

# REFORMS TO REACH EXCELLENCE HR IN INDIAN MANAGEMENT EDUCATION

**N. Krishna Gowda and Dr T P Renuka Murthy**

1 Professor, 2. Professor,

1. Research Scholar, Singhania University.

2 Vivesvaraya Technological University, Mysuru, India.

**Abstract:** Management education is growing in India as like mushrooms. It attracts young men and women which are usually motivated by the positive consequences associated with management education. In India higher education especially management education which enhances the ability of managerial skills, knowledge, talent etc... And also helps them to improve their leadership qualities. From management education students can occupy best designation in the corporate sector. The role of management is wide, because it is universal process and management is art, science as well as profession. So management education attracts different streams students. This paper tries to explore the present situation of management education in India. This paper also studies the trends in management education in India. Further it tries to study the emerging problems and reforms associated with management education.

Keywords: Management, Skills, Trends.

## I INTRODUCTION

The development of management education can be traced back to 18th century. From 18th Century to 21<sup>st</sup> century, management education has seen lot of changes and development. Management education in India is predominately a derivative of western management thought and practice. Occasionally, management schools draw some inferences from Indian epics, shastras and practices. It may be worthwhile to notice that management itself as a discipline has evolved from fundamental disciplines of philosophy, psychology, economics, accounting, computer science, mathematics, statistics and industrial engineering. In India management education as like mushrooms, Often, young men and women are attracted to management education not because they need some education, exposure and experience to create something wonderful and hence useful to society but are usually motivated by the positive consequences associated with management education. Management education is one among those which got a new dimension with this changing time. Initially Marketing, Finance and Human Resource

## II REVIEW OF LITERATURES

**Yanamandra Ramakrishna (2020)** suggested that developing and implementing an integrated and inclusive quality management framework in Management Education considering possible future changes. The chapter reviews existing global management education, major global quality standards and practices of management education such as AACSB, AMBA, EFMD, etc., and several existing quality management frameworks and models in management education proposed by research scholars from different parts of the world. The study found the gaps that exist through analyses of different leading accreditation standards such as AACSB, AMBA, EFMD, etc. and provides an all-inclusive quality framework for management education bridging the gaps found and considering the future requirements. The new framework would enable higher education institutions offering management education to achieve internal excellence and enable them to work on accreditation for any global standards which they choose to use.

**Hossein Chaharbashloo and Khalil Gholami etc..(2020)** Recommended that qualitative study investigates the practical knowledge of primary school exemplary teachers in an educational reform context. Data were collected through detailed classroom observations and notes, checklists, shadowing the teachers, along with

semi-structured and stimulated recall interviews. The findings suggested that the participants possessed eight categories of practical knowledge: subjectmatter, pedagogical, learners, classroom management, learning environment, curriculum, school environment, and self. Moreover, a conceptual model was developed couching in the content of teachers' practical knowledge in terms of content-centered versus learning-centered orientations. The findings have significant implication to link theory and practice in the teacher education and development programs.

**Chaojie Wang Fred Hostman etc..(2019)** Analyzed that Decision Support Systems have significance, as today firms turn to big data, machine learning, and artificial intelligence to guide strategy development and improve organizational performance. However, technology is not enough; human intelligence is necessary. This paper introduces Artificial Intelligence to the Emotional Intelligence Model, which blends technology and humanity to support strategic decision-making. Such a model builds on the Data Information-Knowledge-Wisdom hierarchy and knowledge management to integrate five types of intelligence.

**Sarah L Lay Flarrie James P Sheppard (2019)** said that the use of out-of-office blood pressure monitoring for diagnosing hypertension. Despite evidence of cost-effectiveness, critics expressed concerns this would increase cardiovascular morbidity. We assessed the impact of these changes on the incidence of hypertension, out-of-office monitoring and cardiovascular morbidity using routine clinical data from English general practices, linked to inpatient hospital, mortality, and socio-economic status data.

### III STATEMENT OF THE PROBLRM

Some of Indian management educations does not provide quality of education due to lack of faculty knowledge and skills. This study focuses on identifying the problem in management education and solutions to overcome those problems.

### IV OBJECTIVES OF THE STUDY

- To identify and examines the problems associated with management education
- To suggest best practices to solve the issues of management education

### V PRESENT SITUATION IN INDIA

Today managers are in great demand in every sector of economy. . In management education, quality has become a necessity. To make India an intellectual capital of the world, we have to create a dynamic environment, which can encourage superior quality management education colleges and effort should be made to breathe life into management education. Government has taken initiatives in this direction by giving node to 7 more IIMs taking the total number of the

Premier management school to 14. India already has 11 functional IIMs in Ahmadabad, Bangalore, Kolkata, Lucknow, Indore, Kozhikode, Shillong, Tiruchirappalli, Ranchi, Raipur and Rohtak, remaining three are to setup in state of J&K, Uttarakhand and Rajasthan. Apart from IIMs management education is offered by university's own department in campus, affiliated colleges of universities in same place or the whole State, now technical universities have been given this role. . Moreover autonomous institutes approved by AICTE, universities running distance education program and open mode like IGNOU, Delhi University, Kurukshetra University, ICFAI and several others are also offering courses in management. Some recognized institutes and universities are also offering 3 years part time program in evening faculty for working executives.

Table 1: The following table shows the growth of AICTE approved institutions in last five years.

Year	Engg	Mgt	MCA	Pharm	Arch	Others	Total	Add in year
2014-15	1475	1200	500	976	118	70	4320	383
2015-16	1511	1132	1003	1003	116	64	4491	171

2016-17	1668	1149	1149	1017	116	81	4885	394
2017-18	2388	1523	1523	1095	116	87	6230	1345
2018-19	2972	1940	1940	1169	106	93	7361	1131

Source: www.aicte.ernet.in

Table 2: The following table shows the growth of intake in AICTE approved institutions in last five years.

Year	Engg	Mgt	MCA	Pharm	Arch	Others	Total	Add in year
2014-15	499697	80464	55548	32708	4379	4435	677231	40691
2015-16	550986	94704	56805	39517	4546	4242	150797	73566
2016-17	653290	121867	70513	52334	4543	5275	907409	157025
2017-18	841018	149555	73995	64211	4543	5794	1139116	231294
2018-19	1071896	179561	78293	68537	4543	6387	140807	269691

Source: www.aicte.ernet.in

In last five years the number of AICTE approved colleges has increased by almost 70% in total in various disciplines, whereas number of institutes and growth of 90% in terms of number of institutes and growth of 123% in terms of intake

## VI TRENDS IN MANAGEMENT EDUCATION IN INDIA

The management education plays an essential role in today's dynamic business environment.

The rapid trends of technological changes have made difficult for organization to survive in the competitive world. There are more than 2000 B-Schools in India where students pay a massive sum hoping to find their dream career after completing their program. The development of management education has been increase from 45% to 90% during the year 1990 to 2010.

## VII EMERGING PROBLEMS OF MANAGEMENT EDUCATION IN INDIA

In this section we aim to disuses various emerging issues of Management Education in India which can helps us getting rid of this gap and produce managers as per requirement of Industry and society. Management education has many problems, in that some of the main problems are listed and discussed below.

### 1. Low standard quality of faculty:

AICTE and University Grant Commission has given sanctioning and affiliation to large number of institute, but were unable to produce competent faculty to teach in management courses, which created a demand supply gap and resulted in low standard quality of faculty. Institutes are engaged in appointing new faculty member on low salaries and heavy teaching 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 Generally,

they give lecture prepared from textbooks or their company based experience The quality of management remained inferior in the sense that they paid not enough attention to application of knowledge, understanding of concepts, development of managerial skills institutions.

### **2. Inadequate infrastructure facilities:**

Most of the developing management institutions do not have adequate resources which help to students for their developmental activities, such as not enough textbooks in the library, no sufficient space to conduct workshops, seminars, management fest etc...

### **3. No attention for non-academic activities:**

Many of the management education institutions only concentrate on completion of syllabus and they do not concentrate on other than academic activities, like paper presentation, case study analysis, industrial visit, etc...

### **4. Low standard quality of students:**

Low standard quality of intake (input) also one of the problem associated with management education. Many management institutions do not show much interest on quality of input. In this case institutions require more fund to train and develop them in order to make 'A' standard students. If they fail to do this, then institutions cannot crate productive managers.

### **5. In effective project work:**

To get practical knowledge management education offer project work during the course work. This is purely an internship work; this is helpful to students to know how theory is different from practical. But many of the students do not take it seriously and effectively.

### **6. Failure in campus recruitment:**

How quality of input is important, in the same thing quality of output as well as placement are most important in higher education especially in management course. In some cases, even though students obtain all quality, institutions don't bring companies to college for campus recruitment. This is the main problem associated with management education.

## **VIII REFORMS**

Every problem has solution; the management education can overcome the problems by following solutions.

### **1. Implementations and updating of faculty's knowledge:**

Management education institutions can improve their faculty's quality through updating knowledge, like paper presentation at state, national and international level, attending FDPs, workshops, giving guest lecture program and so on. Form these activities faculty's can improve their level of teaching skills.

### **2. Providing infrastructure facilities:**

Institutions should provide all necessary infrastructure faculties to the department for students welfare activities, such as proper seminar hall, syndicate rooms, class theatre, projector etc... these are all infrastructure facilities directly and indirectly benefit to students.

### **3. Value added courses:**

How academic activities are important, in the same thing co curricular and extra-curricular activities are also most important in the management education. From extracurricular activities students can enhance their knowledge up to maximum level. They are students' paper presentation, participation of management fest, etc...

### **4. Testing students attitude at entry level:**

How IIMs are doing much procedure for students at entry time, in the same thing other and AICTE universities must do the procedure in entry time. In IIMs we can see lot of procedure at entry time, like written test, GD, technical interview etc... from these procedures institutions can get very good quality of students at entry time. When input is good, automatically good quality of output come in to picture.

### **5. Discipline:**

Disciplines in the students make them to improve in studies. Project work is practical work for them, if they do it effectively and seriously through the guidance of faculty, it helps them to get nice job after completion of their course.

### **6. Campus recruitment:**

Institutions should have separate placement cell for recruitment activities and they should bring more companies for campus recruitment. By this, students can get place in very good company. It will be credited to both students as well as institution.

## **IX CONCLUSION**

Even though management education has problems, it is ever green in India and it has many advantages and it as like mushrooms goes on developing in present scenario. Today managers are in great demand in every sector of economy. Hence it attracts young men and women which are usually motivated by the positive consequences associated with management education.

## **X BIBLIOGRAPHY**

- Yanamandra Ramakrishna (2020) 'quality of management implemenatation in higher education: practices, model, case studies' IGI Global Journals, Vol 4 Page 1-17
- Hossein Chandrabashloo, Khali Gholami atc..(2020) 'Analytical reflection on teachers' practical knowledge: A case study of exemplary teachers in an educational reform context' Elsevier, PP 1-15
- Chaojie Wang, Fred Hostmam etc.(2019) 'Artificial to Emotional Intelligence: Integrating Five Types of Intelligence to Achieve Organizational Excellence' International Journal of Management, Knowledge and Learning 8(2), 125-144
- Sarah L Lay Flarrie, James P Sheppard (2019) 'Impact of changes to national hypertension guidelines on hypertension on management and outcomes in the united kingdom. Vol.72, 356-364.

