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GOVERNANCE OF MANAGEMENT EDUCATION IN INDIA: A MYTH OR REALITY?

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ABSTRACT

The present paper focuses on certain bottlenecks or governance issues in Management Education in India. The paper reciprocally uses the term corporate for management education. Since the terms corporate and management education can be used interchangeably. The amount and magnitude of these bottlenecks fetters the growth of corporate education in India. Apart from these bottlenecks the concept of Professionalism is still not adopted completely in management education. There is a dilution and exploitation of knowledge energies of youth. There are mismatches between the practice and learning. The paper considered certain bottlenecks as key parameters like equivalency of degrees, course curriculum, monitoring by apex bodies, examination system, teaching pedagogy, research and development, innovation and creativity, basic qualification, mushroom growth of institutes or universities and entry into management education etc. The research study made its efforts to depict these bottlenecks in Management Education in India. The paper further tried to assimilate the needs of corporate bodies from management education. The paper finally ends with certain suggestions for more reforms, governance and projecting the scope for more and better research in the field.

KEYWORDS

Bottlenecks, Globalization, Knowledge energies, Learning and Professionalism.

INTRODUCTION

India is known for corporate or management education since ancient times. There were universities like Nalanda, Takshila and Maghad etc., existed during ancient times aimed at imparting education. There was a system of learning by joining these universities. There were renowned professors at that time in imparting the right education. Kautilya a professor, who lived around 300BC, is a maestro of varied disciplines. Students around the world were eager to learn under his guidance. The concepts and principles enunciated by Kautilya are still matching the corporate standards. Kautilya's Economics and Raja Neeti made it clear that "Vidya (education or knowledge)" is permanent than properties. It is the vital factor for earning or livelihood. The corporate ethics, corporate governance and the duties of State (King) are long back given by Kautilya through his treatise.

The present study is not aimed at discussing the history but it has taken its roots to present day context. Most of the today's corporate problems have its roots towards the management education. There is a need for today's management or corporate education, to rejuvenate these old concepts and principles that are ignored both by the corporate and institutes/universities over a period of time.

Can the reduction in corporate values, ethics and responsibilities be endowed to corporate education? Or Vice versa is a typical question to answer. Governance of management education system is a sine qua non for achieving the corporate standards through real learning. There is an urgency to monitor the system.

The Indian Management Education has lot of bottlenecks. Some of the bottlenecks are extreme autonomy, governance and control. These bottlenecks are categorized in this paper under various heads. The Management Education is not tuning to the demands of the corporate and streamlining the management education system as per corporate standards is inevitable. The corporate are becoming globalized, whereas the knowledge counter part of management education has still certain initial setbacks, which needs immediate attention by the concerned parties.

The present paper aimed at this objective and made it attempts to streamline the management education.

REVIEW OF LITERATURE

Much of the literature on Management Education in India is available in the form of reports and Acts. Yet there is a vast research in this filed made it available through articles, blogs and e-publications. The topic is always afresh and looks for new thoughts and approaches. The present paper found help of the following literature:

JC Agarwal (2004) has given a detailed description of development of Indian educational system for pre and post independence in India.

Yashpal Committee (2009) has recommended that universities to be made responsible regarding the academic content of professional courses. Further it recommended that Professional bodies like the AICTE, NCTE, MCI, BCI, COA, INC, PCI etc. to be divested of their academic functions, which would be restored to the universities. The existing regulatory bodies including the UGC, AICTE, NCTE etc needs to be replaced by creating a central statutory body like Commission for Higher Education. Further it opined that the students in Indian Higher Education system have never been treated as the most important stake holders. There has never been a serious effort on the "Learning Outcomes" for the student.

Patil and Pudlowski opined that today under the reforming economic conditions, integration of the Indian economy with world economy presupposes efficiency and competitiveness in the domestic front as well as in the international arena.

LM Prasad (2004) discussed that "Management is regarded as profession by many, although it does not possess all the features of a profession.

Bloomberg Business Week (2010) opined that "India has the opportunity and motivation to leverage the lessons learned by the Western world's business schools, and create a management education system that will spur economic growth—and become the ultimate state-of-the-art laboratory for global business education innovation. Dharani Sinha P(2004) discussed that Management Education in India has certain Issues and Challenges.

GS Singh opined that India's systematic disinvestment in higher education in recent years has yielded an academic system characterized by mediocrity, producing neither world-class research nor very many highly trained scholars, to sustain high-tech development.

The regulatory reforms on WTO and GATT prescribed that once the education comes under GATT(General Agreement on Tariff and Trade) it will need to follow laws applicable internationally under GATT agreement. Vijay R. Kannan (2008) has discussed various challenges and opportunities for business schools in India in his paper.

V Ravi Anshuman, S.Chandrasekhar (2004) examined how the core curriculum at the Indian Institutes of Management (Ahmedabad, Bangalore, and Calcutta) compares with the business curricula of the world's best business schools.

METHODOLOGY

The present study is based on various secondary sources like books, magazines, articles and other web sources. Certain Sources like brochures/ prospectus of the concerned university or institute is also used for the purpose of better research results. The data collected through these sources is modified and tabulated as and when required for the purpose of analysis and study. The author also used primary source like observation method in certain fields, where it is found difficult to obtain the data.

SCENARIO OF MANAGEMENT EDUCATION

The Management Education is imparted in India majorly through the following means (See Table1).

On the basis of formal 10+2+ method

TABLE 1: METHODS OF MANAGEMENT EDUCATION

S.No.	Method of Study
1.	Regular
2.	Part-Time
3.	Distance
4.	Others

Source: Author

The regular method is generally intended for a two year post graduate or a 4 year's bachelor's course with a PG degree. Recently, AICTE has taken a decision to abandon Part-Time course in Management Education is creating a lot of debate in corporate world both for and against it. The management education in India is primarily has certain bottlenecks. Some of those bottlenecks are as follows:

AUTONOMY

In India the university educational system is more of autonomous oriented. There is autonomy with marginal answerability. There is a cloth between the apex bodies and autonomous institutes/universities. The autonomy at times has far reaching Implications. Some of the implications of the autonomy are observed in this study are as follows:

1. EQUIVALENCY

In India the management education at higher level contains multiplicity of degrees or diplomas. Some of the programmers/courses are follows (See Table2):

TABLE 2: MANAGEMENT DEGREE AND THEIR EQUIVALENCY

S.No.	Name of the degree/diploma	Offered by Noted Institutions/Universities	Equivalent to other Management degree/diploma?
1.	2 year Post Graduate diploma in Management	IIMS, Business Schools and other institutes/universities	MBA (Master of Business Education)
2.	Master of Financial Management	Pondicherry University	MBA Finance
3.	Master of Foreign Trade	Gitam University	MBA Foreign Trade/IB
4.	Master of Bank Management	Alagappa University	MBA Banking
5.	Master of Insurance Management/MBA (Insurance)	Insurance Institute of India, Pondicherry University	MBA Insurance
6.	Master of Corporate Secretaryship/ MA(Corporate Secretaryship)	Madras University/Alagappa University	MBA Corporate Secretaryship
7.	Company Secretaryship Course	ICSI	Equivalent of Post Graduate course of MBA/M.Com of many universities
8.	Chartered Accountancy Course	ICAI	-do-
9.	Cost Accountancy	ICWAI	-do-
10.	Master of Business Laws	NALSAR	Equivalent to LL.M/MBA
11.	MBA (Port and Shipping)	Indian Maritime University, University of Petroleum and Energy Studies(UPES)	Equivalent to MBA
12.	MSW (Master of Social Work)	Sardar Patel university	Equivalent to MBA HR
13.	MHRM (Master of Human Resource Management)/MHRD	Andhra University	Equivalent to MBA HRM

Source: Survey from concerned universities/institutes brochures/websites

Apart from these course there are a wide Varsity of courses meeting to the requirements of corporate like MBA Oil and Gas Management, MBA(Port and Shipping Management), MBA (Energy Trading), MBA (Logistics and Supply Chain Management), MBA(Power Management), MBA(Aviation), MBA (Hospital Management), MBA(Hotel Management), MBA(Bio-Technology), Integrated BBA and Integrated B.Tech with MBA etc.

Over and above there are large number diploma programmes, which are offered by a vast of number of universities/institutes catering to the needs of industry. Courses like one year Post Graduate diplomas in Corporate Governance, Labour Laws, Industrial Relations, Personnel Management, Secretarial Practice etc. by various universities/institutes is noteworthy at this juncture. But the major problem lies in the above mentioned categories is equivalency to MBA/MBM or relevant degree in that domain. The youth has lacking the knowledge in weighing the outcomes of these courses and paving the way to dilute their knowledge energies. They place their knowledge and expertise in pursuing these courses and the result is a degree/diploma which has no identity in the industry and leading to posing questions to our educational system and governance by the apex bodies. No doubt the UGC/AICTE the monitoring bodies announces from time to time the guide lines and list of recognized institutes/universities but the question here is whether these degrees or diplomas are automatically equivalent to the general management theme or not is to be clarified before recognizing any course or university or institute. Getting equivalency footing is a herculean task. Stringent procedures are prescribed by Universities/Institutes/ UGC/AICTE/ Distance Education Council etc.

Further no university or institute acts suo moto (on its own) to equalize the degrees unless there is a special requirement to do so. The concept of LPG (Liberalization, Privatization, and Globalization) is equally applicable to Management Education accordingly the apex bodies should take a forward step in equalizing the degrees. There is an urgency on the part of the respective university or institute offering a specialized course under management domain should go for equivalency footing and making it clear to the prospective candidates about the outcome at the time of the admission itself.

The so called trend of offering different courses is no doubt a welcoming one, but at the same time the apex bodies have to cross check whether these are similar to binami (in other names) transactions in the field of education at the cost of knowledge energies of the youth, is to be clarified before sanctioning approval to new courses or programmes.

There is a practice of offering core courses in the first year and specialized in the final year with a title of MBA degree earmarking with a specialization meeting to the unique demands of the industry. Unfortunately, the trend of offering more specializations is still in infancy in India due to a vide verity of factors.

2. QUALIFICATION FOR UNDERTAKING TEACHING PROFESSION IN MANAGEMENT EDUCATION

The University Grants Commission (UGC)/Higher Education Commission (HEC) and All India Council for Technical Education (AICTE) from time to time prescribe the qualifications for undertaking teaching profession by the prospective candidates. Here, the two bodies specified their boundaries as such that AICTE has to look after technical education and UGC for general education. Whether there is strong dividing line on this front? There are instances one ignores the other or bypassing of general rules and regulations. For example there are institutes or universities, which have only UGC permission. The AICTE prescribed minimum first class for entry into teaching profession whereas UGC prescribed NET/SLET the minimum criterion. Which one prevails for selection? At the same time there are lot of exceptions for deserving candidates. Even any of these two criterions are even not followed in a majority of the cases in the selection of the candidates. There are lots of arguments for and against both these versions. Ultimately it is a question mark for qualification is concerned.

Minimum Qualifications apart from research and publications as prescribed by Universities Grants Commission (See Table 3):

TABLE 3: MINIMUM EDUCATIONAL QUALIFICATIONS FOR PROFESSORSHIP

S.No.	Position	Minimum Educational Qualification
1.	Asst. Professor	PG with 55% and NET/SLET/SET or PhD with minimum 3 years of teaching
2.	Associate Professor	PhD with minimum 5 years of teaching
3.	Professor	PhD with minimum 10 years of teaching

Source: University Grants Commission Website

3. EXAMINATION SYSTEM

The universities shall adopt the guidelines issued by the Universities Grants Commission from time to time with regard to the conduct of examinations. As per UGC Act, 1956 there shall be a continuous session evaluation in addition to semester/year-end examinations.

Over and above there are different patterns adopted suiting to the requirements of the specific institute/university. Predominantly, the following patterns are followed (See Table 4):

TABLE 4: VARIOUS PATTERNS OF EXAMINATION

S.No.	Pattern
1.	Semester System
2.	Trimester
3.	Annual
4.	Others

Source: Author

The method of administering tests is ranging from descriptive, objective, case study, research and on-line tests etc. The above patterns have their own merits and demerits. However, one thing is clear that still these are aiming at checking the memory of the student.

4. PASSING CRITERION

Passing criterion is another problem. The criterion differs from University to University and institution to institution (See Table5):

TABLE 5: VARIOUS PASSING CRITERIONS

S.No.	Pattern
1.	Class System
2.	Grading system
3.	Other methods

Source: Author

With respect to passing criterion there are universities/institutes, which prescribe either class or grade. With respect to class criterion, making it compulsory to secure 50% on an average and the student will be given a second class. For eg. MG University, Kottayam and Alagappa University, Karikudi etc. The minimum class criterion in such an event is "second division". There are universities following even with "third division" for eg. Andhra University subject to a minimum securing marks of 40%. With respect to grading most of the universities adopts normal distribution system for eg. University of Petroleum and Energy Studies. Professional bodies like ICSI, ICWAI and ICAI follow the minimum 50% on aggregate in single attempt at a time for clearance of all papers.

The point to notice here is that, is there any possibility to rationalize these criterions as per the demands of the industry?

5. TEACHING METHODOLOGIES

The methods of teaching adopted also one of the problematic elements in management education. Some of the existing methodologies (See Table 6) are as follows:

TABLE 6: VARIOUS PEDAGOGICAL TOOLS

S.No.	Pedagogy
1.	Lecture Method
2.	Group Discussion
3.	Case Study Method
4.	Research Oriented
5.	Others

Source: Author

Each and every university/institute has its own methodology and curriculum suiting to the requirements of the course. Again a point to notice here is that out of these pedagogical tools which one is quite effective method for better learning? The answer varies based on a large number of factors.

GROWTH OF UNIVERSITIES/INSTITUTES

In India the higher education whether of management or general to the maximum extent is subject to the State control. The higher education is offered apart from general affiliated colleges by State/Central/Deemed/Autonomous bodies/Institutes etc. The universities/institutes rose from 177 during 1990-91 to 458 in 2010-11. There is a phenomenal growth in the number of universities/institutes. The following table summarizes state wide distribution of universities/institutes in India (See Table7).

TABLE 7: LIST OF UNIVERSITIES/INSTITUTES IN INDIA

S.No.	State	No. of Universities/Institutes
1.	Andhra Pradesh	29
2.	Arunachal Pradesh	02
3.	Assam	11
4.	Bihar	17
5.	Chandigarh	02
6.	Chattisgarh	11
7.	Delhi	15
8.	Gujarat	24
9.	Himachal Pradesh	16
10.	Harayana	12
11.	Jammu and Kashmir	09
12.	Jharkhand	09
13.	Karnataka	30
14.	Kerala	16
15.	Madhya Pradesh	31
16.	Maharashtra	15
17.	Meghalaya	03
18.	Mizoram	02
19.	Nagaland	01
20.	Orissa	22
21.	Pondicherry	03
22.	Punjab	14
23.	Rajasthan	30
24.	Sikkim	04
25.	Tamilnadu	45
26.	Uttarpradesh	41
27.	Uttarakhand	16
28.	West Bengal	28
	Total	458

Source: www.infintecourses.com

The growth of institutes/universities is a good sign for higher education in India. But is the growth really meeting the corporate standards? What the industry demands from these institutes/universities? Whether these universities/institutes are streamlining their curriculum and methodologies as per the corporate standards? Whether the youth really interested in achieving the corporate standards on their own? What they looks for real learning or mere degrees (good package!!!)? There will be a lot of questions, which puzzles the system.

Apart from these questions, there are Universities or Institutes without revising their syllabuses, course plans and re-designing of courses etc. A large number of Universities are still offering old age and outdated courses without any value addition to the prime stake holders. The courses like MA(Political Science), MA (Public Administration), MA (Economics) have good potential to club with either Management and/or Law. Unfortunately, there were no steps in streamlining most of arts courses as per the demands of the industry. The courses like MA (History) and MA (Archeology) can be better clubbed with MBA (Tourism Management). With the growing economies and businesses, these courses have to re-design and new courses have to be formulated with a domain specialization, otherwise much of the courses, which have flourished earlier, will lose their merit with the passage of time.

PROFESSIONALISM OF MANAGEMENT EDUCATION IN INDIA

The management education in order to meet the corporate standards, there is an urgency to professionalize the management education. Though management has all the qualities what a profession has, but it is not really considered as a profession.

A real profession has certain standards, which must be followed without any exception. But in the present day context of globalization, whether this can be a myth or reality? The management education has to follow the methodologies that are prescribed by professional bodies like ICSI (Institute of Company Secretaries of India), ICWAI (Institute of Cost and Works Accountants of India), ICAI (Institute of Chartered Accountants of India), MCI(Medical Council of India), and BC(Bar Council of India) etc. There is a uniformity of syllabus, ethical code, passing criterion, phases with respect to level of learning etc. The courses offered by ICSI, ICWAI and ICAI are in the form of distance mode, yet they are successful in supplying the right candidates meeting to the requirements of the industry. Management education is available in all forms, but why education is unable to supply the right cream in majority?

There are corporate which have established on their own meeting to their unique requirements of businesses. This is a new trend and tapping of opportunities of growth in education by these business schools. The list is not exhaustive there more number of corporate bodies, which are opening their own schools throughout the world and posing a question to the existing universities or business schools to compete with them. The trend is explained below with the help of the some of the prominent business schools in India (See Table 8).

TABLE 8: CORPORATE BODIES OPERATING BUSINESS SCHOOLS

S.No.	Corporate Group	Business School
1.	NIRMA	NIRMA University
2.	Bajaj	Jamnalal Baja Institute of Management Studies(JBIMS)
3.	JK	JK Business School
4.	BK BIRLA Group	Birla Institute of Management and Technology
5.	Kirloskar	Kirloskar Institute of Advanced Management Studies

Source: Author

Apart from these business schools the leading business giants like Reliance and Tata are planning to enter in the field of management education in the form universities/institutes in India.

The UGC/AICTE/DEC etc. have to streamline the management education on the modalities of the professional bodies to sustain and compete with autonomous business schools. In the present day globalization scenario this is not a complex aspect.

IMPACT OF GLOBALIZATION ON CORPORATE STANDARDS

Establishment of standards both from academia and corporate ensures knowledge based learning community. However, the intense competition and growing internationalization of business leading to globalization of corporate bodies made the corporate education to revise its standards in terms of its quality and

compatibility as per corporate standards. The changing scenario necessitated the corporate education to change its curriculum, methodologies, examination system, admission criterion, pattern of the qualification, research and funding of the programmes. Apart from these necessary changes, corporate are demanding from the present educational system certain basic questions to answer. One of such basic question is as follows:

What exactly the corporate demands from management education?

There are lots of answers to this question. Some of the prominent answers are as follows:

- a. Domain Specific Knowledge
- b. Industry Knowledge
- c. Practicality in approach
- d. Conceptual thinking
- e. Good Human Relations Skills
- f. Ability to work in team environment
- g. Coping with Stress
- h. Communication skills
- i. Leadership skills

Over and above there must be an "Organizational Citizenship Behaviour". Though most of the curriculums in management education contain these mechanisms, yet there is a failure on the part of the prospective student managers. The amount of learning on these parameters is very marginal.

GAINING THROUGH LEARNING: MANAGEMENT EDUCATION

Learning is a relatively permanent change in behaviour occurring as a result of experience. In fact, it can be through training, class room teaching, apprenticeship programs, cross-culture training, e-training etc. The institutes/universities offering management education has to consider the learning levels of the prospective candidates. The learning levels can be considered on the following parameters:

- a. Duration of the programme
- b. Type of the programme (Full Time/Part Time/Distance/In house)
- c. Weight age to General Management Education
- d. Involvement in Training and Research

In order to judge or decide whether the required field is matching with the industry or not? It is worth enough to conduct a needs analysis from time to time. The needs analysis can be exhibited in the following way.

Needs of Management Education = Amount of learning- Corporate Standards

The management education being (+Ve) reinforce element has to thrive that the amount of learning gained through management education is greater enough than the corporate standards for sustenance of its stakeholders (students) in reality. It should not satisfy with Break Even Point situation (BEP).

SUGGESTIONS

There are lots of suggestions/recommendations with respect to reforms in management education in India. A culmination of these suggestions is given as under:

1. There is an urgency to increase the number of specializations/electives are concerned. The first year must be allocated to core papers and final years to electives will resolve the issue of equivalency to the maximum extent, further the students are in a position to capture the right specialization suiting to their requirements.
2. There must be a strong apex body to monitor the whole management education. The degrees awarded must be recognized by all concerned parties.
3. The examination system should match the industry demands and as such be flexible enough for necessary modifications.
4. There must be a uniform status for all institutes/universities in the eyes of law. This will facilitate for the adoption global university concept.
5. The qualifications must be fair enough for teaching profession is concerned. There must be a weight age for NET/SLET/SET qualified candidates. The very purpose of these test are eligibility for lectureship should not be vitiated.
6. There must be a mechanism between corporate and apex bodies for streamlining from time to time the standards.

CONCLUSION

In India pre and post independence era there were lot of committees and commissions on higher education recommended from time to time lot of reforms and measures for good governance. Some of the measures or suggestions or recommendations are already implemented. But still a lot has to be done especially in the field of management education. Because the growing corporate world forcing the need for stern measures in management education. The elimination of these bottlenecks is not an easier affair and at the same time it is not a complex activity under this LPG (Liberalization, Privatization and Globalization) era. The scenario of Corporate Governance is not limited to corporate bodies alone and it equally applicable to Corporate Education as well. If it is implemented properly a huge amount of stakeholders in the field of management education will also be benefited. There is a huge scope for further research in this filed to undertake better governance. Therefore, it can aptly be concluded that "Governance of Management Education in India is a myth or reality?"

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