

Management Education: Myth and Reality

Dr. Sanjay J. Bhayani*

Dr. Butalal Ajmera**

Introduction

Master of Business Administration is most popular and elite post graduate programme across India. Some management researcher held survey to examine the popularities of management education among students. The survey was related to different degrees and its popularity. The samples were collected from three cities Hyderabad, Chennai and Kolkata selected. MBA degree got 24% share in comparison to other degree. However the share of MBA degree was 42% which got reduced to 24%. The share of 24% remains the top share despite the reduction from 42% to 24%. MBBS is also famous degree but it has only 10% share and stood second other degree like M.A, M.COM, B.A., B.COM, had the share of only 9%. It is said that 21st century is the century of IT profession but it has accounted share of only 6%.

Cygnus assessed that there would be Rs. 30 billion market of business training which is viewed as exceptionally colossal with high probability. The growth rate was 12% which is currently diminishing a result of subprime crisis in UAS. India is home to in excess of 4,000 business colleges offering the Master of Business Administration (MBA) program. In 2015-16, these schools offered a sum of 5,20,000 seats in MBA courses. The report additionally saw that out of 15 lakh engineering graduates India produce each year, 20-30 percent of them don't secure positions and numerous other land positions well beneath their specialized capability. As indicated by the India Skills Report by Wheelbox, employability of Indian MBA graduates has seen a 3% drop in the course of the most recent year. Every year around 3,60,000 MBA understudies drop from 4000 B-schools in India and 61% are unemployable because of lack of aptitude and lesser work understanding,

* Professor and Head, Department of Business Management, Saurashtra University, Rajkot, Gujarat, India.

** Associate Professor, Department of Commerce, M.K. Bhavnagar University, Bhavnagar, Gujarat, India.

Significance in Economy

India is developing country with good GDP. Development of any countries depends on good condition of economy. Industrial growth plays very significant role in development of the country. In order to keep growth up of the economy, India needs skilled manpower. We have formally educated human resource but they are not skilled enough who can become the assets of the company. In order to train and inculcate the required skills, we have created B-Schools. Present government has the mission to horn the skill of the youth in order to provide strong labour force to the companies which are sure to come India under the campaign of "Make In India". We have people with experience of doing small or medium scale business but they do not have managerial ability to handle gigantic enterprise.

Types of Business Schools

In India, There are four categories of B-School (1) State Universities run Departments for management Programme.(2) Elite National level Institutes like Indian Institute of Management (IIMs)and Institute of Technology (IITs) (3)Corporate house run B-School like (XLRI) Xavier School of Management sponsored by TATA group, Birla Institute of Technology & Science (BITS-PILANI) run by Birla Group, Jamnalal Bajaj Institute of Management Studies is the Department of Management Studies of the University of Mumbai, named after noted industrialist and philanthropist, Jamnalal Baja, Nirma Institute of Management sponsored by Nirma Group etc. (4) Private B-School run by Private Trust which also called self finance run B-School.

Evaluation of Business Schools

Generally, Central Institute of management and corporate run B-School do not compromise with the quality of learning. All above said institutes have all required facilities and surrounded by big campus. Central institutes and corporate run B-School are able to cope with latest global trend and move accordingly. Obviously, outputs of such institute are far better than the output of ordinary B-School. However, here in above said B-School output depends on admission process. I would like to clear that Concept of B-School is more relevant to the person with technical background such as B.E/B.Tech. IIMs conduct CAT examination to select the best students. . However, some of the self finance business management institute and university run business management department are doing commendable job to cater the needs to society and industry.

Quality Perspectives

Quality of management education dependents on the organizational culture. There should be mutual understanding within all faculties. Cordial atmosphere is highly desired. Each faculty should be given free hand for any activities which inculcates the skill of the students. In Indian, There are many B-schools where international recognised faculties are providing service which

matters a lot for the institutes. Attitudes and behaviour of the faculties play significant role in the development of the students because for students, faculties are role model. Each faculty should participate in national or international conference. More ever, encouragement to the faculties for consultancy by institutions would bring a huge fund which is used for the development of institute. Head of the institute plays crucial role in building good relationship among faculties. Each faculty should organise training programme in his her area of specialisation.

Facilities

Computer facility is the heart of any B-School. Computer lab with all the computer should connected to internet. So Students can access this facility for e-resources. In short, Laboratory should be well equipped with all required instruments. Apart from Lab facility, each B-School must have books, encyclopaedia, periodical, magazines, reputed research journal. Now a day e-contents or e-book and infiblinet (Information library Net work) is also need of a hours. Students should access the library facility without any hard work. Besides, in order to encourage young generation, autobiography of successful business tycoon must be in library.

About Summer Training and Final Training

All students of B-School are aspirant to be placed in market in some reputed organisation. Hence, Placement cell plays significant in B-School. Trough placement cell, B-School students can easily get placement in the market. Placement cell should be well equipped. Placement should go round the year. B-School students have to undergo training in any registered organization. Presently, mushrooming of B-Schools, it is very difficult for students to find organisation for summer training/Final Training purpose. Placement cell helps in this regard.

Pedagogical Aspect

Method of teaching in management education is the backbone of the entire learning process. Generally, case study method is very famous in IIMs And other reputed Universities like Harvard and Oxford University. But in Gujarat state majority of B-School have traditional method of teaching in which teacher teaches the subject and students listen and write a note. This method is not as much useful as case study Method. Writing a case is also very challenging task. Case study method gives real life experience. Students of B-School must be given freedom to express their ideas because present generation has new ideas, creativity and innovative. Their mindset is technosevy. Maximum opportunities should be given to them but in India, Majority of B-School emphasis on classroom teaching, in many B-Schools class rooms are not well equipped.

Industry Linkages

Linkage between academics and industry play vital role in giving the exposure to the students. If we have proper linkage between industry and academics, Then Syllabi is designed accordingly. Frequent interaction with industrialist should be made possible, if we want to give them more practical exposure. Besides, in order to give full exposure and real life experience, all students should be sent for training. However, we have six weeks training programme where students undergo training by remain present in the organization of their choice. But what happens? , Majority of the students undergo training for the sake of fulfilling the formalities. They do not have real learning. Moreover, some of the students with their personal relationship take certificate without even going there.

Medium of Instruction

Communication also important aspect in management education. Here Communication does not mean knowledge of English language. However English is the international language and medium of instruction in management programmes are English. Students coming from rural areas are lacking communication skills. There should be lab to facilitate the students in learning English language. Generally, in order to instil confidence, each student is given assignments for the presentation and according to their turn, they present the given topic through multimedia.

Specialisation is core part of the any management programme. Generally, B-Schools offer specialisation in the area of Finance, Marketing, Human Resource Management, Production management, Information and technology. In some B-School sectorial specialisation is offered. In many B-Schools dual specialisation is offered. According to specialisation there should be co-curriculum activities.

In order to make students of B-School market oriented, students should be sent to attend seminar, Conference, symposia, workshop and short term training programmes because such activity give them more market exposure.

Conclusion

From the above, it is understood that management education needs through reforms. Participation of all stakeholders like alumni, Trustee, faculty of management, corporate houses and recruitment agencies are very significant in giving direction to management education. However it is very difficult to quantify precisely the expectations of stakeholders. Now we have totally different business model and way of doing business than what we had earlier time. Even work culture is also changed. Integration of technology in business process has been a common thing in present days. So keeping these changes, business schools have to provide training to students.

References

- ✘ All Indian Council for Technical Education, (1999): 'Technical Education in Independent India; 1947-1997.
- ✘ Ganguy P., (1998) 'Are our Management Institute responsible enough?', Indian Management, VOL.37 aug pp.51-52.
- ✘ Mishra R.K. (2002): Patterns of Management Education in India', Development of Management Education in India, Edited by S.S.Srivastav.
- ✘ Nanjundappa D.M. (1983): Some Critical issues in Planning and Management of Higher Education,' Karnatak University: Dharwad.
- ✘ Reinventing Management Education,(2000); Campus News, University News Vol.3, No.33, Aug14,pp.20.
- ✘ Tilak Jandhyala B.G.,(1999): Higher Education Reform in India,' Journal of Higher Education, Vol.22, No.1 Spring pp.59-76.

