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MANAGEMENT EDUCATION: CURRENT SCENARIO IN HARYANA

DR. MARKANDAY AHUJA
VICE CHANCELLOR
BABA MASTNATH UNIVERSITY
ASTHAL BOHAR

DR. ANJU AHUJA
PRO-VICE CHANCELLOR
BABA MASTNATH UNIVERSITY
ASTHAL BOHAR

JASPREET DAHIYA
RESEARCH SCHOLAR
DEPARTMENT OF MANAGEMENT
BABA MASTNATH UNIVERSITY
ASTHAL BOHAR

ABSTRACT

Today's globalized era and growing economic conditions have given management education a centralized place in the growth of a corporation as well as of an individual. Globalization is playing a vital role in giving shape to the relationship growing between business firms and management education system. In India, business education was liberalized in 1990s which led to the growth of various programmes run at graduate and post graduate level by these management institutions.

KEYWORDS

global competition, teaching pedagogy, employability.

INTRODUCTION

The Indian management education system was developed in 1990s which is almost similar to that of US management education system including curriculum, pedagogy, academic research model etc. During this tenure there has been a tremendous growth in the management education institutions. Today's management education system has gone a long way and these quarter century old traditions are undergoing through a makeover. One cannot ignore the fact that the Indian Management Education system is besieged to survive with the rapid change in the worldwide state of affairs. Here, students are not been prepared to face the challenges of life but for passing the examination which includes lack of practical knowledge or we can say stress is been laid on producing the bookworms instead of managers. Students are being educated to make them capable of seeking a job not for being a job producer. Students are prepared to run behind a highly paid salary package in the beginning itself without having any kind of practical experience. For various business owners running a B-school is just a source of earning profit for the enhancement of its goodwill. Today education system has become just a source of earning profit instead of educating the students. Thus we can segregate the business schools in two parts which includes:

- (a) Business Schools- where profit is priority.
- (b) Business Schools- where profit is secondary.

In India, Management Institution has mushroomed but the eminence remained vague. There are lot many private and government universities existing not only in Haryana but around the country which are delivering MBA degrees/ diploma to the children. Now a days, every second rich person wishes to open a B-school in the lust of earning more and more profit by providing the degrees/ diplomas to the students. Most of these institutions are producing Masters in Bookish Academia instead of Masters in Business Education as this degree involves lots of practical education instead of book education. The students with a degree of Masters in Bookish Academia will be able to secure good marks and a highly paid job but will not help them to retain the job for a longer time or to seek promotion. All this led to the downfall in the demand of MBA course. Earlier this course was at its boom because of lack of competition in the service and consumable market but now there exists a cut throat competition and skill development knowledge is need to be delivered to the students for their basic growth. According to S.S. Manta, Chairman AICTE says, "Colleges in remote India and institutes of poor quality are not getting admissions."

So, the paper will focus on the current scenario of management education prevailing in various colleges of Haryana, India. Thus, the target of the paper will be to bring in limelight the factors responsible for the poor management education system prevailing in India specifically in Haryana.

CULTURE OF MANAGEMENT EDUCATION IN HARYANA

Management education is not lagging behind as it has undergone huge developments in last some years in Haryana especially. Finest quality of management education is also being provided to the students by the numerous MBA colleges in Haryana. It seems that most of the MBA colleges in Haryana replete with eminent faculty along with state of art infrastructure. Most of the institutes try for the placement of the students in reputed companies and industries. CAT and MAT are the two gateways for entering in the best MBA colleges within Haryana where the overall academic performance of the student is also taken into consideration. MBA institutes in Haryana offer both the post graduate and diploma courses. Following programmes are been offered by the MBA colleges of Haryana:

- Master of Business Administration (MBA) in General Management
- Master of Business Administration (MBA) in International Business
- Master of Business Administration (MBA) in IT Management
- Master of Business Administration (MBA) in Financial Management
- Post Graduate Program in Management (PGPM) in Human Resources (HR)
- Post Graduate Program in Management (PGPM) in Financial Management
- Post Graduate Diploma in Human Resources Management (PGDHRM)
- Post Graduate Diploma in Business management (PGDBM)
- Post Graduate Diploma in Business Administration (PGDBA)
- Post Graduate Program in Management (PGPM) in General Management
- Post Graduate Program in Management (PGPM) in IT Management

- Post Graduate Diploma in IT Management
- Post Graduate Program in Management (PGPM) in International Business
- Post Graduate Diploma in Finance Management (PGDFM)

TOTAL MBA INSTITUTES IN HARYANA

Institutes	Intake
Universities department	860
Private institutes	12600

STUDENTS' EMPLOYABILITY RECENT TRENDS IN HARYANA

Employability is 'the new dark', the current example that advanced higher education institutions are donning in an offer to respond to the latest requests from society and governments. 'Transferable skills', 'soft skills', 'self-efficacy' and so forth – are the well-known competency requirements of today that rise through a collection of employability exercises being completed across management institutions as far and wide as possible around the globe.

EMPLOYABILITY ELEMENTS

Institutes imparting higher education should vigorously concentrate to pass the students who can rapidly contribute new skills and knowledge at the workplace that will help to drive the economic development of the countries. Qualification, number of research publications in each academic session and experience in years both in academic and corporate sectors helps in judging the professional excellence of the faculty. Publications will include research papers presented in different national and international seminars and conferences, authoring books, research articles in different reputed and peer-reviewed national and international journals, book reviews and publication of real life case studies etc. The number of Management Development program, Faculty Development Program/workshops and Executive Development programs organized by him/her as a resource person, projects handled and the number of national/international awards achieved helps in evaluating the corporate level interface of the faculty.

The other key success variables include industry interface of the institution which focuses on quality and quantity recruiters of summer interns as well as corporate recruiters coming to the campus for final placement, number of corporate visitors/industry experts visit to the campus as corporate guest lecturers and the placement conversion rate of the institute. Last but not the least, the key success variable of a business school is its alumni database and the success achieved by the alumni members in their professional life/corporate world as the alumni members are the brand ambassadors of the institutions

QUALITIES EXPECTED BY THE ORGANIZATIONS

- Immense public dealing capability and inter personal skills, fair personality, elegance, excellent scholastic records.
- Quality of people is a key determinant of success in a rapidly changing world
- Creativity, exceptional conceptual, analytical, extremely good and active contacts within the industry
- Extremely skilled, motivated, pioneering approach, negotiating skills
- Good track records of success, self-starter, energetic in nature

OBJECTIVES OF THE STUDY

This paper focus on the following objectives:

- (1) To find out the loop holes in education system with reference to Management Courses.
- (2) To analyze the role of practical training & role plays in management curriculum.
- (3) To analyze the gap between corporate demand and prevailing education system.
- (4) To suggest the strategies to minimize the gap between corporate demand and prevailing education system.

RESEARCH METHODOLOGY

Reaching certain conclusions with the help of systematic methods which enunciate the problem, with the help of hypothesis, data collection and its analysis is called Research. Thus, the systematic process of solving research problem is called research methodology. In the present study, descriptive-cum-exploratory research design has been adopted.

SAMPLE DESIGN

It refers to a well-knit for obtaining a sample from the area under the study known as universe or population. The modest-operandi adopted by the researcher for collecting samples in reference to the procedure or technique adopted for conducting the research.

SAMPLE UNIT

In the present study the researcher has taken the samples from Northern part of India viz: Haryana.

SAMPLING TECHNIQUE

In this research work, the samples have been collected from the sub-areas of Haryana on the basis of random cum convenient sampling mechanism. The sample might be either restricted or unrestricted. When individually, samples are drawn from the population at a large, then it is known as 'unrestricted sample' whereas all the different forms of sampling are drawn from the population at large is called 'restricted sampling'. Here, in this study the unrestricted sampling technique was also adopted.

SAMPLE SIZE

For the purpose of investigation, the number of sampling units selected from the population is called sample size. This study was conducted in the northern part of India-Haryana which includes faculty and students. Here the sample of 100 respondents was selected for the study. The sample is based on the faculty and students of different institutes.

COLLECTION OF DATA

The study is totally based on the primary data out of the two types of data collection i.e. primary and secondary data. Primary data is the source of data collection through interviewing after the consideration of all the relevant aspects chalked out on the basis of literature review by the researcher. All the respondents were personally visited and requested by the researcher to provide the needed information.

QUESTIONNAIRE

On the basis of five point Likert Scale, a questionnaire was prepared by the researcher along with the help of experts. Likert scale is an loom to retort categories that measures the extent of a person's satisfaction or agreement with a set of statements or questions. Eleven questions were prepared with five options viz a viz (1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree for the questionnaire. It becomes easy to qualify survey responses, by simplifying data analysis with the help of this type of response category. After the completion of the questionnaire each item is analyzed separately or the various responses to the items may be summed for creating a group of items. Thus, this scale is also known as summative scale.

VARIABLES

While keeping in mind the educational significance of the project and the value of good recital in Management Courses Education, following variables were selected for this questionnaire:

- a) Infrastructure

- b) AICTE Norms
- c) Placement Record
- d) Teaching Pedagogy
- e) Extra Curricular Activities

DATA PROCESSING AND ANALYSES

After collecting the needed data and the information, these were classified according to their characteristics or attributes or measurements. After classifying the data, it was arranged in statistical table to simplify the presentation of data and to facilitate comparison, further to attain the objectives of the study, these data were analyzed by applying simple analytical tools and statistical techniques/test statistics.

TEST STATISTICS

For analyzing Likerts scale, a variety of options exists which includes chi square statistics. This test compares actual responses of the respondents with expected answers. Statistical significance of a given hypothesis is been accessed by Chi square. The greater the level of deviation between actual and expected responses, the higher the chi square statistic and, thus, the less correctly the results will fit the hypothesis. This type of test is applied after the implementation of analytical tool to check the relationship, differences, association and importance of the obtained result. Here, the researcher has applied the method of Chi-square to see the association or difference between the diverse facts with that of their frequencies. For this, the response categories have been combined by the researcher in the Likerts scale.

TABLE A

Sr. No.	Independent Category	Combined Category
1	Agree	1. Agree
2	Strongly Agree	
3	Disagree	2. Disagree
4	Strongly Disagree	
5	Neither	3. Neither

The following formula is used for applying this non –parametric test:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Here, E = Expected frequencies

O = Observed frequencies

χ^2 = Chi-square

DELIMITATION OF THE STUDY

Research studies do have some delimitations and this study is no exception as such.

1. The study was delimited to time.
2. Delimited to sample area and size.
3. Some of the respondents were not ready to cooperate in filling the questionnaire of the study.

DATA ANALYSIS AND INTERPRETATION**STATEMENT NO. 1**

Are you satisfied with the sectioned intake capacity of your institute in different management course?

TABLE 1.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	28	29	57	0.57	0.74*
Disagree	18	18	36	0.36	
Neither agree nor disagree	4	3	7	0.07	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, “satisfied with the sectioned intake capacity of your institute in different management course”, χ^2 value of this statement is 0.74 which is not significant at 0.05 level of significance. It may, therefore, be concluded that a majority of the respondents do not agree with the sectioned intake capacity of their institute in different management courses.

STATEMENT NO. 2

Are you satisfied with the infrastructure provided to the students and faculty?

TABLE 2.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Reponses	Students	Teachers	TOTAL	%	χ^2
Agree	A	15	17	32	0.32	0.26*
Disagree	D	34	33	67	0.67	
Neither agree nor disagree	N	1	0	1	0.01	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, “satisfied with the infrastructure provided to the students and faculty”, χ^2 value of this statement is 0.26 which is not significant at 0.05 level of significance. It may, therefore, be concluded that a majority of the respondents do not agree with the infrastructure provided to the students and faculty.

STATEMENT NO. 3

Are you satisfied with the number of regular faculty available in the institute?

TABLE 3.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	12	16	28	0.28	0.61*
Disagree	34	32	66	0.66	
Neither agree nor disagree	4	2	6	0.06	

** Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, “satisfied with the number of regular faculty available in the institute”, χ^2 value of this statement is 0.61 which is not significant at 0.05 level of significance. It may, therefore, be concluded that the majority of the respondents do not agree with the number of regular faculty available in the institute.

STATEMENT NO. 4

Are you satisfied with the AICTE norms followed at your institute?

TABLE 4.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	15	19	34	0.34	0.17*
Disagree	26	27	53	0.53	
Neither agree nor disagree	9	4	13	0.13	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the AICTE norms followed at your institute", χ^2 value of this statement is 0.17 which is not significant at 0.05 level of significance. It may, therefore, be concluded that a significant majority of the respondents do not agree with the AICTE norms followed at the institutes.

STATEMENT NO. 5

Are you satisfied with the teaching pedagogy adopted by the faculty?

TABLE 5.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	20	21	41	0.41	0.57*
Disagree	24	26	50	0.5	
Neither agree nor disagree	6	3	9	0.09	

** Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the teaching pedagogy adopted by the faculty", χ^2 value of this statement is 0.57 which is not significant at 0.05 level of significance. It may, therefore, be concluded that a majority of the respondents do not agree with the teaching pedagogy adopted by the faculty.

STATEMENT NO. 6

Are you satisfied with the summer training campaign run by your institute?

TABLE 6.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	21	25	46	0.46	0.55*
Disagree	26	22	48	0.48	
Neither agree nor disagree	3	3	6	0.06	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the summer training campaign run by your institute", χ^2 value of this statement is 0.55 which is not significant at 0.05 level of significance. It may, therefore, be concluded that majority of the respondents do not agree with the summer training campaigns run by the institutes.

STATEMENT NO. 7

Are you satisfied with the practical experience platform provided by the institute?

TABLE 7.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	14	17	31	0.31	0.72*
Disagree	32	31	63	0.63	
Neither agree nor disagree	4	2	6	0.06	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the practical experience platform provided by the institute", χ^2 value of this statement is 0.72 which is not significant at 0.05 level of significance. It may, therefore, be concluded that majority of the respondents do not agree with the practical experience platform provided by the institutes.

STATEMENT NO. 8

Are you satisfied with the part time job concept followed by your institute in various management professional courses?

TABLE 8.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	14	18	32	0.32	0.52*
Disagree	34	31	65	0.65	
Neither agree nor disagree	2	1	3	0.03	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the part time job concept followed by your institute in various management professional courses", χ^2 value of this statement is 0.52 which is not significant at 0.05 level of significance. It may, therefore, be concluded that majority of the respondents do not agree with the part time job concept followed by the institutes in various management professional courses.

STATEMENT NO. 9

Are you satisfied with the skills acquired by you during the course time- fulfills the need of the corporate sector?

TABLE 9.1: p (χ^2) VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	13	15	28	0.28	0.06*
Disagree	31	35	66	0.66	
Neither agree nor disagree	6	0	6	0.06	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the skills acquired by you during the course time- fulfills the need of the corporate sector", χ^2 value of this statement is 0.06 which is not significant at 0.05 level of significance. It may, therefore, be concluded that majority of the respondents do not agree with the skills acquired by them during the course time- fulfills the need of the corporate sector.

STATEMENT NO. 10

Are you satisfied with the soft skill or personality development programs organized by your institute?

TABLE 10.1: $p(\chi^2)$ VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	14	16	30	0.3	0.26*
Disagree	35	34	69	0.69	
Neither agree nor disagree	1	0	1	0.01	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the soft skill or personality development programs organized by your institute", χ^2 value of this statement is 0.26 which is not significant at 0.05 level of significance. It may, therefore, be concluded that a majority of the respondents do not agree with the soft skill or personality development programs organized by the institutes.

STATEMENT NO. 11

Are you satisfied with the workshops/ seminars/ conferences/ industrial visits organized by your institutes?

TABLE 11.1: $p(\chi^2)$ VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	18	25	43	0.43	0.38*
Disagree	29	23	52	0.52	
Neither agree nor disagree	3	2	5	0.05	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the workshops/ seminars/ conferences/ industrial visits organized by your institutes", χ^2 value of this statement is 0.38 which is not significant at 0.05 level of significance. It may, therefore, be concluded that the majority of the respondents do not agree with the workshops/ seminars/ conferences/ industrial visits organized by the institutes.

STATEMENT NO. 12

Are you satisfied with the placement drives and job fairs organized in your institute?

TABLE 12.1: $p(\chi^2)$ VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	9	12	21	0.21	0.14*
Disagree	38	38	76	0.76	
Neither agree nor disagree	3	0	3	0.03	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the placement drives and job fairs organized in your institute", χ^2 value of this statement is 0.14 which is not significant at 0.05 level of significance. It may, therefore, be concluded that a majority of the respondents do not agree with the placement drives and job fairs organized in the institutes.

STATEMENT NO. 13

Are you satisfied with the theoretical concepts taught in the classroom, proves to be the need of the real corporate situation?

TABLE 13.1: $p(\chi^2)$ VALUE OF THE RESPONDENTS

Responses	Students	Teachers	TOTAL	%	χ^2
Agree	6	22	28	0.28	0.002*
Disagree	39	26	65	0.65	
Neither agree nor disagree	5	2	7	0.07	

* Not Significant at 0.05

INTERPRETATION

While expressing opinion in the statement, "satisfied with the theoretical concepts taught in the classroom, proves to be the need of the real corporate situation", χ^2 value of this statement is 0.002 which is not significant at 0.05 level of significance. It may, therefore, be concluded that a majority of the respondents do not agree with the theoretical concepts taught in the classroom, proves to be the need of the real corporate situation.

CONCLUSION AND SUGGESTIONS

It is expected that the result of the study can benefit both Business schools and recruiters/Industries in order to identify the present level of employable skills of young management students. Today's generation requires more and more employability education to compete the competition of the current scenario. Techniques are becoming obsolete day- by- day with the change in the environment. The study states that the Employability Skills of Management Students and Competencies Needed by Modern Industries are not successfully completed. Thus, the need of time is that the management education requires the ability to respond to newer situations and emerging realities without getting caught with the techniques of successes. So, it's the basic need of the environment that the preparation of the management students ought to be such that they can respond to the ever transforming environment. For this the following suggestions may prove to be fruitful:

1. The intake capacity of the institutes should be as per the infrastructure and facilities available with them.
2. Emphasis should be laid on the practical exposure instead of bookish knowledge.
3. Norms should be followed effectively for maintaining excellence of the institute.
4. Students should be taught the value of time and discipline
5. Institutes should be capable of providing 'Transferable skills', 'soft skills', 'self-efficacy' as per the demand of the corporate sector.
6. The output of the institutes should be capable to drive not only the state but country towards economic development.
7. Higher quality standards should be maintained across institutions in the state.
8. Summer training should be given equal priority as that of the placement drive.
9. Students should be motivated to go for part time jobs for seeking exposure.

10. More and more practical assignments should be given to the students.
11. Students as well as faculty exchange programmes should be increased.
12. Regular industrial visits/ workshops/ seminars and conferences should not only be organized but motivational factor should be there for the students to participate as well as to organize it.
13. Faculty should be well groomed and updated to be a role model for the students.
14. It is the need of the time to make the graduates come out of their comfort zone and made prepared to face the cut throat competition of the market for earning their livelihood in a better way.
15. The key success variables of a business school is its faculty student ratio (both full time and Adjunct Faculty Members are to be taken into consideration for the purpose of computing the ratio) and quality of the Faculty members.
16. It should be made mandatory for the students as well as faculty to publish as well as present atleast one research paper per semester in a reputed journal.
17. Research work should be made a part of yearly appraisal of the faculty and should be given proper weightage.
18. Alumni database should be prepared and alumni meet should also be conducted time and again.

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