

Management Education: Need a Change (An Empirical Analysis)

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Abstract:

The management education plays an essential role in today's dynamic business environment. Due to liberalization and globalization various multinational companies have entered to India and have increased the demand for professional managers. Management education has gained importance due to the emergence of professionalism in the corporate sector. In the meantime, the competitive business environment has paved the way for increased demand for management graduates in the employment market. This has led to a significant expansion of management education in India. To meet the increasing demand of professional managers, the government has given approval to various business schools. But today, business schools have the challenging task of developing the competency level of students to meet corporate expectations. Due to developments in today's business environment, preparing our students for their future will require significant change in the curriculum and pedagogy. This paper tries to explore the present situation of management education in India. This paper also studies the trends prevailing in management education in India, and tries to find out implication of management education in India on Industry and individuals. Further it tries to study emerging issues of management education, and to find implementation of possible direction and policy towards improvement of management education in India. This research will help the business schools particularly in the developing world to understand the emerging trends in management education and update their MBA curriculum to come at par with the international standards of business education. .

Keywords: Management Education, Business School, MBA, Curriculum.

Introduction

Management Education Worldwide

The world of management is changing dramatically due to various forces of global competition, the country's economy, innovations and advancement in technology. This has had a major impact, not only on the market, but also on the education sector. Information Technology (IT) is playing an active role in business, industry, financial institutions, and academic institutions and even in the government. The advancement in IT, Internet and e-commerce is changing the way of doing business throughout the globe. The world is shrinking to a global village. Therefore, there has been a realization, by organizations and individuals, that mere professional qualifications or functional skills are not enough in a business environment, where there is the need to take an integrated, and increasingly global view of how a decision in one business discipline may impact others—exactly what is taught in business schools. The MBA programs of business schools reflect the needs and

realities of business and industry. These courses are well-designed to make individuals more professional and functional in management. Nowadays, MBA has become the corporate mantra for success. 'Management Education Worldwide' is a 20th century phenomenon, focusing on business administration. At the end of the 20th century, management education also included the management of government, management of public system, management of agriculture, management of education system, etc. The purpose of management education since the beginning of the 20th century has been to enable organizations to apply knowledge to improve their efficiency and effectiveness. The graduate business school—Harvard Business School—was established in 1910.

In the current economic scenario all over the world- "Management" - as a stream of education and training has acquired new dimensions. Management is an exciting field where you can have an immediate impact on the operations of any business organizations. Day to day new tools and techniques are coming to improve the 3 important P's of any organization i.e., performance, productivity, and profitability of any organization. Management studies are an important medium that facilitates improvement of leadership qualities and turns out excellent future managers.

Management Education in India: History & Present Scenario

In the last two decades, the growth of management education in India has been phenomenal. Although, the first full-time MBA in India started way back in 1957, and the two IIMs in Calcutta and Ahmedabad appeared in 1961 and 62, respectively. It is interesting to note these two B-Schools promoted by the Federal Govt. had the collaboration of Sloan School of Business, and Harvard B-School. Many other BSchools emerged in the 60's and 70's. However, thereal growth was from 1991 (the year of liberalization in India). There were a few other interesting developments before this watershed year. XLRI, Jamshedpur, the number one business school in the private sector opened its doors to MBA in 1966. The third IIM in Bangalore, where the author was the Director for six years, appeared in 1973. And the 4th IIM in Lucknow was inaugurated in 1984. Two other important developments of this period were the legislative framework on regulation of engineering and management education in India that came into force in 1987, and the Association of Indian Management Schools (AIMS) that was inaugurated in 1988. The author was a key player in the founding of this national B-Schools association and its first president. Today AIMS has in its membership nearly 450 Business Schools, and is the 2nd largest B-Schools association in the world. At the time of founding AIMS in August 1988, there were just about 100 B-Schools in India. Thereafter there was a massive surge in the number of B-Schools in the country, almost doubling every five years as shown below.

Growth of Management institutes

Table 1

Year	No. of B School
In1988	100
By1993	200
By1998	400
By2003	800
By2008	1700
By 2012	2400

Table 1 shows the twice growth rate of B-schools in India, but imagines today in 2012, there are over 2,400 B-schools in India of which 1,999 are approved by the All India Council for Technical Education (AICTE) and 400 functions as unapproved private B-schools. Together, they have nearly 190,000 seats for a total pool of 3.5-4 lakh MBA aspirants who sit for the national and state-level MBA entrance exams.

Types of Business Schools in India

Business schools in India can be classified into six categories. These categories are as listed below:

- (1) Indian Institutes of Management (IIMs) set up by the Government of India.
- (2) University departments of management studies
- (3) Colleges (government or private) affiliated to universities
- (4) Private or government institutes approved by the All India Council for Technical Education (AICTE)
- (5) Private colleges or institutes not affiliated to any universities nor approved by AICTE.
- (6) Private colleges or institutes offering MBA courses in India in collaboration with foreign universities, where the degree is awarded by the foreign university.

Among the six types of business schools in India, the highest rated in terms of quality are the Indian Institutes of Management (IIMs). Currently there are seven such institutes in the country, set up by government of India, which (in the order of their establishment) are at Calcutta, Ahmedabad, Bangalore, Lucknow, Kozhikhode, Indore and Udaipur. One of the main reasons for the success of IIMs is the near-total autonomy granted to them by the government. In other words, the management of these institutes is almost completely separated from the ownership. Though the institutes are fully owned by the government, the latter does not get involved in their day-to-day management. Once the board of governors is appointed by the government, the governance is left to the board. The chairman of the board and a large number of its members are from the industry so as to facilitate the Institute's interaction with the industry, who are the clients for management institutes. This would help in ensuring the relevance of the institutes' offerings to the industry. As there are very few bureaucrats on the board, there is no undue influence of the government and the bureaucracy in the decision-making. The head of the institute (the director) is an academic, and he along with the internal committees and chairpersons of various programmes and activities is the effective decision-maker in the institute. Student admission norms are partly common to all the seven institutes and partly specific to each institute. These norms are evolved after intense deliberations within the relevant faculty bodies and are strictly adhered to. Such procedures and the strict adherence to norms ensure the quality of students admitted. In order to ensure the quality of the faculty, there are rigorous norms about their qualifications as well as research and publication credentials. All the courses are designed, taught and evaluated by the concerned faculty and therefore there is a lot of flexibility which allows the faculty to incorporate the latest developments in the field in to the courses. At the same time, all courses and programmes are periodically reviewed by the relevant internal committees so as to ensure highest quality standards. It is the grant of autonomy at various levels coupled with rigorous norms of implementation as well as review process that has helped IIMs to maintain world-class standards of management education in India. Such quality and reputation are reflected in the job-placements, with high pay and prestigious positions offered to IIM graduates not only by Indian companies but also by reputed international/multinational companies. The further good news for the potential participants of IIM programmes is that such high quality education with prospects for great careers comes at a relatively low cost of less than Rs 5 lakhs for two years. Moreover, no meritorious students admitted to this programme will be deprived of the opportunity to study for want of money, as there are loans and scholarships available to support the needy students.

The second and third categories of institutions (namely, university departments and colleges affiliated to universities) operate under similar conditions. Since the courses, in these cases, are designed and monitored by the respective universities and the degrees are awarded by them, the

quality of these courses would largely depend on the quality and reputation of the concerned university. In the case of private colleges affiliated to the university, the managements of these colleges would also have a significant influence on the quality of the courses. The major plus point for these courses is that there is a university behind them to regulate and monitor their quality. Ironically, however, the very same feature could also work to their disadvantage, as under this system these institutions do not have any autonomy to redesign the course by including newer topics, methods, valuation system, etc. Though there are provisions for such changes within the framework of the universities, the „legendary“ bureaucracy and the consequent delays in the university system would make it almost impossible for anyone to implement timely changes to improve the quality of the programmes. Consequently these courses would suffer from out-dated syllabi, delays in starting and finishing the courses, poor quality of students, teaching and evaluation, untimely and ineffective placement services, limited or no interaction with the industry, and so on. Notwithstanding these, there are a few university departments and affiliated colleges that are able to deliver MBA programmes of reasonably good quality and reputation. The fourth category consists of colleges or institutes that do not have any university affiliation but have an approval for their courses from the All India Council for Technical Education (AICTE). For some mysterious reason (known only to the bureaucracy), the task of regulating and monitoring management education has been given to the body created for monitoring technical education. This in itself is an anomaly, which according to several experts have to be rectified immediately by creating a separate regulatory body for management education, comprising experts in the field of management rather than technology. What is being questioned is not the competency of the technology experts in their fields. They would, of course, do a good job of regulating technical education. However, if such a body is to regulate management education in the country, there could be issues of competency as well as orientation. For a body that is created to oversee the engineering and allied courses (which hugely outnumber the management courses), management may become a relatively unimportant appendix. Even otherwise the system of approvals are increasingly getting ritualized. Besides, there are a few institutions that try to secure approvals using less than ethical methods of influencing and politicking. It should, however, be mentioned that AICTE has in recent times done a lot of improvements in the norms and procedures for these approvals. In spite of such efforts, the system itself remains partial and intermittent. For example, AICTE checks only on the physical infrastructure, faculty, library, computer centre, etc, and not on the syllabus and the teaching/evaluation methods. Moreover these checks are done only once in a while when the institutions seek to obtain or renew the approval. Thus, while the absence of regular monitoring could be a major source of weakness for these institutions, that can also become a source of strength for the competent and well-intentioned ones among these institutions. This is an irony or paradox of the opposite kind of what we had discussed in the context of the second and third types of institutions above. The absence of regular monitoring gives a lot of autonomy to these institutions, and therefore the competent and well-meaning ones among them are able to significantly improve the quality of their programmes through their innovative actions and initiatives. The fifth type of institutions is the freest of all. They do not seek any university affiliation or approval by AICTE. Their success is measured only by their market acceptance. Their graduates will have to find jobs based on the intrinsic worth of their learning rather than the external recognition or approval. This would surely exert a lot of pressure on the management to continuously improve the quality of their programmes so that they would be acceptable to potential employers. They would also make special efforts to keep alive their interaction with the industry. The major problem with this system is that absolute freedom may lead to absolutely irresponsible behaviour. The focus of their efforts may shift to a mere public relations exercise to keep the market in good humour rather than to promote intrinsic learning. Besides, as these courses do not have any recognition, approval or accreditation, students passing out of such institutions may not be able to go for further studies in other institutions. The latest trend in the field of management education in

India is the emergence of collaboration with foreign universities and institutions. There are different kinds of collaboration ranging from exchange of students and teachers, through adoption of course design and syllabus, to operating teaching centres. The last type – operating teaching centres – is becoming increasingly popular primarily because of the cost advantages for the foreign university. In this model, the course of the foreign university is taught by local teachers, with the arrangement that the degree will be awarded by the foreign university. Though the design and syllabus of the course are of the foreign university, there could be deficiencies in the local delivery system, which might adversely affect the quality. It is primarily because of the difficulties in regulating and monitoring the quality of such courses that these are not given any recognition in India. However, many of these courses thrive on account of market acceptance and recognition abroad. Students, therefore, are advised to join such courses only after thoroughly checking the credentials of the foreign universities offering these courses. Similar is the case of distance education programmes offered by such universities, especially through the electronic media.

Review of Literature

Espey and Batchelor (1987) identified the values contributed by management graduates in corporate organizations. They explained how a company gained profit from having projects and dissertations related to real needs of the company, making the graduates better managers, more involved and committed to the company, and with greater opportunities for self-development and self-actualization. Boyatzis and Renio (1989) conducted a research on the impact of management education on the personal attributes of students. They compared 72 applicants for an MBA course with 27 MBAs, and found higher self-actualization among MBAs in six managerial skills. Kane (1993) also conducted research on placements for management graduates, and found that recruiters prefer MBAs for corporate jobs. Ball and McCulloch (1993), and Sheridan (1993) conducted research on identifying the need for a fit between management education and professional life. Tracy and Waldfoegel (1997), evaluated MBA programs by analyzing salaries and perks offered to the students. In a survey conducted by Eberhardt *et al.* (1997), most HR managers said that they preferred the on-campus recruitment method for hiring MBAs. Porter (1997) found that companies prefer MBAs because they have high motivation to work, good knowledge of management functions, and strong analytical ability. According to a research conducted by Quacquarelli in 1998, many international banks like Citibank also consider management graduates as new sources of new talent, while ABN-Amro Bank believes in recruiting MBAs because they have sound knowledge of international management and financial principles. In 1999, Kretovics conducted research on management graduates and noted improvements in their interpersonal skills, information-gathering and analytical abilities. Researches conducted by Baruch and Leeming, in 1996 and by Shipper, in 1999, suggest that institutions offering MBA programs must respond to market needs and implement changes according to the need of the hour. According to Schmotter (1994), institutes that were reluctant to incorporate changes in teaching methods may have on hand dissatisfied students unable to secure appropriate assignments. A research was conducted by Porter and McKibbin in 1988 to study why MBA education was the cause of the decline of corporates in US. They found that some business schools are not upgrading themselves according to the need of the hour and they are not capable of developing 'soft skills' among graduates.

Objective of Study:

The primary objectives behind this study are:

1. To study the history and present scenario of management education in India.
2. To analyze the various emerging issues of management education in India.

3. To analyze the future direction of management education in India.
4. To study the key reasons for the increase in the number of management educational institutions;
5. To study the interrelationship between the increase in the number of management educational institutions, and the quality initiatives adhered to by these institutes as per the guidelines of the statutory body (AICTE); and

Emerging Issues of Management Education in India

Management education in India has not changed as per the requirement of the industry need and before this gaps widen enough; proper steps need to be taken. Now we discuss various emerging issues of Management Education in India which can help us getting rid of this gap and produce managers as per requirement of Industry and society, respond to challenges that comes with dynamics of internationalization. There have been various committees that suggested improvements in management education, there has been no noteworthy changes.

1. Dedicated Governmental Body for Management Education

In India governance of technical and management education is looked after by All India Council for Technical Education and its subsidiary the Board of Management Studies. Since both technical and Management education have different requirements, so it definitely calls for a different body which could specifically look for issues related to improvement in management education which should be accountable for enabling independent institutional mechanism to specifically deal with management education that could lead to enhancement of standard of management education and give a new drive to management education. As stated in an article by Mr. R. Gopalakrishnan, a National Task Force on Management Education should be appointed that could look into the possibility of formation of All India Council of Management Education quite independent of AICTE. Issues like quality of faculty and research, interaction with industry and academia to produce world class managers, and other issues of importance should also be addressed.

2. Quality of Faculty

AICTE and University Grant Commission has given sanctioning and affiliation to large number of institutes, 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 members on low salaries and heavy teaching load which further deteriorates 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 lectures 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 in institutions.

3. Curriculum Design and Developing Material Relevant to the Indian Context

Developing a curriculum is a challenging task and has to be continuously updated to keep pace with the advancements. Curriculum should be change driven and periodically reviewed to match the industry needs. But in most of Indian universities and B School it takes years to get syllabus revised due to bureaucratic setup and private B School also don't show much enthusiasm towards revision of syllabus because it may call for appointing new faculty and updating existing faculty which could be a costly issue. Institutes imparting management education should ensure to revise their syllabus. Course content need not just be latest but also country specific it has been observed phenomena

that many of ideas and theories have been successful in the countries of their origin. We don't have much of Indian specific case studies which could help in bringing the congruence and rationality between what is taught and what is practice.

4. Emphasizing Research

The management institutions do not provide conducive environment that is supportive to research. Management institutes needs to work in this direction. Research not only leads to updating of knowledge in concerned subject, but also leads to knowledge creation. Promoting a research culture in a management institutes requires change of mind setup on the side of management. They need to look beyond just making money. Management institutes should inculcate proper motivation and interest among faculty for research. This can be done by providing incentives to faculty involved in research, giving due weight age to research activities and providing a good library support system. University Grant Commission has already taken step in this direction by giving due weight age to research and publication for promotions. This need to be extended and implemented not only in government universities and institutes, but all institutes imparting business education.

5. Corporate Governance for B-Schools

Corporate Governance has been buzz words for last few months especially after financial turndown in U.S.A and Satyam case in India. Lack of corporate governance system in management institutes is one of the major reasons for fall of quality management education Corporate governance has to be made a part of accreditation. Government must take the governance of management education away from AICTE and a strong monitoring system and statutory reporting on the lines of SEBI, handled by independent management specialists should be enforced. There is a need to introduce independent audit committees for managing the B-Schools. Corporate governance should include mandatory disclosure by institutions on faculty qualification, books and journals in library, computer labs, placement records and other required information that could be useful for student while choosing institutions. According to UGC norms institutes have to display this all information on internet but there is big difference between actual and information displayed on internet or filed with concerned statutory bodies. Corporate Governance should ensure a heavy penalty for any such deviation. The AICTE has little muscle to discover these and other misdeeds. Very rarely have disobedient institutions been made answerable or penalized. Institutes are imparting courses on corporate governance, but they hardly practice.

6. Triad of Academic-Industry

Development of industry interaction is an evolutionary process. Industry interaction has to be emphasized to greater extent so that student can be exposed to real problems and exposure of industry. In present curriculum student are exposed to six to eight weeks training which is not adequate to understand dynamics of industry in this world of liberalization and globalization. This need to be increased say to full semester. Assessment should also be based on internship authenticity and learning. As stated earlier Enhancement of industry exposure which will lead to enhancement of experiential learning. Exposing students to real life situations which are more complex, demanding, critical, messy, will bring them closer to reality. Faculty interaction with executives should be enhanced by increasing participation of industry experts in academics either by appointing them as full time faculty or part time faculty. Institutions should be encouraged to arrange tie ups with business houses. If you talk about top notch B Schools their strengths lies in their industry liasioning.

7. Customization of Specialization

Customization is need of a day. Every industry has its on set of challenges & dynamics, and it requires specific skill set and expertise. This could be only done by bringing specialization in concerned field. Management Education today is not just confined to areas as Marketing, Finance and Human Resource Management, its requirement is felt in growing areas of business such as hospital management, disaster management, infrastructure management, ITES which needs faculty specialization curricula customization, specific material development. Though some B-Schools has taken initiative in extending boundaries of management education by introducing courses in disaster management, aviation management, financial services. But their course content is questionable as they are using material designed for other context in these courses without examining its contextual validity. These business need customized course content specially designed for the course, specialized faculty and material development. These factor are hardly paid any heed thus contributing to poor quality management education in India.

8. Multiple Perspectives

Management education is value laden field, but its value is deteriorating not just because way it is imparted, but also due to its nature. Management education need to inculcate multiple perspectives since technological, organization and personal perspectives could differ. Linstone pointed out management is all about grappling with multiple perspectives. Management education need reconstruction with emphasis on explicitly imparting education in regard to political, ethical and philosophical nature of management practice and managers need to attend to interpersonal relationships, feeling, stress, emotional outburst, politics, and difference in opinion and like. Above discussion tells us need for manger to connect to wide array of duties which can only be done if management education is imparted aiming multiple perceptive.

9. Accreditation, Rankings and Pedagogy

A business school gets recognition when it is accredited and also ranked by different agencies. Accreditation can be done by national agencies like National Board of Accreditation (NBA), established by the AICTE, National Assessment and Accreditation Council (NAAC) set up by the UGC, and also by some of the international accreditation agencies as indicated below:

IACBE: The International Assembly for Collegiate Business Education is a specilised accrediting agency that accredits business and business related programmes internationally, including in the United States. It is recognized by the Council for Higher Education Accreditation (CHEA), an agency of the U.S. Government that certifies accrediting agencies. The accreditation process of IACBE focuses on mission-related performance.

AACSB: The Association to Advance Collegiate Schools of Business provides internationally recognized, specilised accreditation for business and accounting programmes at the bachelor's, master's and doctoral level. It is the most difficult certification to achieve and granted to colleges and not to the individual courses.

AMBA: The Association of MBAs, often referred as AMBA, is the international impartial authority that accredits programmes, such as MBA, DBA and MBM. There are only AMBA certified programmes, not business schools.

EQUIS: The European Quality Improvement System is an independent European system of quality assessment, improvement and accreditation of higher education institutions in management and business administration. It accredits management institutes and not programmes. Internalisation is a core area of validation for EQUIS. 8 **ISO Certification:** "International organisation for standardization" is the developer and publisher of international standards. It is a network of the

national standards institutes of 162 countries. It assures that the business school has a documented way of delivering a certain service at a level of quality.

Brief information of some of the Indian accreditation agencies are:

NAAC: The national assessment and accreditation council is an autonomous institution of the University Grants Commission (UGC). It assesses the quality of higher education institutions, such as a university or a college. The process includes a self-study report by the college which is reviewed by the peer-team from the NAAC.

NBA: The National Board of Accreditation was set up by the All India Council for Technical Education (AICTE) for the purpose of assessment of quality and accreditation of technical programmes in India. NBA accredits under-graduate, post-graduate and diploma programmes in engineering and technology, management, pharmacy, architecture, hotel management and catering technology and applied arts and crafts. Thus, the focus on the management education is missing due to NBA's involvement in various technical programmes. However, in a new initiative, in collaboration with All India Management Association (AIMA), NBA is currently discussing a draft accreditation process for management programmes.

Accreditation helps a business school to differentiate itself from other schools and ensures quality because it verifies if the institution or the MBA programme meets stringent norms and standards.

10. Inculcating a Global Mindset

Learning is a relative concept. Today success depends how fast you are enhancing your knowledge, sharpening your skills and pace of your learning. In Globalization era where information is increasing at pace of Pico seconds mastering knowledge and skills have become essential. If India needs to compete globally we need manager with world class talent which calls for developing a new approach of imparting teaching and learning. Global mindset need to be developed. This means that each business school should create a differentiated mix of teaching and training to develop not managers but global managers.

11. Placements and Brand Equity

To majority of MBA aspirants, placement is of immense interest. If a business school has good facilities, hardworking students and faculty quality, it will result in good placements. However, in many cases institutes' placement statistics are not verifiable. Many students and their parents use ROI (Return On Investment) ratio while choosing an institute. The ratio is calculated by estimating the average salary over the cost of the management programme. Social networking sites can be used to get the "correct" information about the placements from the previous batch of students. The brand equity is based on the perception of the business school according to the response of various stakeholders such as MBA aspirants, industry professionals, and current MBA students.

FUTURE DIRECTIONS

Considerable discussion on the growth of management education in India, its present status including some of the major issues would lead to the identification and brief discussion on future directions. The broad areas identified are: (1) reforms in management education, (2) purposeful management research, (3) student diversity through accreditation and ranking.

Reforms in Management Education There is a need for reforms in education field in general and management education in particular in India. These reforms are required in the areas of regulatory authority, globalization of management education system, inclusion of entrepreneurship and leadership development in the business school curriculum.

Regulatory authority for Management Education. At present, the All India Council for Technical Education (AICTE), which was established by the act of the Parliament in 1988, has the statutory authority for planning and coordinated development of technical education system in India. However, the AICTE has a wide regulatory authority that includes under-graduate, post-graduate, and diploma programmes in engineering and technology, management, pharmacy, architecture, hotel management and catering technology, and applied arts and crafts. It is evident that the focus on the management education is missing due to the AICTE's involvement in various technical programmes. When the AICTE legislation was enacted in 1988, the number of business schools was only about 100. It has now grown to about 2400. It is, therefore, the right time to have a separate regulatory body for management education with a new approach as articulated by the National Knowledge Commission (NKC), headed by Mr. Sam Pitroda: "NKC advocates good governance rather than the prevalent system of a prior control being exercised by AICTE in this sphere. The current regulatory regime focuses on punitive actions rather than on nurturing institutions". The NKC recommended that the regulatory body, among other things, should have the following tasks:

Issuing approval for new business schools

Grading, accreditation, and improving access

Faculty development and mentoring

Focusing on entrepreneurship, leadership and innovation

Providing autonomy to the business schools

Globalisation of management education, Harvard Business School (HBS) Dean Nitin Nohria pointed out in a major address in summer 2010 that the 21st century is a 'global century'. "In many rapidly growing nations/economies, there are lessons to be learned by the United States and other countries, not to mention those of us at Harvard Business School and Harvard University" said HBS Professor, Tarun Khanna, in an interview to Economic Times in June 2011.

Top management institutes in India should have a strong orientation for globalization. Globalization of management education would not only include having foreign faculties and students, but also faculty publications in the foreign journals, using cases and teaching materials developed in other countries, participating in foreign conferences, research collaborations with and teaching at institutions from other countries, and regular exchange of students and faculties from other institutions. Prof. J. Philip, founder President of the Association of Indian Management Schools (AIMS), argued in an article (2000) in Indian Management: "As business, industry, manufacturing, technology, and money movements are getting more and more internationalized, there is an increasing need for the country to have internationally oriented and internationally mobile managers. Therefore, it has become necessary that Indian management education should also become more international".

India's BITS Pilani, Mahatma Gandhi University, Manipal Academy of Higher Education, and S P Jain Institute of Management have campuses in Dubai's Knowledge Village. INSEAD Business School has campuses in Europe (France), Asia (Singapore) and Abu Dhabi. President Jeffrey Lehman of Cornell University told Economic Times, Bangalore, "It's a wave that is spreading like wildfire across the higher education industry We are looking at the population of potential students and researchers worldwide. We need to think of the whole planet".

Inclusion of Entrepreneurship and Leadership Development in the Curriculum. Porter and Mckibbin report on "Entrepreneurism" mentioned that entrepreneurship should receive a relatively high degree of endorsement as a topic needing more attention in the management

institute's curriculum. A more forceful endorsement of entrepreneurship was made by Amit Kapoor (2011), Professor at MDI, in an article: "the tragedy is that business schools have got relegated to the role of placement agenciesand the larger reason for their existence - to create entrepreneurs and knowledge - is forgotten. The real issue at hand is of impact that would really put our country firmly on a map as a knowledge capital of the world and an entrepreneurial hub that would make the world go around".

Managers need to exercise the spirit of entrepreneurship to ensure sustained business growth and profitability. Accordingly, argues Prof. Evan J. Douglas (2006) that entrepreneurship has come of age as a business 'interdisciplinary' subject area and should be at the heart of business education. The purpose of the interdisciplinary core courses, such as entrepreneurship, strategic management, corporate governance, and leadership, is to integrate functional or business disciplines like marketing, finance, and HRM in the context of actual business. Entrepreneurship is increasingly recognized as an essential component in MBA programmes for three valid reasons. First, it is understood that self-employment is an attractive alternative career. Second, many MBA graduates want to work with rapidly growing consulting and venture capital industries, which require a broad and integrated understanding of all functional areas and interdisciplinary issues. Thirdly, entrepreneurship is recognized as an essential characteristic of managers to transform the business. 17 "Management education should create not only business leaders, but also national and educational leaders" observed Bijon Kurien, President and Chief Executive, Life Style – Reliance Retail, in a conference (2006) on Management Education. His views were supported by Srikant M. Datar, Professor at Harvard Business School, in an interview (2010) : "the focus of business schools on theory, models and statistics developed analysts than leaders and entrepreneurs who know how to get things done". He further added that the business landscape is shifting from leaders with high authority and low conflict to one with lower authority and greater conflict. This, according to Prof. Datar, requires a different approach towards the people and leadership. We need to train MBA students to better understand the people they will lead – workers, salespeople, design engineers or employees in different countries. Unlike other professions, management is a profession where success comes only if a manager can motivate and inspire others. That requires leadership skills and practice. Prof. Ishwar Dayal in a paper presented in a management education conference (2006) said "one of the lessons from the history of development of management education is with leadership. The family managed enterprises which account for a larger percentage of the existing enterprises has been able to create entrepreneurs but not leaders". In an interesting article, "In praise of the incomplete leader", Deborah Ancona, et al .(2007), argue that no leader is perfect. The best ones concentrate on honing their strengths and find others who can make up for their limitations. At the MIT Leadership Centre in Cambridge, Massachusetts, the faculty teaches leadership topic to senior executives, middle managers, and MBA students. Similarly, IIM, Lucknow, has introduced leadership and management short-term programmes for senior level executives. The Indian School of Business (ISB) has set up leadership and entrepreneurship development centres, among other streams.

Purposeful Management Research

"Top Indian business schools need to do more research in the context of India. That is, they need to do much more research on the problems that Indian business and markets face. This will open up with opportunities for some exciting research". These are the insightful observation made by Srikant M. Datar (2010), Professor at HBR. Similar views were expressed earlier by Subrata Chakraborty (1997), Professor at IIM, Calcutta, in an article, in which he said that management research should be channelized in a purposeful manner by focusing research work to examine and understand the implications of the current and emerging realities. The major problem, according to him, is the lack of recognition that management research is sometimes irrelevant not only to

practioners but also to its 18 own scholars. Mathew (2006) has emphasized that the exclusive use of Western research and knowledge of organizations and management have often given rise to the complaint that what is taught in business schools is irrelevant for managing Indian organizations. He further said that generating a new knowledge through research is one of the weakest functions in Indian business schools. Some of the top management institutes like IIMs (Ahmedabad and Lucknow) have responded to the serious concern on inadequate research outputs by developing and implementing an incentive structure for research. In addition, developing collaborative research with some of the top global management institutes would help in building a research-friendly ecosystem. Business school administrators and teachers should realize that more relevant and purposeful research not only helps in improving their institutes' national and international rankings, but also improves quality of the pedagogy and interactions with wider academic and corporate world.

Student Diversity through Accreditation and Ranking

Student diversity includes academic diversity, varied educational background and geographical spread from different countries. Indian School of Business (ISB) has a high composition of students with significant work experience and good academic performance. It encourages students from different nationality and demonstrable managerial and leadership potential, maturity, drive and focus.

Accreditations from national and international agencies as well as domestic and global rankings help a business school to differentiate itself in terms of academic value it would provide to students. When a business school gets accreditations from different accreditation agencies like IACBE, EQUIS, and SAQS (South Asian Quality Assurance System) it helps to get students from different countries. The difference between accreditation and ranking must be clearly understood. Accreditation provides an independent validation of an MBA or PGDM programme in terms of quality of the academic programme, faculties, and curricular resources, among other factors. Parameters for rankings do vary substantially but broadly business schools rankings reflect the perceptions of students and recruiters. When a business school has a good ranking and accreditation from national and international agencies, it not only helps students and recruiters to select such institute, but also makes it easier for the institute to get student diversity and quality.

Conclusion

In this paper we discuss present scenario prevailing in management education in India and major issues faced by management education in India. The outcome of all this is that management education appear to be more relevant than ever in the "global era". Increasing demand for management professionals to serve the various sectors of India's economy has resulted in setting up large number of business schools. The "mushrooming" growth in numbers has taken place at the cost of quality of management education. As long as demand for management education is more than supply, some of the poorly managed business schools may survive. However, there are signs of the supply side catching up with the demand. When the supply is more that the demand, as it is beginning to happen in engineering and MBA education systems, some of the poorly equipped business schools may have to cut number of student intakes or close down. Autonomy, quality and adaptability to new conditions are the requirements of success. While the management education institutions struggle to improve their traditional approaches and pedagogies in order to achieve ever-greater value propositions, they will need to adopt strategies that will allow them to differentiate themselves from their competitors and prove their value. The most competitive business schools are already looking for benchmarking opportunities as well as quality improvement programmes that will provide them with an opportunity to gain a thorough

understanding of their strengths and weaknesses, to develop new and better programmes, and to prove the level of their offerings to the market through accreditations. Students and faculty will also benefit greatly from having tools that aid them in their choice of institution and programme. The successful business schools of the future will offer innovative programmes, backed by the appropriate resources, to guarantee an excellent faculty body, an international experience and a multi-cultural environment to its students. The top business schools of the future will not only implement changes to remain competitive, but they will seek accreditation and quality improvement programmes to prove to the market that they are committed to excellence and innovation. The study reveals that business organizations have been giving pressures to universities to fit their professional mode. It becomes crucial for their successful survival in creating knowledgeable people to face the challenges of the environment. The management education has to be shaped into the needs of the industries today. But in today's situation survival of business school is questionable due to lack of professionalism in its management. The issues from the literature review of the study can be considered as proper set of guidelines to business school. If Management education in India has to really extend its image on international scenario beyond Aim's, institutes, industry and government has to work in alignment to improve quality of management education.

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