faltered, colleges and universities have been forced to adopt strategies for increasing revenues and decreasing cost. The strong growth of private and for profit institutions around the world has attracted a great deal of attention. Governments have admitted that they cannot provide places for all the qualified in their countries and this created legislation and policies which encourage private money flow into their countries for building new universities.



Education itself has become an industry for international business.

Equity

On one hand gross enrolment ratio (GER) stands low for the overall population, while on the other hand there exist large variations among the various categories of population based on gender, urban or rural habitation and rich and poor. Due to regional disparities in economic development and uneven distribution of institutions of management education, the management education is not equally available to the different sections of the society.

Evaluation Process

In management education special emphasis is given to continuous evaluation of students' performance during a term or academic session. Examination process has suffered great set back in achieving its objectives on account of various reasons resulting in a assessment that in many cases does not reflect the true level of knowledge acquired by the students. It has been

observed that students may pass examinations securing good marks with scanty preparation, mostly done just before the examination. This illustrates the quality problem in the present examination system. Quality of Teachers Due to proliferation of management institutions the country, demand for teachers has gone up excessively Acute shortage of well qualified teachers forces the management to appoint even fresh engineering graduates as faculty who are required to engage classes immediately after joining the institution without being given any training and preparation time. Similarly, institutes are engaged in appointing new faculty member on low salaries and heavy teaching time load which further deteriorate their quality and they are left with no time for further development, and involving part time faculty which had little or no involvement with the institutes. This causes the decline in quality of teaching in these management institutions. Poor quality teachers and poor quality students form very good team and jointly



encourage indiscipline and bad work culture in the institution.

Cost of Education

Government funding on higher including management education has been diminishing continuously for more than one decade. In the view of withdrawal of government support to finance higher education private institutions has been allowed to take over the responsibility of imparting education to all. Further, in government aided institutions the model of self-financing and self-sustaining institutions has been introduced. All these developments have added to the cost of education in a considerable manner. Though, the education loan has been made easy to facilitate higher and management education still the terms and conditions imposed by banks in terms of guarantee and criteria of minimum income of family restricts the talent coming from the poor families to go for higher education as well as management education.

Global Competition

Management Education system is dynamic in nature. It faces many challenges in responding to societal, technological and economic changes in the local and global environment. The issue today is not so much about the value and role of management education in the social and economic development of a nation. Management education is widely recognized as an important part of the total education and training system. India being a signatory of WTO is bound to open up its market for trade in services including education but it does not have a clear policy for strengthening its education sector to compete with the giants in the world. Thus, it is the need of the hour to free the higher management education system from unnecessary constraints and provide academic and administrative system which is accountable, transparent and equitable.

Conclusion & Policy Implications

It can safely be concluded that management education has



grown significantly over the period of time. But still, there are challenges to face in management education, which need to be addressed through appropriate policy formulation and its effective implementation. To develop India as an education hub for becoming a prosperous partner in global economy, we have to strengthen higher education in general and management education in particular with research and development in terms of balancing quality and quantity.

There is a logic and rationale for broadening our vision, developing skill and integrating all those aspects which have their direct or indirect bearing on human resource development to meet the challenges of higher and management education. In order to respond to the global challenges more strongly than ever before, India today needs a knowledge-oriented paradigm of development to give the country a competitive advantage in all field of knowledge. National Knowledge Commission's (NKC) overarching aim is to transform India into a

vibrant knowledge economy. The present system of higher and management education produced some degree holders with mere knowledge and information in a particular area, but it has failed to develop general employability skills needed for entry level employee.

Hence, it is high time for us to ponder over it and make necessary reforms in the course and strategies so that employability skills can be developed among the students. We need job led growth and for this, the thrust should be on quality and vocational/management education. India has demographic advantage in the form of huge number of young people. To make the best, these young minds need to be provided opportunities for accessing quality higher management education, only quality human resource will ensure emergence of a true knowledge society which will ultimately enhance the country's competitiveness in the global economy. The cause of concern for the gaps in the demand and supply of management manpower in India is the imbalance between



quality and quantity without manpower planning. To utilize the human capital of India in an effective manner calls for manpower planning for matching demand and supply of skilled personnel training of manpower for reducing mismatch between the abilities and the jobs on offer and above all mechanism by pairing people with jobs through information network.

Conclusion

To research the ways and means of solving unemployment problem, there is an intellectual debt on the economists and policy makers of India. For providing ROTI (Bread) and employment to the management manpower, we need to increase returns on training investment (ROTI). To attain efficiency, sufficiency and equity in overall system of education, we need to understand and adopt SMART & SIMPLE models of human resource development developed by the author elsewhere. To make the best, these young minds need to be provided opportunities for accessing quality higher management education,

only quality human resource will ensure emergence of a true knowledge society which will ultimately enhance the country's competitiveness in the global economy.

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