GLOBALIZING MANAGEMENT EDUCATION IN INDIA:
ISSUES AND CHALLENGES FOR INDUSTRY AND ACADEMIA

ABSTRACT

Globalization is one of the most significant forces of changes for business, operationalizing products, currency and business, eliminating trade barriers, providing an international regulation system, offering incentives to collaborative scientific research comprehensively conceives institutionalizing globalization. This paper focuses on diagnosing the current state of Management education with respect to Globalization, viable option for removing the bottle necks in Globalization of management education, feasibility of establishing educational tribunals as well as the implications on the Organization. The spirit of the research paper aims to complement and extend the stream of critical reflection on Management education. When we turn back and gaze at where we are today, we have reasons to be proud of ourselves as well as to realize the need for change. Business schools are saddled with the responsibility to reach out to the larger number of the society while retaining the need to be conscious of maintaining the quality of education to ensure acceptance of their students by industry. The paper mainly focuses on the curriculum, accreditation, ranking, admission quality, length, trends, adaptation and challenges of Management education in India.

INTRODUCTION

The Globalization and Liberalization period was a Golden period in the Indian IT industry where the concept of services mushroomed across the nation and lead to overall development of the economy. The focus on talent development during this period was mostly focused on quick learning of programming skills followed by hands-on experiences. Globalizing management education not only has academic perspective, but also has socio-political, institutional, psychological and cultural aspects.

**For Academia**- Advanced teaching pedagogy for delivering the ever increasing quantum of knowledge in addition to having an interdisciplinary approach would prove to be of paramount significance.

**For Industry** – Integrative perspectives in different countries in addition to conceptualizing with a macro vision whereas executing it at a micro level would be the key to survival.
Importance of the theme:

Educational institutes will have to center their attention in decision making on the three major stakeholders namely Government, industry and the public at large. Globalization has led to a dramatic shift in the work culture. Paper work has reduced significantly and use of e-commerce has grown widely. The challenges in managing work with a non-linear approach such as ‘software as a service (SAAS),’ ‘Cloud computing’ and ‘System integration services need be handled with the different mindset and the managers need to be trained to address the challenges. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As the results the importance of the education has been increased many folds. Business executives need to update their skills due to sudden changes in the external environment. Due to the increasingly complex nature of organization and business, there is a need that the business schools impart relevant, current and cutting edge knowledge to the students. The education institutions need to strive to achieve balance between the education cost and the quality. One of the major criticisms of management education schools is the gap between theory and practice “The whole purpose of education is to turn mirrors into windows”.

DEFINITION:

Conventional definition: Suggest that globalization pushes an enterprise, its products, and its services across national borders, it promotes interaction and engagement on a global scale, it advances networking, communication, and execution of transactions; it spread trade, investment, capital and technology and it integrates nations politically, economically and culturally.

According to Joseph Stiglitz, an economist and winner of the Nobel prize defines Globalization as follows:

“Globalization is the closer integration of the countries and people of the world brought about by the enormous reduction of costs of transportation and communication, and the breaking down of artificial barriers to the flows of goods, services, capital knowledge, and people across borders”.

Management Education: Management education is an academic discipline by which students are taught to be business leaders, managers, University professors in business education and to create start-up companies. It also helps to adapt to changes in laws, regulation and trends.
Global business school:

Global is determined first by the outcomes it achieves, second by the process it engages, and last by the places it inhabits. Actions and locations are useful means toward the end goal of globalization, but ultimately schools are judged by the outcomes they achieve. A Global school of management:

**Prepare students to perform competently and confidently in a world of global business competition and inherently global issues.**
**Generate research insight about trends and best practices in global management.**
**Leverages diverse culture and practice in pursuit of innovation and continuous improvement**

PRESENT STRUCTURE OF INDIAN MANAGEMENT EDUCATION

The present is as follows, it is divided into six categories.

1. Indian Institute of Management (IIMs) setup by government of India.
2. University Departments of Management studies, distance, correspondence & part time courses as well.
3. Colleges & institutes affiliated to universities.
4. Private or Govt. Institutes approved by All India Council for Technical Education (AICTE).
5. Private Institutes or colleges not affiliated to any universities are not approved by AICTE.
6. Private colleges or Institutes offering MBA courses in India in collaboration with foreign Universities where degree & diploma certificates are awarded by the foreign universities.

OBJECTIVE OF STUDY

The business and management education could play a pivotal role in social uplift and triggering the entrepreneurial spirit in a society. The business schools face several challenges in terms of imparting quality education. External environmental forces and stakeholders continuously put pressure on the business schools to adapt the changes happening in the business world. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result the importance of management education has increased many folds. Business executives need to update their skills due to sudden changes in the external environment. In order to meet the challenges of the future, the reform of the higher education could be unavoidable. The Education Institutions need to strive to achieve balance between the education cost and the quality. One of the major criticisms of MBA schools is the gap between theory and practice.
After going through the various reports and existing state of business education in India, the committee has observed that the Indian management education is still facing number of challenges for e.g.

- Though, India produces a large number of graduates perhaps next to U.S. but still a scholarly debate on curriculum pedagogy and innovation is negligible.
- Most institutes depend on curricula and materials developed elsewhere and have not developed on intrinsic capacity to respond and evolve to changing needs of various sectors of industry.
- Many institutions still are unable to fulfill the mandatory changes imposed on them, such as upgrading of the curriculum by the universities or the board of management studies.
- With the opening up of trade and cross border movement of goods and services, the country needs a paradigm shift in management education and management training for working professionals.
- Presently, management education is treated as sub – department of engineering by AICTE – rather than recognizing that management itself. The working group recommends a fully autonomous governing council for management education.
- The current curriculum in management education does not teach students in facing the challenges in business environment.
- How to manage uncertainty and complexity are not taught in business schools.
- It merely teaches the concepts with case studies.
- It does not focus on the challenges arising out of rapid growing technology and the challenges involved in running an enterprise.
- Unfortunately, the best talent is going to industry where salaries are lucrative.
- Those who come to academic area are the ones who could not be absorbed in the industry or those who come to this profession by chance or those who chose this career out of passion.
- Insufficient availability of specialized experts and qualified faculty.
- Lack of Industry based specializations.
- Lower infrastructure.
- Burden with heavy subjects.
- Lack of necessary guidance to the students.
• Lack of updated and industry based syllabus.
• Lack of admissions in Management Research.
• Lack of Inter-disciplinary approach.
• Lack of specified authorities for quality research in management studies.
• Insufficient Grants for research
• The courses remain too theoretical and do not equip students with the right Attitudes, skills and Knowledge (ASK) required for them to be employable.
• Students are not properly educated either to fit the industry requirements or to be entrepreneurial to start and grow up small and medium companies. Students only get a degree but not the industry-required qualifications.
• Neither the institutions nor the students are clear as to what kind of “product specification” is achieved at the end of the two years of study i.e., the quality of students produced and their ASK levels.
• More than 85% of the students who complete their MBA/PGDM are not industry ready.
• Just as customers would like to know about the specifications and quality before buying any “product”, industry would also like to know and be assured of the product specification (Quality) of the Graduates it wants to hire.

Statement of problem:
Globalization is a driver of changes that cannot be ignored. The course of globalization will continue as long as people are driven to look across borders for resources, ideas, efficiencies and services. Business schools that fail to adapt to the reality will lead to its own peril. A review of the status and trends of globalization of management education is important and timely for several reasons:

• The profession they serve: The general mission of business school is to educate and prepare talent to serve customers, firms and markets. As the field of business administration evolves, the academy must evolve as well.
• Globalization is a disruptive force of change in management: Globalization as changed former assumptions, practices and strategies. Among the B-schools globalization as motivated to change their strategic objectives, obligation, networking (to build connectivity with other schools) signaling and brand building, satisfying demand, generating revenues and self-transformation.
Quality of learning experience for students: The present efforts by business schools to globalize typically include a series of independent and fragmented activities. These activities are mostly focused on students and on faculty diversity and the establishment of cross border partnership for student exchange. Accreditors of academic institutions should set stranded of excellence consistent with this new world. Expectations for the incorporation of global perspectives into the incorporation of global perspective into the curriculum, for the intellectual capital of faculty to keep pace with the evolution of business practices in global business environment, and for schools to ensure consistent quality across all programs and locations can provide a framework for this quality assurance.

Therefore management educators and their institutions should respond but after research and reflective consideration. For business schools, globalization presents both challenges and an opportunity. The events of this past warrant careful research and adjustment of curricula in an effort to convey a richer understanding of the evidence and impact of globalization.

THE NEW DIMENSION FOR MANAGEMENT EDUCATION

The emergence of such a new dimension has already begun. Companies are feeling the need for global standards to benchmark human resources, and academics are encouraging the use of merit-based candidate selection systems. India’s position as a lead contributor to the global IT human resources pool will need to be supported by the adoption of global standards for talent selection. After globalization and liberalization, the Indian economy has become more mature and hence we require entrepreneurial management skills. Our management schools have failed to meet this challenge. Therefore there is a need to revamp our management education. Keeping in view the above facts and demand of the time, prospects of Commerce as Education and Profession seems very bright. Management courses have become 'Academic Courses' rather than 'Professional one'. Management Institutes, barring a few exceptions, have reduced to commerce colleges. There is an urgent need to restructure management education to meet new challenges.
Management education adds value to the existing qualifications. It helps students irrespective of their domains in graduation as it widens their knowledge base and encourages them to think differently. Management education enhances managerial and leadership skills by sharing of ideas, insights through healthy, meaningful and case study discussions. Having students with cross cultural backgrounds adds value to management education as there is probability of generating multiples ideas. Apart from providing requisite skills and abilities to get going smoothly at the corporate world, it provides an opportunity to network with others and promotes cross-cultural diversities. It helps in equipping the executives with competencies and capabilities to take on the corporate challenges with confidence. Now a day, we find there is growing demand for the programs in the domain of strategy and leadership development in management education.

The Challenges faced with future trends.
One of the major challenges is to ensure of the management programmes through creating conditions conducive to quality enhancement and sustenance. These include the following challenges faced with future trends.

Faculty Development: Owing to the sanction of large number of B-Schools through AICTE resulted into shortages of qualified faculty. At present number of faculty members are without Ph.D. & research background. In fact, at the University level UGC expects either Ph.D. or NET/SET as an essential qualification in the selection process at college or University level. But due to shortages of faculty in management only a master’s degree is enough to become a faculty member in the B-schools. In selection process industry experience has given a special weightage but due to shortages of faculty, the industry experience is also not being judged properly in number of cases. Moreover AICTE has no machinery to develop & train the faculty to teach management Courses with an applied basis. It is also observed that some of the institutions either engage part time faculty or appoint them on contractual basis where they have a little involvement either with the institution or with the students. Newly joined faculty members adopt only lecture methods & impart theoretical or conceptual knowledge to the students rather than brainstorming or its application. New faculty members without any experience cannot take-up the research or development of teaching materials & deliver only the lectures mainly drawn from the text books.
The faculties should be from excellent academic background with an industry exposure. They should be a special breed of people driven by passion rather money. They need to inspire and motivate the students through right communication skills. They should preferably have industry experience in a reputed organization. It is desirable to have research experience in management along with consultancy and teaching experience. The present economic meltdown has thrown several challenges to business managers and leaders across the world. Everyone started blaming business schools for the present mess. Is it justified to blame them? If not, then who is responsible for the current global mess? Is it the business schools or faculties or students or parents or all to be blamed? Attention should be given for development of faculty through creation of facilities for local and overseas higher education. Good business schools look beyond teaching and academic research. This is achieved through encouraging faculty members to engage regularly with the executives of industry formally and informally. This is achieved by organizing interactive sessions between executives and faculty, inviting executives to the campus for guest-talks which in turn reinforcement and strengthening of the bond knowledge-symbiosis between the faculty and industry.

**Promote Research Culture:**
The management Institutions does not have culture that is supportive of research. Imbibing a research culture requires a good library support system. Scholars should be invited to undertake research in certain areas of national interest. Regarding the research grant procedure there is a need to support more to individual project proposals. Encourage to those institutes who have adequate support system to start Ph.D. programme. Being a recent development of management discipline there is a shortage of Ph.D. guides & hence those who would like to pursue for research degree they are forced to register for their Ph.D. degree under the faculty of commerce. Many a times these Research guides in this field are unable to guide the candidates in the area of management.

**Develop reading materials relevant to Indian Context:**

It is observed that the ideas & concepts which are effective in the countries of their origin but have been less effective in Indian context. So also the management practices adopted in Industrialized countries are in perfect harmony with their culture & tradition, where as India has yet to do this exercise through systematic research & study.
The materials available are not yet-specific or relevant to Indian context. There are very few B-schools in India now they have started concentrating on research as well as preparing reading materials relevant to Indian context.

**Need to broaden the specialization:**

There are some businesses which are Context specific to India. e.g. agricultural services, infrastructure management, Contract research, hospital management & NGO are rapidly growing areas in business. These businesses need customized management education. Curricula customization, Specific material development & faculty specialization are some of the neglected factors that led to poor Quality of management education in India. No doubt some of the B-schools have introduced MBA, program, focused on telecom, financial services & infrastructure management but still it requires more efforts on customization in order to broaden the Specialization.

**Accreditation and Ranking:** The entire playground of business schools is uneven in India. The IIMs, which are directly under the Ministry of HRD (MHRD) of Government of India, have a single governance mechanism, viz., and their respective boards of governors. The Universities and the colleges affiliated to them, offering management programmes, are governed by their own boards of governors and above all by the rules and regulations of University Grants Commission, an arm of MHRD. Then we have private autonomous business schools that offer PGDMs which are governed by their respective boards, also strictly controlled by the All India Council of Technical Education (AICTE), another arm of the Ministry of Human Resources development (MHRD) he rules applicable to these three types of institutions are not the same and this takes the Management operating space that much more challenging especially for the PGDM business schools. Accreditation and rank would create a benchmark through which all business schools would come under one umbrella to improve the quality of management education in line with what the US and UK do. In Indian management education it is one of the emerging issues is to identify the process to be adopted for implementation of an accreditation system. The accreditation has to be fair, transparent, independent as well as ruthless. The rapid growth in number of management institutes require a specialized body rather than the all-encompassing AICTE to carry out accreditation. In fact a council, exclusively for management education is required & the process of accreditation & recognition need to be made separate. Recently the (NKC) National Knowledge Commission has recommended rating as an additional measure to inform the students, the parents & the public of the Quality of Management education entity (MEE) because of mushrooming growth of schools in India.
Many of which do not meet even the minimum requirements for the acceptable Quality. By requiring disclosure of information on rating a great service will be performed to all stakeholders including students & recruiters. Hence, the group has recommended that all MEE must have mandatory rating.

**Internationalize Management Education:** There are many schools which claim to treat their students as “Customers”. The best schools in the country, however, treat students as raw materials to be refined into job-ready final product; the customer is industry, which “buys” these products. As the business is getting global, day by day there is an increasing need for the institutions (B-schools) to produce global Managers. Therefore, it has become necessary that the Indian Management education should also become more global. The response to globalization of business is the globalization of Management education. Hence, the business schools must admit international students to the programme. The Indian management institutes are the only ones with no international participation. The B-schools should induct a few international faculties & provide an opportunity to the students to listen about other country’s business culture & systems. The B-schools should provide an active programme of students & faculty exchange with advanced countries. To ensure that at least the curriculum deals with international subjects like international economics, International Marketing, International Financial Management or international Business Management etc. Indian B-schools should collaborate with some well-known foreign B-schools by which Indian students can do part of their education in those institutes. Lastly the B-schools also collaborate with some foreign placement Consultancies to make sure at least some students can obtain jobs abroad. This can achieve by the alumni of the schools who work in various organizations, whose competence, commitment, teamwork and values are perceived by the recruiters as representing the true worth of a business school. Much of the education and learning environment today is divided into very rigid academic disciplines, focused on discrete units of research. However, the emerging Information Society and global economy requires a holistic understanding of systems thinking, including the world system and business eco-systems. Thus inter-disciplinary research approaches are seen as critical to achieving a more comprehensive understanding the complex reality currently facing the world system.
Curriculum and student expectation and development: Are management education programmes supplying what the customer wants? This question is often answered in negative. To answer these questions we must first clarify who we see as the customer—is it the student or the employer of the student? Universities and business schools are primarily focused on the student as their customer, but the business community thinks that are the customer, since they hire the graduates. While faculties listen to what the business community wants, the translation of that into what is subsequently offered in the classroom is imperfect. The academics responsible for changing course content and course delivery are generally insufficiently incentivized to spend a lot of time doing that, or learning about business practice and how their theories can be implemented in practice. Bentham famously said, “Man wants maximum pleasure and minimum pain”. Hence, their expectations about the learning process can be summarized as learning should be fun. The current student-generation which is highly tech-savvy does not appreciate the traditional teaching methods such as lectures and presentations by the faculty. They look for hands-on experience and earn on their own; their expectation from the faculty is in facilitating reflection, synthesis and abstraction. The curriculum and the pedagogy replicate the “real world” relevance so as to help the students to acquire problem solving skills, team work, business cases, presentation and group discussions. Career counsellors coordinate and help nurture corporate connection for the students.

Global opportunities: The Global programme grooms students in terms of continuous internationalization. For this purpose global business schools should arrange for active student exchange programmes. Apart from regular exchange programmes, a Global Experience Trip (GET) should also be arranged by the business schools as a pivotal component of its globalization initiative. During the summer or winter terms, the students should be taken for 5 to 10 day overseas credit course during which they attend lectures given by prominent professors from renowned universities and to visit various companies also.

Career development center (CDC): The CDC helps the students pursue their career goals through personal coaching sessions, career development exercises and various internal and external job fairs. Overall it aims at preparing the Global management students for successful job placement upon graduation. For this, the CDC undertakes three distinct activities, establishing and supporting career development programmes, supporting employment processes and providing the basis for networking support.
Career development programmes: It is a multi-stage process designed to maximize the potential of the students. First the students explore their strengths and understand ways to apply the strengths for the job hunt. The process begins with one-to-one coaching, followed by aptitude tests, various clinics, an interview clinic and consulting services from a professional. Along with all these, career forums and classes held each semester also allows the students to build the knowledge required for their careers.

Employment support: The CDC facilities employment support activities for the students by providing summer internship positions and full time job placements. In order to help the students secure employment, CDC has to developed relationships with more number of companies which include major multinationals and specialized companies. Along with this CDC should maintain a strong relationship with major headhunting companies. The active relationships and wide networking made possible through CDC are helping the institute in placing students successfully in attractive jobs.

Networking support: The CDC arranges networking opportunities for its students through a ‘buddy programme’ with senior Global MBA, Corporate, Finance and Executive MBA students that help the current students to build a professional network. Along with the ‘buddy programme’, multiple functions are conducted regularly to strengthen the alumni.

Conclusion
Globalization is a very real phenomenon that is transforming the world economic system including nearly all aspects of production, distribution and other business processes. With the emergence of a new development model, particularly in the highly industrialized economies, knowledge and information take on increasing importance. Thus, the era of globalization has tremendous concomitant implications for knowledge, education and learning. The four pillars for effective management education are industry experience, consultancy experience, research experience and teaching experience. When faculties possess these four areas of experience and expertise, then it ensures qualitative management education. The present business education is broken and need to be reinvented with changing times. Let us make Indian MBA on par with global standards. We need to get out of the mindset of being copycats. We need to reinvent ourselves as leaders from being followers. To sum up, it is vital to have holistic and integrated. The problem with us is to imitate the western management education blindly.
By the time we take best out of them, the content and curriculum gets outdated thus resulting into obsolescence. Let us be creative and innovative in preparation of curriculum and methodology of teaching. Management colleges may improve their services through various quality programs.

One of the important reasons of Japan’s Climbing to the top ladder of Industrial world is that they believe in “Developing people before developing products,” Indian management education has to think in this direction. Very likely the concept of “just-in-case” education epitomized by the management education will be supplanted by the “just-in-time education. Management programmes that will succeed only when it nest their programmes within a value set that is focused on sustainability, digital accessibility, and practical business-decision making learning goals.