



Management Education and the Role of Government, Corporate and NGOs: An Investigation

KEYWORDS

Quality management education, AICTE, Initiative

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ABSTRACT

The present study examines management education in India and the collective role of Government, Corporate and NGOs in improving quality of management education. Management education played a tremendous role all over the world and India is no exception to this. Industrial contribution towards countries development is significant. Due to globalisation, privatisation and liberalisation many changes have been occurred in Indian industries. In this regard, industries are required to have good and active managers to execute their activities to achieve predetermined goals. Hence, industries prefer knowledge oriented managers with multi skills. In present days we can witness existence of more number of management institutions. Majority of them are finding difficult to survive because of admission problem. This study has made an attempt to examine how collectively government, corporates and NGOs can take initiatives to overcome this problem.

INTRODUCTION

In Indian economy since its independence education has played a major role. The general perception of academicians, economists is that the dream of countries development is possible only with good education system. There is a positive relationship between countries development and management education. All over the world the management education and training have played a major role and it has a long history in India. Sinha (2010) and Bandyopadhyay (1991) in their review article specified management education and training activities initiated in the US in the early 19th and 20th century.

Economics considered three sectors- business or private sector which is privately owned and profit motivated, public sector which is owned by the state on behalf of the people of the state and the third sector social economy that concentrates more about community development and it is not oriented towards profit but oriented towards service. The third sector is a concept which denotes the sphere between state and market. It has several parallel concepts like civil society, philanthropic sector, charitable sector, voluntary sector, non-profit sector, social economy and charitable institutions. It can also be described as a field of intermediary organizations, NGOs or social movements Muukkonen (2000). In all three sectors India has witnessed enormous changes due to globalisation, liberalisation and privatisation. In this respect world wide competition increased and changes in educational system has also occurred. Shukla (2013) opined to face the global competition in the corporate world efficient manpower with enough managerial skills and managerial knowledge is essential. Management education plays an important role in imparting managerial skills to individual person. Therefore it is a responsibility of management school to provide quality management education to overcome several problems.

In contemporary days we can witness existence of more number of management institutions and the major observation is that all the existing management institutions are not performing well. Some institutions are economic oriented and they charge high fee to the students. Very few management institutions are doing well towards provid-

ing good quality management education. Earlier statistical data reflects the pathetic conditions of management institutions for its existence. Those institutions which are decided to start management programmes have also dropped their decision. Few of management institutions located in remote areas have already closed and few more are likely to close in the near future. The major causes for this condition are - continuous decline of admission and poor response from corporate for placement. Instead of having large numbers of management institutions it is better to have a few good management institutions which have provide good quality management education. Hence, this will benefit not only to the students but also to the companies and country. Hence, it is better to take initiative collectively by government, NGOs and corporates to overcome this issue.

MANAGEMENT EDUCATION IN INDIA

Sheth (1991) specified management education was launched in India soon after its independence with an intention to meet the need for managerial and skilled manpower in relation to reach countries planned development. In the article of Shweta & Kumar (2011) stated in the year 1953 India formally started its path of management education. In India the first B-School was initiated by government of West Bengal and Kolkata University by establishing the Institute of Social Welfare and Business Management (IISWBM). Before establishing IISWBM few of informal institutions such as Tata Institute of Social Sciences was started in 1936 and Xavier Labour Research Institute in 1949 were existed to provide training programmes for managers. IISWBM gets the credit as first institution to start two year full time MBA programme. Soon after Delhi University (1955), Madras University (1955), Bombay University (1955) and Andhra University (1957) are all started MBA programme in their respective universities. With an intention to promote excellence in management education, research and practices few more institutions like Administrative Staff College of India Hyderabad (1956), All India Management Association (1957), and National Productivity Council (1958) were established. Based on the recommendation of the planning commission first Indian institute of management was established in early 1960s. The establishment

of IIMs was initiated by Jawaharlal Nehru, the first Prime Minister of India. The first IIM was set up in Kolkata in 1961 and second in Ahmedabad in 1962. Currently there are 13 IIMs in India. Soon after liberalisation of economy in 1991 many of private institutions started in imparting management education.

GROWTH OF MANAGEMENT EDUCATION IN INDIA IN LAST EIGHT YEARS

Increase in demand for managers encouraged many universities to start MBA programmes in 1960s and 1970s. From 1987 onwards management education was regulated by All India Council for Technical Education (AICTE). Below table 1 and table 2 clearly depicts growth and intake of post graduate technical institutions in the country respectively.

**TABLE 1
GROWTH OF TECHNICAL INSTITUTIONS IN THE COUNTRY (POST GRADUATE)**

Year	Man- age- -ment	MCA	Eng and tech	Phar- mac y	Architec- &town planning	Total	Added in year
06-07	2614	1436	979	698	08	5735	271
07-08	2915	1472	981	708	08	6084	349
08-09	3120	1578	993	713	09	6413	329
09-10	3290	1705	1051	718	11	6775	362
10-11	3469	1811	1272	721	12	7285	510
11-12	3541	1856	1381	726	12	7516	231
12-13	3471	1738	1889	822	17	7937	421
13-14	3364	1567	2132	841	25	7929	00

Source: AICTE website

In table 1 AICTE statistics shows that, in 2010-11 highest numbers of post graduate technical institutions were added in all streams. In 2013-14 nil numbers of technical institutions were added. With regard to the existence of total number of technical institutions in 2006-07 there were 5735 technical institutions were existed, in 2012-13 highest number of 7937 technical institutions can be witnessed.

The management institutions showed increase in trend from 2006-07 to 2011-12. In 2011-12 highest numbers of 3541 management institutions were existed. The number of management institutions started decreasing from the year of 2012-13 and 3364 management institutions were existed in 2013-14. In 2007-08 highest numbers of 301 management institutions were added. In 2012-13 and 2013-14, 70 and 107 management institutions closed respectively. The available statistics indicates, In India the growth rate of post graduate management institutions are declining.

**TABLE 2
GROWTH OF INTAKE OF TECHNICAL INSTITUTIONS IN THE COUNTRY (POST GRADUATE)**

Year	Man- age- -ment	MCA	Eng and tech	Phar- mac y	Archi- tec- ture & town plan- ning	Total	Added in year
06-07	247201	102046	23100	15570	154	388071	26359
07-08	275666	104604	23147	15793	154	419364	31293
08-09	295052	112137	23431	15905	174	446699	27335
09-10	311129	121162	24799	16016	212	473318	26619
10-11	328057	128695	30014	16083	231	503080	29762
11-12	334865	131892	32585	16194	231	515767	12687
12-13	349369	130432	50555	22400	364	553120	37353
13-14	354421	117673	63430	24096	606	560226	7106

Source: AICTE website

In table 2 depicts growth of intake of post graduate technical institutions in India. The overall growth of intake of technical institutions found to be increasing. In 2013-14 highest number of 560226 total intakes was exhibited. Lowest intakes of 383071 can be witnessed during 2006-07. Focusing on management education it has revealed that, lowest number intakes can be witnessed in 2006-07 and highest numbers of intakes were existed in 2013-14. Intakes of management education found to be increasing from 2006-07 to 2013-14. In 2007-08 additionally 28,465 intakes for management education were added. In 2013-14 additionally 5052 intakes for management educations were added.

ROLE OF GOVERNMENT, CORPORATE AND THIRD SECTOR ORGANISATION IN IMPROVING QUALITY OF MANAGEMENT EDUCATION

Mutually all the three sectors have to work together to improve quality of management education. The government organisations focus on community development aspects. Private organisations render service but they are oriented towards profit. The third sector organisation works for the welfare of people and these organisations are not oriented towards profit; service is a main motto of these organisations. In the study of Sreedhara TN and Tolpady (2005) assumed, in the advent of globalisation the space between the market and the state has substantially increased, during such a period of time the state has lost its significance and become weaker, the market has become supreme and the people are guarded neither by the state nor the market, these people were taken care by the third sector institutions. These organisations played an important role in supplementing the activities of state and market.

Quality of management education can be enhanced by establishing relationship between management institutions with all the three sectors. Following major issues have to be considered in improving quality of management education such as - quality employee selection, encouraging research culture, implementation of faculty development programs to improve the level of efficiency, establishing relationship with industry, initiatives have to be taken to reduce faculty turnover, improving the availability of study materials, creating good study environment etc.

Establishing relationship between three sector and

management institutions helps in resolving problems faced by management institutions. Government has to implement policies to overcome management institutions problems. Placement is major problem faced by management institutions, in order to overcome this problem management institutions have to collaborate with corporate. The third sector organisations have to support government and corporates in resolving management education problem. Hence it is better to establish collaboration between three sector and management institutions to overcome management institutions problems.

CONCLUSION

Improving quality in management education will build the qualitative resourceful young population to bring revolution in our country. In Indian economy management education is playing a major role in developing management

capabilities, presentation skills, team building capabilities, problem solving skills, self-confidence, motivational skills, inter personal skills, management skills etc. In Indian economy modification of management education is needed in order to meet the expectations of students, society, company, country. Consequently all over the world management institutions are facing a severe problem. In recent years the quality of management education is declining and the management institutions are finding difficult for their survival. In this regard proper initiatives have to be taken to overcome this problem. Hence it is better to work in group than independently. The present study suggests that collectively state, corporate and third sector organisation can perform well to enhance quality of management education and also to resolve management institutions problems.

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